

**– Daily Study Guides –**

## Introduction to First Things: The Five Mysteries

**Objectives:** To be able to...

- State the course expectations, purpose and philosophy.
- Ransack an article using the principles provided.
- Describe the "Five Mysteries" and interact with them.
- Compare biblical teachings on creation with other religions' teachings on this topic.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
1-3      Lesson 01 Introduction

#### General

Winter, ed: *WCF Program: Ancient World Reader*  
1-13      Winter & Snodderly: The Story of the Battle for Our Planet  
15-17      Winter: How to Ransack a Book  
*Ransack one or more of the readings below using these principles.*

Ross: *The Creator and the Cosmos*  
13-15      The Awe-Inspiring Night Sky  
17-21      My Skeptical Inquiry  
31-44      The Discovery of the Twentieth Century

Ross: *The Genesis Question*  
11-16      Reasons for Resistance  
17-26      Creation of the Cosmos  
27-34      Creation Events: Days 1, 2  
195-198      Appendix A: Biblical Origins of the Scientific Method  
199-202      Appendix B: Word Studies in Genesis 1

Christian: *Maps of Time*  
17-21      Origins of the Universe, Time and Space  
*(available as an e-book for sale and for free at [www.netlibrary.com](http://www.netlibrary.com))*  
*Here are a few accounts from other cultures given as background for introducing the "modern creation myth" based on current scientific understanding.*

Smart, ed: *Sacred Texts of the World*  
339b-344      Creation: Pueblo, Polynesia, Zuni, Australia

O'Brien: *Oxford Atlas of World History*  
Foreword and Index

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
3-4      Lesson 01 Review

#### Optional

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
35-36      The Old Testament Daily Readings

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
1-4      The World and charts

### Personal Response, Intellectual Journal, Notes

Language:

*Hebrew Lessons*  
Introduction  
Hebrew Letters  
Hebrew 1

Preview:

*Five Mysteries*

In setting out in this awesome, cosmic mission, certain matters may never be completely clear in this life. As we look into these mysteries there are implications for our present role in the overall story.

It is our task to take the book of God's words without ignoring or despising the book of His works. This is very much a part of the missionary task. Wherever you go in the world, you will find the people are much more alive to the realities of science than of the Bible, through sheer exposure. Those who would declare His glory must be prepared fully and worshipfully to recognize God in His handiwork.

Administrative Note:

All persons taking WCF as a student enrolled in an institution should make sure to follow instructions and read all forms that are given to you by your institution. These Daily Study Guide pages may not contain all the information you need in order to successfully complete your program. Contact your institution for more information. Also note that Study Guides are school-specific. If you have purchased a hard copy of the study guide then ensure that you have purchased the correct version by reading the front cover of your book.

If you are relying mostly on the hard copy of the study guide and lesson overviews, note that the lesson overviews are in the back of the book.

***Introduction to First Things: The Five Mysteries*****Reflection Questions**

1. Express in your own words the expectations and purposes of this course.

2. Summarize each of the five mysteries in five words or less. Which of these seems most mysterious to you? Why?

3. On a separate page, draw a chart comparing a number of biblical teachings on creation with parallel teachings in two or more religions.

**Notes**

## Mystery One: The Creation of Matter, A

**Objectives:** To be able to...

- Describe at least three ways in which your knowledge of the nature of the universe has expanded as a result of your readings.
- State the fundamental nature of Inductive Bible Study.
- Apply the principles of Inductive Bible Study to a portion of Scripture.

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
5-6 Lesson 02 Introduction

#### General

Ross: *The Creator and the Cosmos*  
45-67 Twenty-First Century Discoveries  
69-75 Einstein's Challenge  
77-85 Closing Loopholes: Round One

Christian: *Maps of Time*

21-37 The First 300,000 Years: Origins of the Universe, Time, and Space  
*Gives a modern scientific perspective of the first four of the five mysteries of this course.*  
493-504 Appendix I: Dating Techniques, Chronologies and Timelines (of the Core 21st Century Creation Myth)

*The Bible*

Genesis 1:1-2:3

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
6-8 Lesson 02 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
7 Graham: The Inductive Method of Study, Inductive Bible Study Syllabus: Part I (Genesis 1-11), Assignment A  
15-16 Graham: Inductive Bible Study Explained: Preface, Introduction  
16-17 Graham: Inductive Bible Study Explained: Which Bible Shall I Use?  
17-18 Graham: Inductive Bible Study Explained: Approach to Study

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
1-4 The World

#### Language

*Hebrew Lessons*

Hebrew 2

***Mystery One: The Creation of Matter, A*****Reflection Questions**

1. State the fundamental nature of inductive study of the Bible.

2. Describe at least three ways in which your knowledge of the nature of the universe has expanded as a result of your readings.

3. How does this new knowledge affect your appreciation of the majesty and greatness of God?

**Notes**

## ***Mystery One: The Creation of Matter, B***

**Objectives:** To be able to...

- Describe at least three ways in which you have been astounded by your readings about the complexity and delicacy of the universe.
- Cite several discoveries that led to the Big Bang theory.
- Identify the component parts of Genesis 1:1–2:3.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
9-10                      Lesson 03 Introduction

#### **General**

Ross: *The Creator and the Cosmos*  
99-108                  Science Discovers Time Before Time  
145-167                  A "Just Right" Universe

Christian: *Maps of Time*

39-56                      Origins of Galaxies and Stars  
57-75                      Origins and History of the Earth

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
10-12                      Lesson 03 Review

#### **Inductive Bible Study**

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
7                              Graham: The Inductive Method of Study, Inductive  
                                 Bible Study Syllabus: Part I (Genesis 1-11),  
                                 Assignment B  
18-19                      Graham: Inductive Bible Study Explained: Naming  
                                 and Grouping Paragraphs

#### **Language**

*Hebrew Lessons*

Hebrew 3

### **Personal Response, Intellectual Journal, Notes**



## Mystery Two: The Creation of Life, A

**Objectives:** To be able to...

- Explain the chemical difference between life and inorganic matter.
- Express a sense of wonder at the incredible complexity that has developed from "simpler" forms of matter or life.
- Compare differences and similarities between Genesis 1 and 2.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
13-14 Lesson 04 Introduction

#### General

Ross: *The Creator and the Cosmos*  
175-199 Earth: The Place for Life  
201-212 Building Life  
213-216 Extra-Dimensional Power  
217-219 The Point

Christian: *Maps of Time*  
79-104 Origins of Life

*The Bible*  
Genesis 1-2  
[www.biblegateway.com](http://www.biblegateway.com)

O'Brien: *Oxford Atlas of World History*  
12, 16-17 Ancient World, The Human Revolution

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
14-15 Lesson 04 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
7 Graham: The Inductive Method of Study, Inductive Bible Study Syllabus: Part I (Genesis 1-11), Assignment C  
21 Graham: Inductive Bible Study Explained: How to Make Observations  
19-21 Graham: Inductive Bible Study Explained: Observation

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
4-10 The World

#### Language

*Hebrew Lessons*  
Hebrew 4

### Personal Response, Intellectual Journal, Notes



***Mystery Two: The Creation of Life, A*****Reflection Questions**

1. There were atoms and molecules before "life" appeared in any form. Explain the big difference between the two kinds of molecules.
2. In this lesson we are not yet studying the emergence of the higher forms of life. Note, however, how much the idea of "later" evolution depends upon the "success" of developments right down to the level of the DNA molecule. Does it appear to you that the emergence of "living" molecules out of "dead" atoms and molecules is more, or less amazing than the appearance of the "dead matter" in the first place? Explain your answer.
3. In what ways does Genesis 2:4-25 give a different account of creation than Genesis 1? What are the similarities between the two creation accounts?

**Notes**

## Mystery Two: The Creation of Life, B

**Objectives:** To be able to...

- a. As a result of your readings and reflections in this lesson you will be able to participate in a major experiment in "rapid reading" actually searching or research as a means of identifying the locations in the texts of the puzzle raised today.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
16-17                      Lesson 05 Introduction

#### General

Ross: *The Genesis Question*

35-46                      Creation Events: Days 3 and 4  
47-58                      Creation Events: Days 5 and 6  
59-62                      Source Controversy  
63-68                      Rest: Day 7  
69-80                      Spiritual Perspective on Creation: Genesis 2

Christian: *Maps of Time*

107-135                      Evolution of Life and the Biosphere

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*

17-19                      Lesson 05 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*

7                              Graham: The Inductive Method of Study, Inductive Bible Study Syllabus: Part I (Genesis 1-11), Assignments D & E  
21-22                      Graham: Inductive Bible Study Explained: Subject Matter, Form and Meaning

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*

10-18                      The World

#### Language

*Hebrew Lessons*

Hebrew 5

### Personal Response, Intellectual Journal, Notes

Preview:

Today we conclude our exploration of the Second Mystery. The First Mystery was the appearance (or creation) of matter itself, the inorganic universe. Yesterday and today we are talking about the mystery inherent in the appearance of life forms. Yesterday the simpler forms, the DNA molecule, the amino acids. Today the "evolution" of the chain of life forms to the threshold of man.

Today we also wish to shift gears in the method of study, this time putting the burden of finding the location of the subject for the day in the various texts, doing this as a valuable exercise in "search-reading."

***Mystery Two: The Creation of Life, B*****Reflection Questions**

1. Where in each of our current texts that deal with the origin and development of life do you find references to the inherent puzzle arising from the suddenness of change at every new level in the development of life forms? Some of the give-away phrases are as follows:

*gaps, bursts of speciation, explosion of speciation, Cambrian explosion, transitional forms, mysterious leaps, missing links, rapid branching, emergences, punctuated equilibrium, quantum jumping, jumps, discontinuities, macro mutations, directed panspermia, extinction events, etc.*

2. Explain the relationship between a book's form and the author's purpose.

**Notes**

## Mystery Three: The Creation of Mankind, A

**Objectives:** To be able to...

- Explain the difference between the language of science and the language of theology.
- Apply principles of biblical interpretation that lead away from dogmatic presuppositions which generate misunderstandings about Genesis 1-2.
- Articulate the distinction between different approaches to evolution and the implications of that distinction for a biblical doctrine of creation.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
20-22      Lesson 06 Introduction

#### General

Winter, ed: *WCF Program: Ancient World Reader*  
19-21      Buswell: Creation and Evolution: Process and Origin

Ross: *The Genesis Question*

81-86      Modern Criticism Arises  
87-92      Genesis and 'Creation Science'  
93-100      How Far the Fall? Genesis 3  
101-106      Cain's Wife and the City: Genesis 4

Christian: *Maps of Time*

139-169      The Evolution of Humans

O'Brien: *Oxford Atlas of World History*

12, 16-17      Ancient World, The Human Revolution  
17-27      The Human Revolution, Hunting to Farming

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
22-23      Lesson 06 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
22-25      Graham: Inductive Bible Study Explained: Charts  
7      Graham: The Inductive Method of Study, Inductive Bible Study Syllabus: Part II (Genesis 12-15), Assignments A, B, C1

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
614-616      Namibia

#### Language

*Hebrew Lessons*  
Hebrew 6

### Personal Response, Intellectual Journal, Notes

***Mystery Three: The Creation of Mankind, A*****Reflection Questions**

1. What is the difference between the language of science and the language of theology?

2. Explain the meaning of "special evolution," "general evolution," and "evolutionism." What are the implications of that distinction for a biblical doctrine of creation?

3. Describe the extent to which the creationist may accept the same scientific evidences and position as the evolutionist, and the point at which they must part company.

**Notes**

## Mystery Three: The Creation of Mankind, B

**Objectives:** To be able to...

- Compare Christian faith with scientific views of creation and the origin of humanity.
- Speculate on how long ago creation took place and the implications of this for a biblical view of creation which is scientifically respectable.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
24 Lesson 07 Introduction

#### General

Winter, ed: *WCF Program: Ancient World Reader*  
23-26 Buswell: *Antiquity and the Fossils*

Ross: *The Genesis Question*

107-116 Dating the Origin of Humanity: Genesis 5  
117-126 Possibility of Long Life Spans: Genesis 5-6  
127-138 Sons of God and the Nephilim: Genesis 6

Christian: *Maps of Time*

171-199a The Beginning of Human History

Oliver: *The African Experience*

1-17 Eden  
*This book is available as an e-book from  
www.netlibrary.com*

O'Brien: *Oxford Atlas of World History*

12,13,18-27 The Ancient World (general), Hunting to Farming  
(specific regions)  
20-21 From Hunting to Farming: Europe 8000-200 BC

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
24-26 Lesson 07 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
7 Graham: *The Inductive Method of Study, Inductive Bible Study Syllabus: Part II (Genesis 16-25), Assignments C1, 3: Chapter Titles*

#### Optional

Oliver: *The African Experience*  
18-29 Eden Outgrown

Ross: *The Genesis Question*  
205-208 Appendix D: Scientific Discoveries Supporting Genesis

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition

892-899 Zambia

#### Language

*Hebrew Lessons*  
Hebrew 7

**Personal Response, Intellectual Journal, Notes**



## ***Mysteries 1-3: Creation–Diverse Evangelical Views***

**Objectives:** To be able to...

- a. Explain the implications of the second law of thermodynamics for evolutionary theory.
- b. Compare diverse evangelical views of the origin and age of the universe.
- c. Relate the creationist view of the earth's origin.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
27-28      Lesson 08 Introduction

#### **General**

Youngblood, ed: *The Genesis Debate*

- |        |   |
|--------|---|
| 12-33  | Were the Days of Creation Twenty-Four Hours Long?                       |
| 36-53  | Are the Events in the Genesis Account Set Forth in Chronological Order? |
| 56-80  | Was the Earth Created a Few Thousand Years Ago?                         |
| 86-108 | Was Evolution Involved in the Process of Creation?                      |

Glasser: *Announcing the Kingdom*

29-45      God Creates the World, and Humanity and Rebels

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
28-30      Lesson 08 Review

#### **Optional**

Winter, ed: *WCF Program: Ancient World Reader*  
27-38      Morris: Recent Creation

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*

878-881      Venezuela

#### **Language**

*Hebrew Lessons*

Hebrew 8

**Personal Response, Intellectual Journal, Notes**



***Mysteries 1-3: Creation–Diverse Evangelical Views*****Reflection Questions**

1. What are the implications of the second law of thermodynamics for evolutionary theory? How does it affect creationist views?
2. What are the theological implications inherent in the young earth theory, the day/age theory, and theistic evolutionary views of creation?
3. Can Christians acknowledge evolutionary change and still be creationists? Defend your answer.
4. Assume you are in a debate with an atheistic scientist. Present an opening argument defending a creationist view of the earth's origin.

**Notes**

## Mystery Four: The Creation of Civilization, A

**Objectives:** To be able to...

- Compare your definition of history with the concept of history presented in our major history text.
- Relate the role that writing played in civilization.
- Identify the five major civilizations of the ancient world.
- Explain the major elements that define a civilization based on Genesis 4-5.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
31-33 Lesson 09 Introduction

#### General

Christian: *Maps of Time*

245-282 From Power Over Nature to Power Over People: Cities, States, and "Civilizations"

#### Alphabet Makers

The Beginnings of Alphabets  
<http://www.jaars.com/museum/alphabet/people/begin.htm>

Partridge, ed: *Introduction to World Religions*

Hultkrantz: Religion Before History, 10,000-3,000 BCE, 44b-47

O'Brien: *Oxford Atlas of World History*

22-23 From Hunting to Farming: Africa 10,000 BC-500AD

26-27 From Hunting to Farming: Australia and the Pacific 10,000 BC to 1000 AD

24-25 From Hunting to Farming: The Americas 12,000-1,000 BC

32-35 Civilizations in Mesoamerica 1200 BC-700 AD and Cultures in South America 1400 BC-1000 AD

84-85 Civilization in Mesoamerica and South America 500-1500

108-109 Cultures in North America 500-1500

McNeill: *A World History*

1-21 Emergence and Definition of the Major Old World Civilizations to 500 BC

3-6 Part 1 Preface

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*

33-35 Lesson 09 Review

Partridge, ed: *Introduction to World Religions*

44-47 Hultkrantz: Religion Before History, 10,000-3,000 BCE

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*

7 Graham: The Inductive Method of Study, Inductive Bible Study Syllabus: Part II C4: Chapter Titles: Genesis 26-36 inductive study

#### Optional

Smart, ed: *Sacred Texts of the World*

349a-350 Wakan Tanka, Origin of Manioc, Origin of Plants

354b-356 Dogon Creation

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition

137-141 Barbados

116-117 Aruba

375-376 Grenada

570-571 Martinique

778 St. Lucia

782 St. Vincent

628-629 Netherlands Antilles

*Additional assignments found in adjacent column.*

### Personal Response, Intellectual Journal, Notes

Language:  
Hebrew Lessons  
Hebrew 11

***Mystery Four: The Creation of Civilization, A*****Reflection Questions**

1. What were the five major civilizations of the ancient world?

2. What role did writing play in the advance of civilization?

3. Delineate the elements of civilization in Genesis 4–5 and compare them with Genesis 1–2 and the civilization of Mesopotamia. In light of the Fall, what does civilization tell you about God?

4. Think through your concept of history, and compare that with the position presented in "A World History".

**Notes**

## Mystery Four: The Creation of Civilization, B

**Objectives:** To be able to...

- Compare the four mysteries in terms of suddenness of origin.
- Evaluate the evidence for the belief that intelligent evil is at work in all aspects of Creation, including civilizations.
- Describe your current understanding of the literary structure of the book of Genesis.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
36-37      Lesson 10 Introduction

#### General

Ross: *The Genesis Question*  
173-188      Origin of Nations and Races: Genesis 9–11

Christian: *Maps of Time*  
283-316      Long Trends in the Era of Agrarian "Civilizations"  
*Note at the end of this selection the role of disease, famine, and warfare as linked to urbanization. Compare this with the WCF Core Idea that "Creation at all levels was corrupted by intelligent evil."*

Smart, ed: *Sacred Texts of the World*  
33-34      The Powerful Dead: A Lamentation Over the Destruction of Ur

*Alphabet Makers*  
Hebrew  
<http://www.jaars.com/museum/alphabet/galleries/hebrew.htm>

Partridge, ed: *Introduction to World Religions*  
10-14      McCutcheon: What is Religion?

O'Brien: *Oxford Atlas of World History*  
28-30      The First Civilizations: Mesopotamia and the Indus Region 4000-1800 BC

McNeill: *A World History*  
3-6      Review Part One Introduction  
27-35      Egyptian Civilization through The Indus Civilization

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
38-39      Lesson 10 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
7      Graham: The Inductive Method of Study, Inductive Bible Study Syllabus: Part II, C5: Chapter Titles: Genesis 37-50 inductive study

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
405-408      India  
434-436      India: Meghalaya, Mizoram, Nagaland  
418      India

### Personal Response, Intellectual Journal, Notes

Optional

Boorstin: *The Creators*  
79-90      Castles of Eternity  
153-163      Human Hieroglyphics

Ross: *The Genesis Question*  
189-194      Dispelling Myths About Genesis

Language  
*Hebrew Lessons*  
Hebrew 10

Fourth Mystery: Where did civilizations come from? How did they begin?

From what we have been able to discover about the early endeavors of true Homo sapiens, there do not seem to be gradually more sophisticated precursors to the high ("archaic") civilizations. Rather they seem to appear suddenly as an already complicated social reality.

What we do find, however, is the opposite, namely, a gradual decline in almost every case. That is, the people who built the Stonehenge monument were more sophisticated than those who centuries later added huge monoliths in trying to "repair" it. The Sumerian civilization was already 800 years in decline at the time of Abraham. The story of Egypt is a story of decline since there is no story building up to the place where they could figure out how to make the incredibly precise pyramids—which appear at the beginning of their history. The Indus Valley displays advanced civilization at its earliest point. The Aztecs, the Incas, each had more advanced civilizations behind them.

Within this mystery is the demonic element. The ancient civilizations buried alive hundreds of people with their god-kings. Human sacrifice and violence were central to the ancient sophisticated civilizations.

***Mystery Four: The Creation of Civilization, B*****Reflection Questions**

1. In your readings, look for phrases such as "dramatic," "revolutionary," "tantalizing problem," "happening...at great speed," "most surprising," "appeared so suddenly, perished just as mysteriously," "a long decline." How do these compare with what you studied in the previous lesson?
2. How do the four "mysteries" thus far compare in terms of suddenness of origin?
3. What evidence do you see in your readings to support the interpretation of history as a cosmic struggle?
4. What patterns do you see developing in the literary structure of the book of Genesis?

**Notes**

## Introduction to World View

**Objectives:** To be able to...

- Describe the relationship between worldview and religion.
- Give one example of how a worldview affects a scientific explanation.
- State the essence of a worldview in one sentence.
- Use the Bible as a source for a worldview.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
40-41      Lesson 11 Introduction

#### General

Loewen: *The Bible in Cross-Cultural Perspective*  
14b-17      Worldviews  
37-39a      The Heavens and the Earth

Winter, ed: *WCF Program: Ancient World Reader*  
39-42      Kurka: Comments on World View  
43-48      DeCarvalho: Introduction to Worldview

*What is the author's worldview in the following reading?*

Christian: *Maps of Time*  
505-511      Appendix 2: Chaos and Order

O'Brien: *Oxford Atlas of World History*  
30-31      The First Civilizations: China 1700-1050 BC  
50-51      Peoples of Central Asia 6000-500 AD  
22-23      From Hunting to Farming: Africa 10,000 BC- 500 AD  
26-27      From Hunting to Farming: Australia and the Pacific 10,000 BC-1000 AD

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
41-43      Lesson 11 Review

#### Research

*Read 10 pages in an online journal.\* Search for works on 'worldview'. Write a paragraph reflecting on how selections helped achieve one or more of the stated objectives for this lesson. Keep this journal for all online and other research articles and discuss your insights with your mentor.*

*\*see instructions from your school for access to electronic databases*

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
408-417      India  
433-434      India: Manipur

#### Language

*Hebrew Lessons*  
Hebrew 11

### Personal Response, Intellectual Journal, Notes



## ***The Christian and the Old Testament, Kaiser 1***

**Objectives:** To be able to...

- Describe the major questions posed by the Old Testament in its relation to the New Testament.
- Interact with Kaiser's description of the master problem of theology.
- Assess the value placed by New Testament writers on the Old Testament.

**Personal Response, Intellectual Journal, Notes**

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
44-46      Lesson 12 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
1-11      The Christian and the Old Testament

Winter, ed: *WCF Program: Ancient World Reader*

49-50      Winter: The Christian and the Old Testament  
51-55      Hesselgrave: A Missionary Hermeneutic  
57-59      Winter: The Greatest Lesson I Ever Learned

Loewen: *The Bible in Cross-Cultural Perspective*

19-31      Biblical Cultures and the Bible  
59-69      The Old Testament Spirit World  
71-79      The New Testament Spirit World

Smart, ed: *Sacred Texts of the World*

351b-353      Dayak Text

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*

10-16      #2 Kaiser: Israel's Missionary Call

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*

46-49      Lesson 12 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*

418      India map  
420      India: Assam

#### **Language**

*Hebrew Lessons*

Hebrew 12



***The Christian and the Old Testament, Kaiser 1*****Reflection Questions**

1. What are the major questions posed by the Old Testament?

2. What does Kaiser call the master problem of theology and why?

3. 2 Timothy 3:16 identifies four purposes for Old Testament usage. Summarize each of these in your own words.

a.

b.

c.

d.

4. What new mission vision would you infer that the disciples gained from the events of Luke 24? In what way did this illumine the disciples' understanding of the OT?

5. What is the significance of the Old Testament for believers today? How do Kaiser and Marcion differ in answering this question?

**Notes**

## Introduction to Religion

**Objectives:** To be able to...

- Distinguish between a religious system and a worldview.
- Recognize the need for a Christian to understand other religious systems.
- Notice parallels between a polytheistic worldview and Christian beliefs about spirit beings.
- Compare the essential components of animistic religions with specific Near Eastern myths.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
50-51      Lesson 13 Introduction

#### General

Winter, ed: *WCF Program: Ancient World Reader*  
61-66      McAlister: Comments on World Religions  
67-68      Osborne: Egyptian Religion and Magic

Smart, ed: *Sacred Texts of the World*  
6-9      Marduk Creates the World  
22c-24      Egypt: Osiris

Loewen: *The Bible in Cross-Cultural Perspective*  
87-88      God and Gods in World Cultures

Partridge, ed: *Introduction to World Religions*  
34-35      World Religions Map  
57-65a      Millard: Cradle of Civilization: Ancient Near East  
65-73      Ruffle: Ancient Egypt: Land of the Priest-King

O'Brien: *Oxford Atlas of World History*  
28-30      The First Civilizations: Mesopotamia and the Indus  
Region 4000-1800 AD

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
51-53      Lesson 13 Review

#### Research

Read 20 pages from online or library journal articles, searching for words "monotheism" and "polytheism" to locate appropriate readings. In two or more paragraphs, reflect on how your selections helped you achieve one or more of the stated objectives for this lesson.

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
84-87      Pacific

#### Language

*Hebrew Lessons*  
Hebrew 13

### Personal Response, Intellectual Journal, Notes

***Introduction to Religion*****Reflection Questions**

1. What is the difference between a worldview and a religious system?
2. Briefly examine the Enuma elish myth, the Gilgamesh myth, and ancient Near Eastern religion, and compare them with the components of animism. What conclusion do you come to?
3. What are the parallels between polytheistic worldviews and Christian beliefs about spirit beings (God, Satan, angels, principalities/powers, saints, souls, etc.)?
4. From the missionary viewpoint, why is it important to study other religions?

**Notes**

## ***The New Testament Problem: God's Central Plan, Kaiser 2***

**Objectives:** To be able to...

- Identify the aspects of the promise of the Messiah that were known to the OT prophets.
- State the missiological significance of the tri-partite formula.
- Draw conclusions about the activity and purposes of God in other cultures during Old Testament times.
- Compare worldviews of biblical and non-biblical cultures in Old Testament times.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
54-56      Lesson 14 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
12-23      The New Testament Problem: God's Central Plan

Winter, ed: *WCF Program: Ancient World Reader*  
69-75      Buddhist and Jain Teachers: Buddhist and Jain  
Accounts: Origins of the Universe

Glaser: *Announcing the Kingdom*  
7-14      Forward and Preface  
17-28      Chapter 1: The Whole Bible Is a Missionary Book

O'Brien: *Oxford Atlas of World History*  
38-39      Empires and Traders 1200-600 BC  
42-43      The Achaemenid and Hellenistic World 600-30 BC

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
56-58      Lesson 14 Review

#### **Research**

ATLA Religion Database

In a few sentences, record how these and/or other database selections helped you achieve one or more of the objectives for this lesson.

Loewen: *The Hopi "Old Testament": A First-Person Essay*  
145-154      Missiology 23 April

Fiensy: *Using the Nuer Culture of Africa in Understanding the Old Testament*  
73-83      JSOT 38 (1987)

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
670-675      Papua New Guinea

#### **Language**

*Hebrew Lessons*  
Hebrew 14

**Personal Response, Intellectual Journal, Notes**

## ***The New Testament Problem: God's Central Plan, Kaiser 2***

### **Reflection Questions**

1. According to 1 Peter 1:8-12, the prophets did not know the time or the circumstances of the coming of the Messiah. List five things that the prophets did know:
2. State the tri-partite formula which epitomizes the central Plan of God in the Old Testament and give its missiological importance.
3. Identify five characteristics of the Promise Plan as it relates to the Old Testament.
4. One definition of worldview is: *a set of beliefs organized around a central idea used to integrate all of life's activities*. What worldview do you see in the OT? How does this compare with the worldviews seen in your readings in other cultures?
5. Based on your readings about cultures other than the biblical culture, what conclusions can you draw about the activity and purposes of God in the world?

### **Notes**

## Letting Genesis Speak for Itself

**Objectives:** To be able to...

- Articulate your understanding of the usefulness and the need for Inductive Bible Study.
- Implement your Inductive Bible Study skills by creating a chart of the book of Genesis.
- Compare the Genesis accounts of God and Creation with the concepts of God found in other world religions.

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
59 Lesson 15 Introduction

#### General

Loewen: *The Bible in Cross-Cultural Perspective*  
3-5a Introduction

Smart, ed: *Sacred Texts of the World*

347-348 Ngai, the High-God of the Gikuyu (Kenya)  
348 A Traditional Pygmy Hymn on God

Winter, ed: *WCF Program: Ancient World Reader*

83-103 Snodderly: An Exegesis of Genesis 1:1, 2  
*Skim the technical word studies. Look for application of inductive Bible study principles and the rationale for the hypothesis that Genesis 1 may be referring to a local creation event. In that case, would Genesis 6 also be referring to a local event--the Flood? This is relevant to Lesson 17.*

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
59-62 Lesson 15 Review

#### Inductive Bible Study

Winter, ed: *WCF Program: Ancient World Reader*  
77-81 Graham: Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*

26-27 Graham: Inductive Bible Study Explained: Characteristics of a Book  
27 Graham: Inductive Bible Study Explained: Giving a Title to the Book  
7 Graham: The Inductive Method of Study, Inductive Bible Study Syllabus: Part II, Assignments D, E1

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
783-792 Sudan

#### Language

*Hebrew Lessons*  
Hebrew 15

**Letting Genesis Speak for Itself****Reflection Questions**

1. Discuss the role of Inductive Bible Study in the writing of commentaries and in Sunday School Bible lessons.
2. If others (experts) have already done the inductive study, give some reasons why you need to do it for yourself.
3. Using Professor Graham's directions as a guide, create a chart of the first 11 chapters of the book of Genesis.
4. What differences and similarities do you see in the Genesis accounts of God and Creation compared to the concepts of God found in other world religions?

**Notes**

## The “First Chapter” of the Bible, I

**Objectives:** To be able to...

- Discuss why Genesis 1–11 can be considered the Introduction to the whole Bible, and Genesis 12–50 as the “First Chapter” of the Bible.
- List five references in the Book of Genesis to the Plan of Redemption.
- Refine your Inductive Bible Study skills through a study of Genesis 12–50, continuing Graham’s emphasis on letting the Bible speak for itself.
- Reflect on the differences between biblical and other world religions.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
63-64      Lesson 16 Introduction

#### General

Smart, ed: *Sacred Texts of the World*

292	Taoism: The Ineffable Tao
293	Taoism: The Universe Flows from the Tao
293	Taoism: The Creation of the Universe
320	Shinto: The Origins
321	Shinto: Birth of Amaterasu
321-324a	Shinto: Ancestors, Nature, Shrine
325c-326	Shinto: Purity, Ethos

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
64-66      Lesson 16 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*

7-8	Graham: The Inductive Method of Study, Inductive Bible Study Syllabus: Part II, E2 and E3
26-27	Graham: Inductive Bible Study Explained: Tracing Topics Through a Book
27-28	Graham: Inductive Bible Study Explained: Summarizing Statements and Conclusions
28-29	Graham: Inductive Bible Study Explained: Closing Comments

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*

228	Map of China
250-251	Yunnan

#### Language

*Hebrew Lessons*

Hebrew 16

### Personal Response, Intellectual Journal, Notes



**The “First Chapter” of the Bible, I****Reflection Questions**

1. How does Genesis 1–11 “introduce” not only the remainder of Genesis but the entire Bible?
2. In what passages and to what persons does God declare His “Plan of Redemption” of all the world’s peoples? Trace evidences in the Book of Genesis of the Plan of Redemption in its relation to all the peoples of the world.
3. Using Professor Graham’s directions as a guide, complete your chart of the book of Genesis, continuing with Graham’s emphasis on letting the Bible speak for itself.
4. What differences do you notice between biblical and other world religions?

**Notes**

## ***The Three Foundational Blessings, Kaiser 3***

**Objectives:** To be able to...

- a. Identify the unifying themes of Genesis 1–11.
- b. State the relationship between blessing and crisis in Genesis 1–11.
- c. Present arguments for and against a recent universal flood.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
67-69      Lesson 17 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
24-33      Three Foundational Blessings: Genesis 1–11

Smart, ed: *Sacred Texts of the World*  
25-29      Gilgamesh Discovers the Responsibilities of a King

Winter, ed: *WCF Program: Ancient World Reader*  
109-116      Morris: Testimony of the Great Flood

Ross: *The Genesis Question*  
139-144      The Boundaries of God's Wrath: Genesis 6  
145-162      The Flood: Global or Local? Genesis 7-8  
163-172      The Ark and Its Passengers: Genesis 6-9

Youngblood, ed: *The Genesis Debate*  
210-227      Did Noah's Flood Cover the Entire World?

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
64-66      Lesson 17 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
624-627      Netherlands

#### **Language**

*Hebrew Lessons*  
Hebrew 17

### **Personal Response, Intellectual Journal, Notes**



## The "First Chapter" of the Bible, II

**Objectives:** To be able to...

- List the unique cultural customs in Genesis 12–50 and discuss the relationship between culture and God.
- Use the Inductive Bible Study method with increasing confidence in your study of the Book of Genesis.
- Describe how the Joseph story adds to the concept of redemption in Genesis.
- Explain the relationship of the patriarchs and Joseph with the nations.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
72-74      Lesson 18 Introduction

#### General

Johnson: *A History of the Jews*  
1-24      Early History of the Israelites through Joseph

Fee: *How to Read the Bible for All Its Worth*  
89-106      The Old Testament Narratives: Their Proper Use  
*This book is available as an e-book.*

Loewen: *The Bible in Cross-Cultural Perspective*  
7-13      Cross-Cultural Perspective

Smart, ed: *Sacred Texts of the World*  
212b-213      Hinduism: The Order of Human Life

Fee: *How to Read the Bible for All Its Worth*  
89-106      The Old Testament Narratives: Their Proper use

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
74-75      Lesson 18 Review

#### Research

ATLA Religion Database  
Search for the phrase, "Genesis 12-50." The first seven entries are reviews of books. Read several of these reviews looking for information that will help you meet one or more of the Objectives for this lesson. As always, keep a few notes in a journal so you can discuss these readings with your mentor.

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
8      Graham: The Inductive Method of Study, Inductive Bible Study Syllabus: Part II, Assignment E4: Genesis Applications: Inductive study  
28      Graham: Inductive Bible Study Explained: Application

#### Optional

Dever: *"The Middle Bronze Age: The Zenith of the Urban Canaanite Era"*  
ATLA Religion Database:  
Biblical Archaeologist (September 1987) 50,3:  
148-177

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
655-657      Oman

#### Language

Hebrew Lessons  
Hebrew 18

### Personal Response, Intellectual Journal, Notes

**The “First Chapter” of the Bible, II****Reflection Questions**

1. What unique cultural customs do you find in Genesis 12–50?

2. Briefly indicate the role the Joseph story has in God's redemptive plan for Israel.

3. Explain the relationship between the patriarchs and Joseph with the nations on the basis of Genesis 12–50.

**Notes**

## ***The Three Foundational Promises, Kaiser 4***

**Objectives:** To be able to...

- a. List four examples of the Divine Word in the Patriarchal period.
- b. Explain the three promises of the Patriarchal and the threats to the fulfillment of these promises.
- c. Explain the major division in the Bible between Genesis chapters 11 and 12.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
76-78      Lesson 19 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
34-44      Three Foundational Promises: Genesis 12-50

Oliver: *The African Experience*  
30-42      The Fruits of the Earth

McNeill: *A World History*  
5      Chronological Chart  
38-41      Transition to Rain Watered Lands  
48-53      Technique of Chariot Warfare and Three Middle  
            Eastern Empires  
66-68      The Rise of Monotheism

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
78-79      Lesson 19 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
525-527      Latvia  
541-543      Lithuania

#### **Language**

*Hebrew Lessons*  
Hebrew 19

**Personal Response, Intellectual Journal, Notes**

***The Three Foundational Promises, Kaiser 4*****Reflection Questions**

1. Give four examples of the Divine Word in the Patriarchal period.
2. List the three Foundational Promises given during the Patriarchal period and develop each briefly.
3. What events seemed to threaten the fulfillment of these promises?
4. What significant change occurs between Genesis chapters 11 and 12?

**Notes**





***Use This Lesson to Work on Assignments***

**Notes**

## ***Genealogies, Race and the Tower of Babel***

**Objectives:** To be able to...

- Describe the anthropological usage of "race" and race formation.
- Express an informed opinion about the interpretation of biblical genealogies.
- Recognize the probable consequences of the Babel episode for linguistic and racial differentiation, and their missiological implications.
- Recite the list of nine geographical races.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
81-82      Lesson 21 Introduction

#### **General**

Winter, ed: *WCF Program: Ancient World Reader*  
117-123      Schaeffer: Noah and the Flood  
125-127      Coon, Garn & Birdsell: Adaptive Changes in the Human Body

Oliver: *The African Experience*  
43-56      The Bricks of Babel

Loewen: *The Bible in Cross-Cultural Perspective*  
3-5a      Introduction (re-read these pages about genealogies)

O'Brien: *Oxford Atlas of World History*  
20-21      From Hunting to Farming: Europe 8000-200 BC

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
82-85      Lesson 21 Review

#### **Research**

ATLA Religion Database

Rendsburg: "*The Internal Consistency and Historical Reliability of the Biblical Genealogies*"  
185-206      Vetus Testamentum, vol 40 #2OR, See other full text articles available from ATLA religion database when searching for "genealogies."

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
117-126      Australia and its islands: Christmas, Cocos & Norfolk

#### **Language**

Hebrew Lessons  
Hebrew 21

**Personal Response, Intellectual Journal, Notes**

***Genealogies, Race and the Tower of Babel*****Reflection Questions**

1. What is Schaeffer's teaching concerning chronological inferences from the genealogies of Genesis 5 and 11?
2. Define the anthropological concepts of "race" and "culture," each with reference to the other.
3. It is a good idea to memorize at least the nine Geographical Races according to Stanley Garn. Note the varied and realistic nature of the criteria for this system of classification. Which of the Local Races are the product of more recent historic processes?
4. Recall Dr. Kaiser's three "World Crises": The Fall, The Flood, and The Flop (the Tower of Babel), and the three corresponding Blessings dealt with in Chapter 3. What are the linguistic and racial consequences of the Babel episode?
5. What are the missiological implications of the relationship between the third crisis and the third blessing?

**Notes**

## Missiology in Genesis

**Objectives:** To be able to...

- Explain the contribution of three tribal groups mentioned in Genesis to ancient Near Eastern culture.
- Discuss specific missiological principles found in Genesis.
- Discuss the missiological implications of God's promises to Adam, Noah, Abraham, Isaac, Jacob, and Joseph.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
86-88      Lesson 22 Introduction

#### General

Winter, ed: *WCF Program: Ancient World Reader*  
129-135      Parker: Genesis: Seedbed of Missiology  
137-138      Osborne: Hivites: Concordance Citations

Glaser: *Announcing the Kingdom*

56-68      God Calls the Patriarchs to be a Blessing for the Nations

Partridge, ed: *Introduction to World Religions*

62-65a      Millard: Canaan: gods of nature; The gods of the nations; Sun and Storm: The Hittites  
74-75a      Smith: Minoan-Mycanaean Civilizations

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
88-90      Lesson 22 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
501-505      Kenya

#### Language

*Hebrew Lessons*

Hebrew 22

### Personal Response, Intellectual Journal, Notes



## ***The Theology of Saving Faith in the Old Testament, Kaiser 5***

**Objectives:** To be able to...

- Clearly state the object of faith in the Old Testament.
- Express an informed opinion about the way one was and was not saved in the Old Testament.
- Explain the connection between the plan of salvation and the missionary task in the Old Testament.
- Differentiate and describe two types of covenants.
- Defend your choice of who the most influential character in the Old Testament was, from the standpoint of the New Testament.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
91-93      Lesson 23 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
45-55      The Theology of Saving Faith in the Old Testament

McNeill: *A World History*

5      Review: Chronological Chart  
53-59      Iron Age  
66-74      Review: Monotheism

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
93      Lesson 23 Review

#### **Research**

ATLA Religion Database

Anderson: "Abraham, the Friend of God"  
353-366      Interpretation (Oct 1988) 42, 2  
*Although Anderson uses the historical-critical method in the article, he gives a good theological interpretation concerning Abraham's faith in God.*

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
807-811      Tanzania

#### **Language**

*Hebrew Lessons*

Hebrew 23

**Personal Response, Intellectual Journal, Notes**

***The Theology of Saving Faith in the Old Testament, Kaiser 5*****Reflection Questions**

1. What is the object of faith in the Old Testament? Give supporting Scripture passages and insights from your reading.
2. What is the connection between the plan of salvation and the missionary task in the Old Testament?
3. List two or more views about the way one was saved in the Old Testament. Do you agree or disagree? Why?
4. Contrast the two kinds of covenants found in the readings.
5. From the standpoint of the New Testament, who would you say was the most influential Old Testament personage? Why?

**Notes**

## ***Socialization and Enculturation***

**Objectives:** To be able to...

- a. Apply enculturation, socialization, and acculturation theory to missionary work.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
94-95      Lesson 24 Introduction

#### **General**

Winter, ed: *WCF Program: Ancient World Reader*  
139-146      Loewen: Socialization and Social Control

#### *The Bible*

Exodus 2:1-15  
Acts 7:20-29  
Hebrews 11:23-29

Waliggo: "*Inculturation and the HIV/AIDS Pandemic in the AMECEA Region*"

ATLA Religion Database:  
AFER (Dec. 2005/March 2006) 47,4/48,1:  
290-308.

Jennings: "*American Missionary Candidates- Out of These Worlds*"

ATLA Religion Database:  
Missiology (April 1993) 21,2: 207-222.

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
95-97      Lesson 24 Review

#### **Research**

*Tutorial from Palomar College*

"Process of Socialization: How We Acquire Our Cultures, World Views, and Personalities"  
<http://anthro.palomar.edu/social/default.htm>  
*Please read the tutorials on "Acquiring Culture" or "Socialization" and "World Views" and take the practice online quizzes located under the flashcards section.*

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
58-64      Asia

#### **Language**

*Hebrew Lessons*

Hebrew 24

### **Personal Response, Intellectual Journal, Notes**



***Socialization and Enculturation*****Reflection Questions**

1. Moses became the "son" of Pharaoh's daughter, and "was learned in all the wisdom of the Egyptians." Do the acts, attitudes, and choices of Moses recounted here reflect this filial relationship, or do they seem to deny it? Explain in terms of his enculturation.
2. What is the difference, for cross-cultural evangelism, between "initial socialization" and "resocialization"?
3. How are people initially enculturated? Is it possible for a cross-cultural worker to be socialized or enculturated into a new culture? Why or why not?

**Notes**

## ***The Theology of the People of God, Kaiser 6***

**Objectives:** To be able to...

- a. Discuss the significance of the following themes of the Mosaic era:
  1. My Son, My Firstborn
  2. My People, My Possession
  3. Kingly Priest
  4. A Holy Nation
- b. Trace the traditional route of the Exodus.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
98                      Lesson 25 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
56-67                      The Theology of the People of God:  
Exodus 1–19

Oliver: *The African Experience*  
57-71                      Flesh-Pots of Egypt

Smart, ed: *Sacred Texts of the World*  
12-13                      Akhenaten's Great Hymn to the Aten

Loewen: *The Bible in Cross-Cultural Perspective*  
95-115                      God in the Bible

Ramsay: *The Westminster Guide to the Books of the Bible*  
39-49                      Available from:  
Netlibrary's E-Content Collection

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
98-100                      Lesson 25 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
313-317                      Egypt

#### **Language**

Hebrew Lessons  
Hebrew 25

### **Personal Response, Intellectual Journal, Notes**

***The Theology of the People of God, Kaiser 6*****Reflection Questions**

1. Using Jacob and Esau as an example, explain the significance of the calling of Jacob the "firstborn."
2. What significant relationship was lost when the people demanded that Moses speak to God instead of His speaking to them?
3. List four terms which apply to the nation of Israel as a result of God's promise during the Patriarchal period.
4. Trace a map of Egypt and the Sinai desert, and then from memory, insert the important place names and trace the route of the Exodus and the Wanderings.

**Notes**

## ***The Value of Using a Concordance of the Original Language***

**Objectives:** To be able to...

- a. Make use of an interlinear Bible tied numerically to a concordance.
- b. Use these original language tools to do word studies.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
101-104      Lesson 26 Introduction

#### **General**

Winter, ed: *WCF Program: Ancient World Reader*  
147-153      Snodderly: *Word Studies from Genesis*  
155-158      Showalter: *All the Clans, All the Peoples*

Loewen: *The Bible in Cross-Cultural Perspective*  
85c-94b      God and Gods in World Cultures  
267-294a      Appendix C: God's Names in European  
Translations

Green, ed: *Interlinear Bible*  
Preface

Green, ed: *New Englishman's Hebrew Concordance*  
How to Use This Concordance

Fee: *How to Read the Bible for All Its Worth*  
33-53      The Basic Tool: A Good Translation  
*This book is available as an e-book.*  
33-53      The Basic Tool: A Good Translation

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
104-110      Lesson 26 Review

#### **Inductive Bible Study**

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
8      Graham: *The Inductive Method of Study, Inductive  
Bible Study Syllabus: Review Questions 1-5*

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
64-71      Asia

#### **Language**

*Hebrew Lessons*  
Hebrew 26

**Personal Response, Intellectual Journal, Notes**

## ***The Value of Using a Concordance of the Original Language***

### **Reflection Questions**

1. Using Green 1986 *Interlinear Bible*, trace the the words in the Hebrew original for the phrase *all nations* or *all peoples* or *all families* in the five key Great Commission passages in Genesis. What are the Strong numbers for *all* and the (two) numbers for *nations* (or *peoples*, etc.)? In view of defects in the textual apparatus, you will have to fill in some word numbers from one of the other texts by carefully comparing the Hebrew words in each case. Also, in one case the number given is 494 but should be 4940. See if you can take this in stride.  
Look for the word *all* and the word *nations/families* and list the Strongs number next to the correct verse.  
  
Gen 12:1-3  
  
Gen 18:18  
  
Gen 22:18  
  
Gen 26:4,5  
  
Gen 28:14,15
2. Now turn to Green 1984 *Hebrew Concordance* and look up the numbers you find. By scanning their use in the whole OT, see if you can sense the difference between the two different words used for *nations* or *peoples* or *families*. Is God trying to make a distinction? (Note: the Greek Bible, that is, the LXX, uses only one word in these five passages, *ethne*.)
3. Now find the Strong number (*Interlinear Bible*) for the key word *blessing* in these five passages. Trace the Hebrew word through the whole OT (*Hebrew Concordance*). Notice especially the passages in which Abraham blesses Isaac and Isaac blesses Jacob instead of Esau. What is the range of meaning of this key word? How does it square with contemporary evangelical concepts of salvation or conversion?

### **Notes**

## Laying on the Law

**Objectives:** To be able to...

- Describe the cultural characteristics of the Hebrew life style.
- Compare the Law given by God to Moses with the Code of Hammurabi.
- Briefly discuss problem areas in Old Testament chronology.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
111-113      Lesson 27 Introduction

#### General

Smart, ed: *Sacred Texts of the World*  
38-39      The Law Code of Hammurabi

Dockery, ed: *Holman Bible Handbook*  
169      Routes of Exodus

Glasser: *Announcing the Kingdom*  
71-89      God Rules over Egypt and Covenants with God's People

Fee: *How to Read the Bible for All Its Worth*  
163-180      The Law(s): Covenant Stipulations for Israel  
17-31      The Need to Interpret  
265-268      Appendix

McNeill: *A World History*  
35-37      Mesopotamian Civilization 2500-1700 BC

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
113-116      Lesson 27 Review

#### Language

*Hebrew Lessons*  
Hebrew 27

### Personal Response, Intellectual Journal, Notes

**Laying on the Law****Reflection Questions**

1. Using some of the laws found after Exodus 20, describe the society of Israel.

2. Compare the Hammurabi code with the code of the Old Testament and make some tentative conclusions concerning the relationship between the two. How do your conclusions impact your view of revelation?

3. According to your readings, what are some possible solutions to the problem areas in Old Testament chronology?

**Notes**

## ***The Theology of the Law of God, Kaiser 7***

**Objectives:** To be able to...

- a. Compare Old Testament law and moral principles to the way the New Testament presents moral principles.
- b. Explain Kaiser's perspective on the uses of the law and how it is to be understood.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
117-119      Lesson 28 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
68-79      The Theology of the Law of God

Johnson: *A History of the Jews*  
25-42b      Israelites: Egypt through the Exodus

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
119-123      Lesson 28 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
657-664      Pakistan

#### **Language**

*Hebrew Lessons*  
Hebrew 28

**Personal Response, Intellectual Journal, Notes**



***The Theology of the Law of God, Kaiser 7*****Reflection Questions**

1. What is the common basis for the moral law of the Old Testament and the moral principles of the New Testament?

2. How did Jesus describe the distinctions in the Law?

3. What are the three uses of the law, and how are they to be understood?

**Notes**

## The Word of God

**Objectives:** To be able to...

- Trace the physical channels of the Word of God as it has come to us, in particular the Septuagint and its relation to the Hebrew texts that are much more recent.
- Appreciate the counter-intuitive nature of the exponential growth process.
- Assess the role of the LXX for modern missionary strategy.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
124-125      Lesson 29 Introduction

#### General

Winter, ed: *WCF Program: Ancient World Reader*  
159-161      Winter: The Growth of Israel in Egypt  
163-170      Bruce: The Christian Canon of the Old Testament  
171-181      Hogg: The Scriptures in the Christian World  
Mission

Loewen: *The Bible in Cross-Cultural Perspective*  
245-253      The Bible in My Life

Bowen: *Return to Laughter*  
1-54      chs. 1-4

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
125-128      Lesson 29 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
641-645      Nigeria

#### Language

*Hebrew Lessons*  
Hebrew 29

### Personal Response, Intellectual Journal, Notes

## ***The Word of God***

### **Reflection Questions**

1. How does the exponential nature of population growth relate to the question of the size of the community that escaped Egypt?
2. To what extent have both the order and number of documents contained in our "Old Testament" today been a matter of considerable discussion and complexity?
3. How does the present-day order of the "books" of the Bible shed light on the ancient influence of the LXX?
4. How does the ancient role of the LXX in a multi-cultural world give clues for modern missionary strategy?

### **Notes**

## ***The One Law of God, Kaiser 8***

**Objectives:** To be able to...

- List the three strands of ceremonial law.
- List three assumptions regarding our attempt at biblical ethics.
- Discuss the relationship between the wanderings of Israel in the desert and their ethical formation.
- Describe the nature of culture shock (reaction to a foreign culture) as exemplified in Bohannan's life among the Tiv of Nigeria.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
129-130      Lesson 30 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
80-91      Aspects of the One Law of God

*The Bible*

Numbers 11-15

Bowen: *Return to Laughter*

55-115      chs. 5-8

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
130-131      Lesson 30 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
242-243      China: Qinghai Province

#### **Language**

*Hebrew Lessons*

Hebrew 30

### **Personal Response, Intellectual Journal, Notes**



## Words and Meanings

**Objectives:** To be able to...

- Use Bible study tools to determine the meanings and usage of key words.
- Use the ancient Near Eastern covenant pattern as a tool to analyze the form of the Ten Commandments.
- Compare perceptions of spirits, witchcraft, and other powerful forces in biblical times and among the Tiv.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
132-133      Lesson 31 Introduction

#### General

Winter, ed: *WCF Program: Ancient World Reader*  
183-188      Osborne: The Meaning of Words

Bowen: *Return to Laughter*  
116-171      chs. 9-12

Loewen: *The Bible in Cross-Cultural Perspective*  
59-61a      The Old Testament Spirit World  
67c-69      The Old Testament Spirit World  
71-75b      The New Testament Spirit World  
78-79a      The New Testament Spirit World

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
134-136      Lesson 31 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
8      Graham: The Inductive Method of Study, Inductive Bible Study Syllabus: Review Questions 6-8

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
325-327      Estonia  
337-339      Finland

#### Language

*Hebrew Lessons*  
Hebrew 31

### Personal Response, Intellectual Journal, Notes



## **Exegesis and Hermeneutics**

**Objectives:** To be able to...

- a. Restate the useful distinction between exegesis and hermeneutics made by Fee and Stuart.
- b. Explain the differences between Kaiser and Stuart on the relation of OT law to the NT believer.
- c. Recognize the continuity of the New Testament Great Commission in the Old Testament.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
137-139      Lesson 32 Introduction

#### **General**

Fee: *How to Read the Bible for All Its Worth*  
17-31      The Need to Interpret  
265-268      Appendix

Loewen: *The Bible in Cross-Cultural Perspective*  
175-199      Names of God

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
139-144      Lesson 32 Review

#### **Inductive Bible Study**

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
8      Graham: The Inductive Method of Study, Inductive  
Bible Study Syllabus: Review Questions 9-11

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
795-798      Sweden

#### **Language**

*Hebrew Lessons*  
Hebrew 32

### **Personal Response, Intellectual Journal, Notes**



***Exegesis and Hermeneutics*****Reflection Questions**

1. What is the distinction Fee and Stuart make between *exegesis* and *hermeneutics*?
2. Characterize the difficulty of seeing the continuity of OT law into the life of the NT believer. Is this a task for exegesis or hermeneutics, and why?
3. What is the difference between Kaiser (chapter 7) and Stuart in regard to the usefulness of OT law in the life of the NT believer?
4. Characterize the difficulty of seeing the continuity of the NT Great Commission in the life of the OT believer. Is this a task for exegesis or hermeneutics, and why?

**Notes**

## ***The Theology of the Tabernacling God, Kaiser 9***

**Objectives:** To be able to...

- Identify the forms in which the Divine presence is seen during the Mosaic era.
- Indicate three implications for worship from the Glory of God theme in the Pentateuch.
- Compare worldviews and rituals between biblical and other religious cultures.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
145-146      Lesson 33 Introduction

#### **General**

Smart, ed: *Sacred Texts of the World*  
226-228a      Agni-Purana: The Merit of Building a Temple  
228b      The Three Da's

Kaiser: *The Christian and the "Old" Testament*  
92-103      The Theology of the 'Tabernacling' God

Smart, ed: *Sacred Texts of the World*  
229      Ahimsa  
230      Vishnu Follower (photo)

Bowen: *Return to Laughter*  
172-237      chs. 13-17

Glasser: *Announcing the Kingdom*  
90-104      God Forms a Nation of People Belonging to God

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
146-147      Lesson 33 Review

#### **Research**

ATLA Religion Database

Klein: *"Back to the Future: The Tabernacle in the Book of Exodus"*  
264-276      Interpretation (July 1996) 50, 3  
[Klein has an historical-critical approach, but overall the article is a good discussion of the Tabernacle, plus it introduces the student to another perspective in OT scholarship.]

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
414-417      India (#11-15)  
436-437      India: Orissa

#### **Language**

*Hebrew Lessons*  
Hebrew 33

### **Personal Response, Intellectual Journal, Notes**

***The Theology of the Tabernacling God, Kaiser 9*****Reflection Questions**

1. List four forms, other than in the tabernacle, in which the Divine presence is seen during the Mosaic era.

2. The "Glory of God" can be best understood as the \_\_\_\_\_ of God.

3. Express in your words an Old Testament theology of worship.

4. From your readings in this lesson, what differences do you see in the worldviews and religious rituals of OT believers, Hindu worshipers, and the Tiv in Africa?

**Notes**

## ***Marriage, Kinship and Cultural Relativism***

**Objectives:** To be able to...

- a. Explain cultural variations in marriage and kinship forms.
- b. Correlate marriage and kinship forms with biblical teachings.
- c. Recognize which aspects are culturally relative and which are biblical absolutes.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
148-149      Lesson 34 Introduction

#### **General**

Winter, ed: *WCF Program: Ancient World Reader*  
189-192      Buswell: Cultural Relativism

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
13      Buswell: Kinship and Marriage: Terms, Charts and Study Questions

Loewen: *The Bible in Cross-Cultural Perspective*  
203-217      Biblical Marriage

#### *The Bible*

Ruth 1-4, with emphasis on 2:40-4:10  
Genesis 2:18-24  
Ezra 9:10-10:12  
Nehemiah 13:23-31

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
149-152      Lesson 34 Review

#### **Research**

ATLA Religion Database

Mann: "*Toward a Biblical Understanding of Polygamy*"  
11-26      Missiology (Jan 1989) vol 17

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
189-193      Cameroon

#### **Language**

*Hebrew Lessons*

Hebrew 34

**Personal Response, Intellectual Journal, Notes**

***Marriage, Kinship and Cultural Relativism*****Reflection Questions**

1. Note some of the contradictory policies administered by Christian missions due to a combination of ignorance of local culture and problematic interpretation of the Bible.
2. Explain how and why the Christian theist can be a thorough-going cultural relativist, while the humanistic atheist cannot.
3. What are some of the complex cultural functions of polygamy which are relative to the local culture?
4. What insights from Scripture are relevant to monogamy and polygamy? Which of these are relative and which are absolute?

**Notes**

## Working Faithfully with Other Thinkers

**Objectives:** To be able to...

- Correctly use the required style for referencing research papers.
- Compare three frequently used referencing styles and explain the advantages and disadvantages of each.
- Recognize plagiarism and explain how to avoid it.

### Assignments:

#### General

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
153-154 Lesson 35 Introduction

#### Online Writing Lab

Please read the following sections found under the "Research and Citation" section of OWL:  
[http://owl.english.purdue.edu/owl/Resources for Documenting Sources in the Disciplines](http://owl.english.purdue.edu/owl/Resources%20for%20Documenting%20Sources%20in%20the%20Disciplines)

*Documenting Electronic Sources*

#### Online Writing Lab

*Avoiding Plagiarism*  
<http://owl.english.purdue.edu/owl/resource/589/01>  
*Quoting, Paraphrasing, and Summarizing*  
[http://owl.english.purdue.edu/handouts/print/research/r\\_quotprsum.html](http://owl.english.purdue.edu/handouts/print/research/r_quotprsum.html)

Bowen: *Return to Laughter*  
238-297 chs. 18–21

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
154-157 Lesson 35 Review

*Take the PILOT tutorial from the PILOT website:*  
<http://pilot.scc.losrios.edu/pilot/>

#### Optional

*Quoting and Paraphrasing Sources*  
[http://www.wisc.edu/writing/Handbook/QPA\\_plagiarism.html](http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html)

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
525-527 Latvia  
541-543 Lithuania

#### Language

*Hebrew Lessons*  
Hebrew 35: Midterm

### Personal Response, Intellectual Journal, Notes

**Working Faithfully with Other Thinkers****Reflection Questions**

1. How do we normally "give credit where credit is due" in academic writing: (a) for specific borrowings (citations), and (b) for sources of general ideas?
2. What are each of the following used for in academic writing: reference citations, notes, and bibliographies?
3. List advantages of each of these referencing styles for: (1) citations of specific works, and (2) detailed comments not placed in the main body of text:
  - a. using footnotes (at the bottom of each page) for both (1) and (2)
  - b. using parenthetical references for (1) and footnotes for (2)
  - c. using parenthetical references for (1) and endnotes for (2)
4. What is meant by plagiarism and cheating in the academic world?

**Notes**

**Complete Any Remaining Assignments**

Review the material presented in Module 1A, Lessons 1–35. Lessons 36–40 are set aside for completing any remaining assignments. Note that there are some assignments in lesson 37.

**Personal Response, Intellectual Journal, Notes**



***Complete Any Remaining Assignments***

**Notes**

## Writing Research Papers

**Objectives:** To be able to...

- Write an accurate and effective thesis statement.
- Research the internet and other electronic sources to gather information to test or support your thesis.
- Research and write a research paper that tests or substantiates your thesis.

### Assignments:

#### General

*Writing a Research Paper*  
<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/index.html>

#### Online Writing Lab

*Writing a Thesis Statement*  
[http://owl.english.purdue.edu/handouts/general/gl\\_thesis.html](http://owl.english.purdue.edu/handouts/general/gl_thesis.html)

#### The Writing Center

*Thesis and Purpose Statements*  
[http://www.wisc.edu/writing/Handbook/Thesis\\_or\\_Purpose.html](http://www.wisc.edu/writing/Handbook/Thesis_or_Purpose.html)  
*Developing a Thesis Statement*  
<http://www.wisc.edu/writing/Handbook/Thesis.html>

*PILOT website:*  
<http://pilot.scc.losrios.edu/pilot/> (You will have to register with your name and e-mail address to use this website)

#### Optional

*The following articles will be very helpful to your research and writing. Go to the owl web site: <http://owl.english.purdue.edu/owl/> and click with your mouse on the title of the articles you want to read.*

#### Online Writing Lab

The Writing Process  
 -Creating a Thesis Statement  
 -Developing an Outline  
 -Proofreading Your Writing  
 -Writer's Block/ Writer's Anxiety  
 General Academic Writing  
 -Adding Emphasis in Writing  
 -Conciseness  
 -Establishing Arguments  
 -Paragraphs & Paragraphing  
 -Sentence Variety  
 -Transitions and Transitional Devices  
 -Using Appropriate Language

### Personal Response, Intellectual Journal, Notes

Optional

#### Online Writing Lab

- Research and Citation
- Conducting Primary Research
- Evaluating Sources of Information
- Research: Overview
- Searching the World Wide Web

#### The Writing Center

- Stages in the Writing Process  
<http://www.wisc.edu/writing/Handbook/Process.html>
  - Planning and Writing a Research Paper
  - Peer Reviews
  - Twelve Common Errors: An Editing Checklist
  - How to Proofread Your Paper

## ***Writing Research Papers***

**Notes**

## ***The Theology of the Atonement, Kaiser 10***

**Objectives:** To be able to...

- List the types of Old Testament sacrifices and their meanings for the theology of Atonement.
- Explain the continuity of Old Testament and New Testament teaching about sacrifice, in spite of apparent contradictions.
- Discuss problems of cross-cultural misunderstandings and adaptation, especially related to different world views.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
159-161      Lesson 41 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
104-114      The Theology of the Atonement

Accad: *Building Bridges: Christianity and Islam*  
7-46      chs.1–5 Understanding Islam

*The Bible*  
Leviticus 16

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
161-162      Lesson 41 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
231      China: Gansu Province  
241-242      Ningxia Hui Autonomous Region

#### **Language**

*Hebrew Lessons*  
Hebrew 41

**Personal Response, Intellectual Journal, Notes**



## Atonement: Applied and Rejected

**Objectives:** To be able to...

- Compare the concepts of sacrifice and atonement in other cultures.
- Demonstrate the usefulness of the atonement for building mature Christians.
- Explain insights about Islam from the perspective of the atonement.
- Describe some misunderstandings between Muslims and Christians, and suggest ways of sharing Jesus with Muslims.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
163                      Lesson 42 Introduction

#### General

Winter, ed: *WCF Program: Ancient World Reader*  
193-198                      McCurry: Atonement: Applied and Rejected

Accad: *Building Bridges: Christianity and Islam*  
47-76                      chs. 6-8 Approaching Muslims

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
163-164                      Lesson 42 Review

#### Research

ATLA Religion Database

McCarthy: "Further Notes on the Symbolism of Blood and Sacrifice"  
205-210                      JBL (June 1973) 92, 2

Nickel: "Islam and Salvation: Some On-site Observations"  
3-16                      Direction (Spring 1994) 23, 1

Ubrurhe: "The African Concept of Sacrifice: A Starting Point for  
*Inculturation*"  
203-215                      AFER (Aug 1998) vol 40

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
446-448                      Indonesia: Introduction  
457                              Bali

#### Language

*Hebrew Lessons*  
Hebrew 42

### Personal Response, Intellectual Journal, Notes

***Atonement: Applied and Rejected*****Reflection Questions**

1. What limitations are inevitable in Christian growth and witness to others if one cannot gain release from fear and guilt?
2. List two insights about Islam from the perspective of the Atonement.
3. Why is it understandable for folk Islam and other religions to perpetuate sacrificial systems?
4. Describe some misunderstandings between Muslims and Christians, and suggest ways of sharing Jesus with Muslims.

**Notes**

## The Other Abrahamic Tradition

**Objectives:** To be able to...

- State basic facts about the beliefs and origin of Islam.
- Distinguish between folk Islam and high Islam.
- Explain the difference between emic and etic perspectives.
- Describe one way to evangelize Muslims by using the Qur'an.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
165-167      Lesson 43 Introduction

#### General

Winter, ed: *WCF Program: Ancient World Reader*  
199-212      A Muslim Brother: Reflections on Islam

Accad: *Building Bridges: Christianity and Islam*  
77-109      chs. 9-12 Principles 1-4  
110-137      chs. 13-15 Principles 5-7

Woodberry, ed: *Seed to Fruit*  
25-38      Gray: The Imperishable Seed: Toward Effective  
Sharing of Scripture

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
167-168      Lesson 43 Review

#### Research

Love: "Power Encounter Among Folk Muslims: An Essential Key of the Kingdom"  
193-195      IJFM (1996) vol 13:4

Van der Werff: "Christian Witness to Our Muslim Friends"  
111-116      IJFM (1996) vol 13:3

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
448-451      Indonesia: Introduction (#1-8)  
454-455      Indonesia: Sumatra  
454      Map of Indonesia

#### Language

*Hebrew Lessons*  
Hebrew 43

### Personal Response, Intellectual Journal, Notes



***The Other Abrahamic Tradition*****Reflection Questions**

1. List the 5 pillars and 7 beliefs of Islam and describe their origin.
2. Why is it difficult to generalize about actual Islamic practices and beliefs?
3. What is the difference between emic and etic perspectives? Give an example from your readings.
4. Based on what you know at this point about the Qur'an, how could you use the Muslim's sacred book to explain the gospel to them?

**Notes**

## ***The Relationship Between Promise and Wisdom, Kaiser 11***

**Objectives:** To be able to...

- Trace the theme "The Fear of the Lord" throughout Wisdom literature.
- Outline the origins of Wisdom literature.
- List some ways to apply Wisdom literature to your personal life.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
169-171      Lesson 44 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
115-126      The Relationship Between Promise and Wisdom

Fee: *How to Read the Bible for All Its Worth*  
205-223      The Psalms: Israel's Prayers and Ours

Winter, ed: *WCF Program: Ancient World Reader*  
213-215      Hamme: Some Conventions of Hebrew Poetry

Johnson: *A History of the Jews*  
43-52      Israelites: Exodus through Samuel

Fee: *How to Read the Bible for All Its Worth*  
205-223      The Psalms: Israel's Prayers and Ours

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
171      Lesson 44 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
327-331      Ethiopia

#### **Language**

*Hebrew Lessons*  
Hebrew 44

**Personal Response, Intellectual Journal, Notes**

***The Relationship Between Promise and Wisdom, Kaiser 11*****Reflection Questions**

1. What is the theme of Wisdom Literature?

2. Using the theme "The Fear of the Lord," develop the relationship which exists between Promise and the Wisdom books.

3. Briefly state some ways in which "The Fear of the Lord" can make a difference in your life.

**Notes**

## Wisdom Applied

**Objectives:** To be able to...

- Point out how Psalm 1 displays the characteristics of wisdom literature.
- Explain mortality and the resurrection from the standpoint of wisdom literature.
- Describe qualities of Hindu life that can lead a Hindu to choose to follow Christ and that would lead a Christian leader to adopt a Hindu lifestyle to reach Hindus with the gospel.

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
172-173      Lesson 45 Introduction

#### General

Fee: *How to Read the Bible for All Its Worth*  
225-248      Wisdom: Then and Now

Richard: *Following Jesus in the Hindu Context*  
viii-xii      Abstract, Foreword, Preface  
1-9      Introduction  
10-13      Early Years  
14-18      Restless Wanderer

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
173-175      Lesson 45 Review

#### Optional

ATLA Religion Database

Manus: *"The Concept of Death and the Afterlife in the Old Testament and Igbo Traditional Religion: Some Reflections for Contemporary Missiology"*  
41-56      Mission Studies (1986) 3, 2

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
432-433      India: Maharashtra

#### Language

*Hebrew Lessons*  
Hebrew 45

Fee: *How to Read the Bible for All Its Worth*  
225-248      Wisdom: Then and Now  
181-189a      The Prophets: Enforcing the Covenant in Israel

**Wisdom Applied****Reflection Questions**

1. Why is it possible to classify Psalm 1 as a Wisdom Psalm? Argue this position based upon the formal characteristics of Wisdom Literature.
2. Why does the book of Psalms begin with a Wisdom Psalm?
3. Give a theology of resurrection based upon Wisdom Literature.
4. According to wisdom literature, how does our mortality render meaningless much of what we do in life?
5. In the book, *Following Jesus in the Hindu Context*, what aspects of Hindu life do you find that could lead a Hindu to choose to follow Christ and that would lead a Christian leader to adopt a Hindu lifestyle to reach Hindus with the gospel.

**Notes**

## ***The Promise and the Prophets, Kaiser 12***

**Objectives:** To be able to...

- Name three prophetic functions.
- Summarize the message of the prophets.
- Describe the Promise theme in relation to the Prophets.
- Compare the story of Following Jesus in the Hindu Context with the struggles and difficulties of one or more OT prophets.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
176-178      Lesson 46 Introduction

#### **General**

Loewen: *The Bible in Cross-Cultural Perspective*  
121b-122b      Prophecy

Kaiser: *The Christian and the "Old" Testament*  
127-139      The Promise and the Prophets

Richard: *Following Jesus in the Hindu Context*  
19-24      Conversion  
25-31      Confusion  
32-41      Lakshimibai

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
178-179      Lesson 46 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
390-392      Guyana  
790-792      Suriname

#### **Language**

*Hebrew Lessons*  
Hebrew 46

### **Personal Response, Intellectual Journal, Notes**



# Hinduism: One Is Everything

**Objectives:** To be able to...

- Describe the nature of Hindu religion.
- Outline the historical development of Hinduism to 550 BC.
- Explain one approach to sharing the gospel with Hindus.

## Assignments:

### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
180-182      Lesson 47 Introduction

### General

Winter, ed: *WCF Program: Ancient World Reader*  
217-218      Richard: Hindu Civilization and Its Religious Traditions  
219-222      Dharmaraj: Reflections on Hinduism  
223-225      Yim: Hinduism and Yoga

Richard: *Following Jesus in the Hindu Context*  
42-55      Christian Service  
            *See Reader, (217-218)*  
56-62      Early Witness Among Hindus  
            *See Reader, (217-218)*

Moreau, ed: *Evangelical Dictionary of World Missions*  
1039-1040      "Yoga"

### Alphabet Makers

Indic Alphabets  
<http://www.jaars.com/museum/alphabet/index.htm>  
(Click on Galleries and select Indic).

Partridge, ed: *Introduction to World Religions*  
134-140a      Warrier: Hinduism, A Historical Overview

O'Brien: *Oxford Atlas of World History*  
30-31      The First Civilizations: China 1700- 1050 BC  
50-51      Peoples of Central Asia 6000-500

McNeill: *A World History*  
76-86      The Definition of Indian Civilization to 500 BC  
186-187      Sanskrit Literature

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
182-184      Lesson 47 Review

### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
418      Map of India  
446      India: Union Territories, Andaman and Nicobar, Lakshadweep

### Language

*Hebrew Lessons*  
Hebrew 47

## Personal Response, Intellectual Journal, Notes



***Hinduism: One Is Everything*****Reflection Questions**

1. Briefly trace the historical development of Hinduism to 550 BC.

2. Describe Hinduism and the place of yoga within it.

3. Summarize the approach to sharing the gospel with Hindus found in the book, *Following Jesus in the Hindu Context*.

4. What is the basic difference between Hinduism and Judaism, according to Boorstin?

**Notes**

## History and Historiography

**Objectives:** To be able to...

- Discuss the challenges involved in reconstructing the ancient past.
- Recall the major points, themes and perspectives of the course thus far.
- Summarize missiological insights from *Following Jesus in the Hindu Context* and attempt to predict the consequences of this approach.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
185-186      Lesson 48 Introduction

#### General

Dockery, ed: *Holman Bible Handbook*  
224-245      I Samuel, II Samuel

Johnson: *A History of the Jews*  
52d-59b      Israelites under Saul and David

Richard: *Following Jesus in the Hindu Context*  
63-71      Finding Christ  
72-81      The Indian Heritage

McNeill: *A World History*  
89-101      The Definition of Greek Civilization to 500 BC  
162-165      Christianity

#### Research

ATLA Religion Database

Dumbrell: "*In those Days there was no King in Israel, Every Man did what was Right in his Own Eyes: the Purpose of the Book of Judges Reconsidered*"  
23-33      JSOT (Fall 1993) 25

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
477-481      Israel

#### Language

*Hebrew Lessons*  
Hebrew 48

### Personal Response, Intellectual Journal, Notes



## ***The Theology of the Messiah in the Old Testament, Kaiser 13***

**Objectives:** To be able to...

- Define Peshet exegesis.
- Explain the theological and missiological uses of the word "Messiah."
- Give two reasons why Kaiser likes the term "Servant of the Lord" rather than "Messiah."
- Compare the approach in *Building Bridges: Christianity and Islam* with the approach in *Following Jesus in the Hindu Context*.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
187-189      Lesson 49 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
140-150      The Theology of the Messiah in the Old Testament

Accad: *Building Bridges: Christianity and Islam*  
138-158      chs. 16–18 Challenges

Winter, ed: *WCF Program: Ancient World Reader*  
227-229      Hamme: Qumran Peshet / Pesharim

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
189-191      Lesson 49 Review

#### **Research**

ATLA Religion Database

Schiffman: "The Concept of the Messiah in Second Temple and Rabbinic Literature"  
235-246      Review and Expositor (Spr 1987) 84, 2

Sailhammer: "The Messiah and the Hebrew Bible"  
5-23      JETS (March 2001) 44, 1

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
486-488      Jamaica  
199-200      Cayman Islands  
825-826      Trinidad and Tobago

#### **Language**

*Hebrew Lessons*  
Hebrew 49

**Personal Response, Intellectual Journal, Notes**

## The Theology of the Messiah in the Old Testament, Kaiser 13

### Reflection Questions

- Which of the following is *not* a feature of the *pesher* exegesis?
  - To study a passage in relation to other predictions in the series and note its organic connection to the rest of the Bible.
  - The words of the Old Testament prophets are taken to be full of secrets.
  - Those hidden meanings are taken to be allusions to events that were placed at the end of time.
  - The prophecies are applied directly to the interpreter's own generation, since the end of time is near.
- Why might the term "Servant of the Lord" be a better name for the messianic doctrine than "Messiah"?
- Explain the theological and missiological uses of the word and title, "Messiah."
- If you were witnessing to a Jewish person and were trying to explain the two comings of Messiah, what Scripture would you use from the Old Testament to convince him of the two comings of the one Messiah?
  - Isaiah 9:5-6
  - Zechariah 12:10
  - Jeremiah 23:5-6
  - Joel 2:19-27
- Compare the approach in *Building Bridges: Christianity and Islam* with the approach in *Following Jesus in the Hindu Context*. What similarities and differences do you see?

### Notes

## **Legalism, Syncretism and Contextualization**

**Objectives:** To be able to...

- Explain how we can put our faith in the unique revelation of God to one historical tradition but still make use of the knowledge and understanding of other traditions.
- Interact with terms associated with the concept of "Redemptive Analogies."
- Evaluate the potential for syncretism in the contextualization approach taken in Following Jesus in the Hindu Context.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
192-195      Lesson 50 Introduction

#### **General**

Winter, ed: *WCF Program: Ancient World Reader*  
231-240      Winter: Legalism, Syncretism, and  
Contextualization

Richard: *Following Jesus in the Hindu Context*  
82-98      Sannyasa

Loewen: *The Bible in Cross-Cultural Perspective*  
133-148      Spirit Possession and Exorcism: Comparison of  
Views  
233-243      Looking at Demon Possession from Within  
Western Categories

Winter and Hawthorne, eds.: *Perspectives on the World Christian  
Movement (4th edition)*  
430-436      #69 Richardson: Redemptive Analogies

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
195-197      Lesson 50 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation  
7th Edition*  
307-309      Dominican Republic  
392-396      Haiti

#### **Language**

*Hebrew Lessons*  
Hebrew 50

### **Personal Response, Intellectual Journal, Notes**

**Legalism, Syncretism and Contextualization****Reflection Questions**

1. What parallel is possible between Don Richardson's ideas of "confirmation" and "concept fulfillment," and his idea of "eye openers"?
2. If our belief in Abrahamic revelation is not meant to be one of exclusive truth, which bans or wipes out all understandings and achievements of all other societies, then in what crucial sense can we maintain that it is unique?
3. How does our understanding of one God both distinguish our faith from that of other traditions and at the same time allow us to understand and accept some of their understanding and build upon it?
4. What potential for syncretism do you see in the contextualization approach described in *Following Jesus in the Hindu Context*?

**Notes**

# ***The Theology of the Messiah's Dynasty and Kingdom, Kaiser 14***

**Objectives:** To be able to...

- a. Defend the continuity between the preceding covenant promises and that given to David.
- b. Restate God's promise to David.
- c. Trace the development of the promise theme through Israel's history.

## **Assignments:**

### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
198-199      Lesson 51 Introduction

### **General**

Kaiser: *The Christian and the "Old" Testament*  
151-161      The Theology of Messiah's Dynasty and Kingdom

Johnson: *A History of the Jews*  
59c-64      Israelites under Solomon

Dockery, ed: *Holman Bible Handbook*  
236      David's City, Family, Kingship  
238-241      David's City, Family, Kingship

Richard: *Following Jesus in the Hindu Context*  
99-103      Final Days  
104-107      Epilogue  
108-111      Pray!

Glasser: *Announcing the Kingdom*  
105-126      God's Rule Is Challenged by the Kings of Israel

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
199-200      Lesson 51 Review

Hiebert: *Cultural Anthropology*  
172-190      Social Groups and Institutions  
275-295      Societal Groups

### **Optional**

Dockery, ed: *Holman Bible Handbook*  
481-484      Micah

ATLA Religion Database

Bassler: "A Man for All Seasons: David in Rabbinic and New Testament Literature"  
156-169      Interpretation (Apr 1986) 40, 2

527-530      Lebanon

### **Language**

*Hebrew Lessons*  
Hebrew 51

**Personal Response, Intellectual Journal, Notes**





## Other Nations and Peoples

**Objectives:** To be able to...

- a. As a result of your readings and reflections in this lesson you will be able to discuss the influence of Confucianism and Taoism on the development of ancient China.

### Assignments:

#### General

##### *Alphabet Makers*

Chinese Writing  
<http://www.jaars.com/museum/alphabet/galleries/chinese.htm>

Partridge, ed: *Introduction to World Religions*  
 50                      Bankes: *Sacred Jaguar: The Olmecs*

O'Brien: *Oxford Atlas of World History*  
 30-31                    The First Civilizations: China 1700-1050 BC  
 50-51                   Peoples of Central Asia 6000- 500 AD  
 24-25                   From Hunting to Farming: The Americas  
                                  12,000-1000 BC  
 32-35                   Civilizations in Mesoamerica 1200 BC-700 AD and  
                                  Cultures in South America 1400 BC- 1000 AD.  
 84-85                   Civilizations in Mesoamerica and South America  
                                  500-1500  
 108-109                Cultures in North America 500-1500

McNeill: *A World History*  
 102-112                Definition of Chinese Civilization to 500 BC  
 130-131                Review Chart  
 273-278                Fringes of the Civilized World and Sub Saharan  
                                  Africa  
 278-282                The Americas

Hiebert: *Cultural Anthropology*  
 61-86                   Material Culture: Description and Explanation  
 89-110                Cultural Ecology

Woodberry, ed: *Seed to Fruit*  
 1-14                    Johnstone: *Loot at the Fields: Survey of the Task*

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
 214-216                China: Introduction

#### Language

##### *Hebrew Lessons*

Hebrew 52

### Personal Response, Intellectual Journal, Notes

## ***Other Nations and Peoples***

### **Reflection Questions**

1. What influence did Confucianism and Taoism have on the development of early Chinese society?

### **Notes**

## A Missiological View of Civilization

**Objectives:** To be able to...

- Discuss the missiological significance of the profound puzzle of emerging civilizations in every part of the world, involving both brilliance and order and yet at the same time, gruesome cruelty and bloodshed.
- Explain why you agree or disagree that a missionary goal of economic development is related to the purposes of God in the Great Commission.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
202-203      Lesson 53 Introduction

#### General

Winter, ed: *WCF Program: Ancient World Reader*  
241-243      Winter: A Missiological View of Civilization

Johnson: *A History of the Jews*  
65-74      Divided Kingdom

Loewen: *The Bible in Cross-Cultural Perspective*  
219-231      Shifting God(s) of Western Christianity

O'Brien: *Oxford Atlas of World History*  
38-39      Empires and Traders 1200-600 BC  
42-43      The Archaemenid and Hellenistic World 600-30 BC

McNeill: *A World History*  
53-64      Review: The Iron Age through Techniques of the Empire  
5      Review: Chronological Chart

Woodberry, ed: *Seed to Fruit*  
15-24      Liverman: Unplowed Ground: Engaging the Unreached

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
37-46      Winter: When Mission Can Be Business: Where Both Business and Mission Fall Short  
47-54      Snodderly: Shalom: The Goal of the Kingdom and of International Development

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
203-204      Lesson 53 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
734-737      Former Yugoslavia: Serbia, Kosovo  
597-599      Former Yugoslavia: Montenegro

#### Language

*Hebrew Lessons*  
Hebrew 53

### Personal Response, Intellectual Journal, Notes



## ***The Theology of the Day of the Lord, Kaiser 15***

**Objectives:** To be able to...

- State the theme of the books of Joel and Obadiah.
- Cite five characteristics of the message of the "Day of the Lord."
- Define the word "near" in its biblical meaning.
- Trace the theme of repentance in the book of Joel.
- List the five theological themes of the "Day of the Lord."

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
205-206      Lesson 54 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
162-172      The Theology of the Day of the Lord

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
206-207      Lesson 54 Review

#### **Research**

ATLA Religion Database

King: *"The Day of the Lord in Zephaniah"*  
16-32      Bibliotheca Sacra (Jan-Mar 1995) vol 152

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
162-166      Brazil

#### **Language**

*Hebrew Lessons*  
Hebrew 54

**Personal Response, Intellectual Journal, Notes**

***The Theology of the Day of the Lord, Kaiser 15*****Reflection Questions**

1. List the main characteristics and five theological themes of the "Day of the Lord."
2. Identify the key verse in Joel 3 which signals a reversal in the people's situation. To what can the reversal be attributed?
3. How is the theme of repentance developed in the book of Joel?
4. What is the biblical meaning of the word "near" in the minor prophets?

**Notes**

## “Historification” of the Big Picture, I

**Objectives:** To be able to...

- Tell the Old Testament story in 60 seconds.
- Draw a chronological diagram, bringing the large picture together with the order of the canonical sequence of both the Greek and Hebrew Old Testaments.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
208-209      Lesson 55 Introduction

#### General

McNeill: *A World History*  
5      Review: Chronological Chart

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*  
209-227      #36 Winter: The Kingdom Strikes Back

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
209-211      Lesson 55 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
166-169      Brazil

#### Language

*Hebrew Lessons*  
Hebrew 55

**Personal Response, Intellectual Journal, Notes**



**“Historification” of the Big Picture, I****Reflection Questions**

1. Beginning with Genesis 1:1, write up the story of the Old Testament in a way that you can read without hurrying in sixty seconds.
2. Draw a timeline from 2000 BC to the birth of Christ, giving each period of 400 years equal space.
3. See to what extent the great epochs of Old Testament drama—Patriarchal, Egyptian captivity, Judges, Kings, Postexilic—fit this 400 year grid.
4. Plot as best you can five major personages of the Old Testament on this time scale. Add the books of the Old Testament in the periods to which they refer.
5. Now try to think of the great spiritual events in Abrahamic and Israel’s history, and conjecture when the various “books” of the Bible were actually produced. Plot these production points on the timeline.

**Notes**

## ***The Theology of the Servant of the Lord, Kaiser 16***

**Objectives:** To be able to...

- Explain the use of the term "Servant of the Lord" in Isaiah.
- Explain the term "corporate solidarity" when used of the Servant.
- Write an outline of the Servant Song of Isaiah 52:13– 53:12.
- State the functions of the prophets.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
213-215      Lesson 56 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
173-182      The Theology of the Servant of the Lord

Johnson: *A History of the Jews*  
74-79      Isaiah until the Exile

Fee: *How to Read the Bible for All Its Worth*  
181-189a      The Prophets: Enforcing the Covenant in Israel

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
213-215      Lesson 56 Review

#### **Research**

ATLA Religion Database

Oswalt: "Isaiah 52:13-53:12: *Servant of All*"  
85-94      Calvin Theological Journal (Apr 2005) 40, 1

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
870-872      Uruguay

#### **Language**

*Hebrew Lessons*  
Hebrew 56

### **Personal Response, Intellectual Journal, Notes**

***The Theology of the Servant of the Lord, Kaiser 16*****Reflection Questions**

1. How is the term "Servant of the Lord" used in Isaiah?

2. What is the "mystery" of the Servant?

3. What is the significance of "corporate solidarity" as a description of "Messiah/Servant of the Lord"?

4. On a separate page, outline the Servant Song of Isaiah 52:13– 53:12.

5. Characterize the functions of the prophets in the Old Testament.

**Notes**

## ***Exegesis and Hermeneutics of Isaiah 49:1-6***

**Objectives:** To be able to...

- a. Apply the principles of exegesis and hermeneutics to a specific passage of Scripture.
- b. Explain the meaning of a very key verse in Isaiah and in the entire Old Testament.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
216                      Lesson 57 Introduction

#### **General**

Fee: *How to Read the Bible for All Its Worth*  
189b-204              The Exegetical Task

*The Bible*

Isaiah 40-49

Fee: *How to Read the Bible for All Its Worth*  
189b-204              The Exegetical Task

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
216-219                Lesson 57 Review

#### **Language**

*Hebrew Lessons*

Hebrew 57

**Personal Response, Intellectual Journal, Notes**

## ***Exegesis and Hermeneutics of Isaiah 49:1-6***

### **Reflection Questions**

1. Summarize influencing factors for exegesis that lie in the larger context of the verses: the chapter, section, and document in which they are found.
2. PROJECT: Indicate the overall apparent meaning(s) of Isaiah 49:1-6 by exegeting this passage according to good hermeneutical principles. Spend some time on this.
3. Note any Hebrew parallelism which may shed light on key words or phrases.
4. Trace in your Hebrew concordance those words which seem to have special meaning and indicate what you find.
5. Lastly, read in a Commentary and Bible Handbook the entries for the book, the section, and the passage. Note the new factors which add to your own conclusions.

### **Notes**

## The Gospel vs. Religion

**Objectives:** To be able to...

- State the difference between the gospel and religion.
- Define religion.
- Apply the concepts of gospel and religion to an understanding of Judaism.
- Cite three biblical passages which show God's disapproval of religion per se.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
220 Lesson 58 Introduction

#### General

Winter, ed: *WCF Program: Ancient World Reader*  
245-254 Glasser: The Gospel Versus Religion  
255-258 Bloesch: Faith and Religion

Loewen: *The Bible in Cross-Cultural Perspective*  
149-162a Impersonal Power: Holiness, Taboo, Magic,  
Divination

#### The Bible

1 Samuel 15:22  
Psalms 40:6-10, 51:1-19  
Isaiah 1:2-31  
Jeremiah 6:16-7:29  
Hosea 6:4-10  
Amos 5:18-27  
Micah 6:6-8

Partridge, ed: *Introduction to World Religions*  
165-177 Salter: Jainism

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
220-221 Lesson 58 Review

#### Research

ATLA Religion Database

Sanders: "*Judaism and the Grand 'Christian' Abstractions: Love, Mercy, Grace*"  
357-372 Interpretation (Oct 1985) vol 39  
*Sanders critiques the overly positive or negative portrayal of Jews in ancient literature, including the New Testament and gives a fair generalization.*

#### Language

Hebrew Lessons

Hebrew 58

### Personal Response, Intellectual Journal, Notes

## ***The Gospel vs. Religion***

### **Reflection Questions**

1. Make a comparison between Glasser's definition of religion and that used by Lewis & Travis, written by Robert Baird: "Religion is that which is of ultimate or supreme concern to individuals or groups" (James F. Lewis and William G. Travis, *Religious Traditions of the World* [Grand Rapids: Zondervan, 1991] p.23—formerly a Module 1 textbook until it went out of print).
2. What is the difference between *gospel* and *religion*?
3. How might the distinction between *gospel* and *religion* help a missionary working with a people of a different religion?
4. Why is the Jewish religion (Judaism) so opposed to the gospel?
5. Cite three biblical passages which show God's disapproval of *religion*.

### **Notes**

## ***Isaiah: The Promise Theologian, Kaiser 17***

**Objectives:** To be able to...

- Grasp the broad outline of Isaiah 40–66.
- Discern the parallels between the New Testament and Isaiah 40–66.
- Trace the theme of the incomparability of God through Isaiah 40–66.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
222-223      Lesson 59 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
183-194      Isaiah, the Promise Theologian

*The Bible*  
Isaiah 40-66

Glasser: *Announcing the Kingdom*  
105-124      God's Rule Is Challenged by the Kings of Israel

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
223-224      Lesson 59 Review

#### **Research**

ATLA Religion Database  
Choose one of these articles.

Clements: "*The Unity of the Book of Isaiah*"  
117-129      Interpretation (Apr 1982) vol 36  
*Clements' article follows in the line of critical scholarship by saying that Isaiah comes from a variety of authors. He still argues for thematic unity in the book.*

Martens: "*The Flowering and Floundering of Old Testament Theology*"  
61-79      Direction (Fall 1997) 26, 2

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
781      St. Pierre and Miquelon

#### **Language**

*Hebrew Lessons*  
Hebrew 59

**Personal Response, Intellectual Journal, Notes**



***Isaiah: The Promise Theologian, Kaiser 17*****Reflection Questions**

1. Briefly discuss the similarities between the structure of Isaiah and the general outline of the New Testament.

2. Match the following chapters to their respective themes:

a. Isaiah 40–48	—The Savior of all
b. Isaiah 49–57	—The end of all history
c. Isaiah 58–66	—The God of all

3. How is the incomparability of God developed? Give scriptural support.

**Notes**

***Use This Lesson to Work on Assignments***

Use this time to work on both of your Module 1B papers.

**Personal Response, Intellectual Journal, Notes**

***Use This Lesson to Work on Assignments***

**Notes**

## ***The Theology of the Inclusion of the Gentiles, Kaiser 18***

**Objectives:** To be able to...

- Delineate the place of the Gentiles in the Old Testament Promise tradition.
- Restate the basic message of Jonah, Hosea, and Amos.
- Exegete Amos 9:11.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
226-227      Lesson 61 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
195-207      The Theology of the Inclusion of the Gentiles

Smart, ed: *Sacred Texts of the World*  
305-316      Confucianism

Musk: *The Unseen Face of Islam*  
15-18      Preface  
21-32      Widow Aziza's Eye  
33-44      Night Belongs to the Jinn  
277-279      Hadith Literature

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
227-229      Lesson 61 Review

#### **Inductive Bible Study**

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
8      Graham: The Inductive Method of Study, Inductive Bible Study Syllabus: Part III, Assignments A, B, start C: Jonah Inductive Study

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
629-631      New Caledonia  
875-877      Vanatu

#### **Language**

*Hebrew Lessons*  
Hebrew 61

**Personal Response, Intellectual Journal, Notes**

***The Theology of the Inclusion of the Gentiles, Kaiser 18*****Reflection Questions**

1. The Old Testament book that illustrates God's love (as the Gospel of John does in the New Testament) is \_\_\_\_\_.

2. Using the principles of Inductive Bible Study you have learned in this course, exegete Amos 9:11. State the specific steps you are following.

3. Explain the significance of the word "suffixes" in Amos 9:11.

4. What is the basic message of Jonah, Hosea, and Amos?

5. Where do the Gentiles fit into the Promise Doctrine of the Old Testament?

**Notes**

## ***Jonah: The Missionary Prophet***

**Objectives:** To be able to...

- Diagram the book of Jonah using Inductive Bible Study principles.
- Explain God's attitudes toward Nineveh in terms of his grace and concern for his glory.
- Discuss whether the church should play a prophetic role in current political events.
- Describe how unforgiveness and ethnocentrism hinder both Jonah and modern missionaries.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
230-231      Lesson 62 Introduction

#### **General**

Winter, ed: *WCF Program: Ancient World Reader*  
259-269      McCurry: Jonah: The Missionary Prophet

*The Bible*

Jonah  
Nahum

Musk: *The Unseen Face of Islam*

61-77      Unraveling the Future  
95-110      Healing Touch

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
231-233      Lesson 62 Review

#### **Research**

ATLA Religion Database

Travers: "*Nahum: Poet Laureate of the Minor Prophets*"

437-444      JETS (Dec 1990) vol 33

#### **Inductive Bible Study**

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
8      Graham: The Inductive Method of Study, Inductive Bible Study Syllabus: Part III C, D: Jonah Inductive Study

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
552-555      Malawi

#### **Language**

*Hebrew Lessons*

Hebrew 62

**Personal Response, Intellectual Journal, Notes**

***Jonah: The Missionary Prophet*****Reflection Questions**

1. Why would God single out the Ninevites for special attention?
2. How do you reconcile God's apparently contradictory attitude toward Nineveh in the books of Jonah and Nahum?
3. How do you explain the irreconcilable differences between Jonah's knowledge of the Scriptures (Exod. 34:6) and his implacable hatred of the Ninevites?
4. What role should the church play in the political arena with regard to modern-day Ninevites?

**Notes**

## ***The People of God and the Other Nations***

**Objectives:** To be able to...

- Describe the Go/Come mechanism of missions in the Old Testament.
- Compare the modern church's concerns for local ministry with the Old Testament prophets' concentration on Israel rather than on being a light to the nations.
- Use the Hebrew Concordance to do word studies that illumine the study of the Old Testament prophets.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
234-237      Lesson 63 Introduction

#### **General**

Glasser: *Announcing the Kingdom*  
127-139      God Sends Israel into Exile Among the Nations

Partridge, ed: *Introduction to World Religions*  
408-409      Conn: Sinkyo- Korea's Traditional Religion

McNeill: *A World History*  
52-64      Review: The Iron Age through Techniques of the Empire

Woodberry, ed: *Seed to Fruit*  
39-50      Livingstone: Laborers from the Global South:  
Partnering in the Task  
51-60      Eenigenburg: Sister Laborers: Partnering in the Task

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
237-239      Lesson 63 Review

#### **Research**

ATLA Religion Database

Brindle: "*The Cause of the Division of Israel's Kingdom*"  
223-233      Bibliotheca Sacra (Jul-Sep 1984) vol 141

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
469-474      Iraq

#### **Language**

*Hebrew Lessons*  
Hebrew 63

### **Personal Response, Intellectual Journal, Notes**





## ***Jeremiah and the Word of God, Kaiser 19***

**Objectives:** To be able to...

- Correlate specific messianic metaphors with the New Testament Gospels.
- Analyze the elements found in the New Covenant and isolate those which are new.
- Describe the role of "The Word" in worship.
- Place Jeremiah within his proper role in the Theology of Promise.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
240-241      Lesson 64 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
208-219      Jeremiah: Theologian of the Word of God

*The Bible*

Jeremiah 31

Winter, ed: *WCF Program: Ancient World Reader*  
271-276      Bloesch: Words and Images

Musk: *The Unseen Face of Islam*  
45-59      Saints and Sons  
79-94      Drama of Devotion

McNeill: *A World History*  
89-101      Review: The Definition of Greek Civilization to 500 BC

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
241-242      Lesson 64 Review

#### **Optional**

ATLA Religion Database

Burnett: *"Changing Gods: An Exposition of Jeremiah 2"*  
289-299      Review and Expositor (Spr 2004) 101, 2

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
103-106      Angola

#### **Language**

*Hebrew Lessons*

Hebrew 64

**Personal Response, Intellectual Journal, Notes**

**Jeremiah and the Word of God, Kaiser 19****Reflection Questions**

1. Correctly match the following Messianic titles to their corresponding Gospel account and name the aspect or role exhibited in each title of the "Branch."

"My Servant the Branch"; *Role*= \_\_\_\_\_; *Gospel*= \_\_\_\_\_

"Branch of the Lord"; *Role*= \_\_\_\_\_; *Gospel*= \_\_\_\_\_

"Branch of David"; *Role*= \_\_\_\_\_; *Gospel*= \_\_\_\_\_

"The man who is the Branch"; *Role*= \_\_\_\_\_; *Gospel*= \_\_\_\_\_

2. Why is the "New Covenant," mentioned in the "Renewed Covenant" in chapter 31, better titled the "Renewed Covenant?"
3. List the new elements found in the "Renewed Covenant" in Jeremiah 31 which had not been present in the previous covenants or promises.
4. What role does "The Word" have in worship?
5. What is Jeremiah's distinctive contribution to promise theology?

**Notes**

## The Shaping of God's Plan

**Objectives:** To be able to...

- Explain the significance of God's interaction with Judah in Exile.
- Demonstrate familiarity with the basic facts of the lives of Jeremiah, Ezekiel, and Daniel.
- Compare the attempted reforms of Josiah's day with current political situations.

**Personal Response, Intellectual Journal, Notes**

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
243-245      Lesson 65 Introduction

#### General

Musk: *The Unseen Face of Islam*  
111-125      Leadership in Question  
127-141      From Cradle to Grave

Dockery, ed: *Holman Bible Handbook*  
258-268      2 Kings  
277-286      2 Chronicles

#### The Bible

2 Chronicles 35-36  
2 Kings 22-23  
Jeremiah 11:18-12:6, 16, 19:1-20:18, 26-29,  
35:1-40:6, 43:8-44:30, 52  
Ezekiel 1-3, 5, 24:15-17  
Daniel 1-2, 4-6, 9

O'Brien: *Oxford Atlas of World History*  
38-39      Empires and Traders 1200- 600 BC  
42-43      The Archaemenid and Hellenistic World 600-30  
BC

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
245-246      Lesson 65 Review

#### Inductive Bible Study

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
33      Graham: Last Five Kings of Judah

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
268-277      Congo

#### Language

Hebrew Lessons  
Hebrew 65

**The Shaping of God's Plan****Reflection Questions**

1. Within the domain of Old Testament theology and Israelite history, what is the significance of God settling the Prophets of Promise in the areas where the Israelites were resettled? In your opinion, why did not God do the same thing for the Northern Kingdom?
2. Using the Bible and other study books, present one-minute biographies each of Jeremiah, Ezekiel, and Daniel.
3. Suggest some reasons for the failure of Josiah's reforms. Do you see parallels in your country today? List some of them.

**Notes**

# ***The Theology of the Holy Spirit in the Old Testament, Kaiser 20***

**Objectives:** To be able to...

- Recognize statements about the work of the Holy Spirit in the Old Testament.
- Explain the missiological significance of the Holy Spirit.
- Write a brief theology of the Holy Spirit in the Old Testament.

## **Assignments:**

### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
247-248      Lesson 66 Introduction

### **General**

Kaiser: *The Christian and the "Old" Testament*  
220-230      The Theology of the Holy Spirit in the Old Testament

Smart, ed: *Sacred Texts of the World*  
351      Sun Dance  
359      Vision Quest

Winter, ed: *WCF Program: Ancient World Reader*  
277-288      Bogoras & Rasmussen: Spirits and Shamans in Siberia and Among the Inuit  
289-295      Kim: Indian Contribution to Contemporary Mission Pneumatology

Musk: *The Unseen Face of Islam*  
143-155      Times and Seasons  
157-171      Knowing One's Place

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
248-249      Lesson 66 Review

### **Research**

Pazola: "Sacred Ground: What Native Americans Believe"  
16-23      U.S. Catholic (Fall 1994) vol 59  
*This article can be found using the Wilson Select Plus database.*

ATLA Religion Database

Skiba: "'Until the Spirit from On High is Poured Out on Us' (Isa 32:15): Reflections on the Role of the Spirit in the Exile"  
1-17      CBQ (Jan 1984) vol 46

Sidky: "Shamans and Mountain Spirits in Hunza"  
67-96      "Asian Folklore Studies" (1994) vol 53

### **Optional**

ATLA Religion Database

Tan: "A Trinitarian Ontology of Missions"  
279-296      International Review of Missions (April 2004) 93, 369  
*This article does not specifically deal with the Holy Spirit in the OT, but it does deal with the Holy Spirit and Missions.*

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
715      Russia: Northwestern Federal District  
717-718      Siberian Federal District

### **Language**

*Hebrew Lessons*  
Hebrew 66

**Personal Response, Intellectual Journal, Notes**



## ***Bicultural Roots of the Christian Tradition***

**Objectives:** To be able to...

- Recognize the major difference between the Semitic and Hellenic elements in the "Christian" tradition.
- Explain the lasting influence of Greek roots in Western civilization and Western Christianity.
- Consider the Greek civilization in the light of the theory of cultural evolution.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
250 Lesson 67 Introduction

#### **General**

Partridge, ed: *Introduction to World Religions*  
75b-80 Smith: *Ancient Religions of Greece and Rome*

O'Brien: *Oxford Atlas of World History*  
20-21 From Hunting to Farming: Europe 8000-200 BC

McNeill: *A World History*  
89-101 Review The Definition of Greek Civilization to 500 BC  
133-148 The Flowering of Greek Civilization

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
250-252 Lesson 67 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
289-290 Croatia  
749-751 Slovenia

#### **Language**

*Hebrew Lessons*  
Hebrew 67

**Personal Response, Intellectual Journal, Notes**



## ***Bicultural Roots of the Christian Tradition***

### **Reflection Questions**

1. We see how nearly impossible it is to discover with any certainty the details concerning many of the most famous people of ancient times, such as Zarathustra, Confucius, Buddha, etc. Compare the situation with regard to Homer. In what ways is it similar or different?
  
2. *Contextualization* is the word often applied to the best cultural configuration resulting from the impact of the Christian message in a new or different culture. This has already happened right within the Bible. For example, the Hebrew concept of the soul does not try to separate out, as does Greek culture, the flesh and the spirit. Yet Paul takes over those categories and tries to make sense out of them. Where in these readings do you find references to Greek attitudes toward homosexuality, and how would that be looked upon in the Semitic culture? How would Semitic allowance for plural marriage go over in Greek society? What does the Bible say in each case?
  
3. To what extent is the story of the Greeks one of gradual, steady, cultural evolution? What does or does not fit that kind of pattern?
  
4. What were the lasting effects of Greek influence on Western civilization?

### **Notes**

## ***Isaiah, Zoroaster, Buddha, Confucius, and Socrates***

**Objectives:** To be able to...

- Describe some of the problems faced by researchers studying the lives and teachings of these men.
- Compare the teachings of these key men. Evaluate their teachings in light of the Bible.
- Explain factors influencing the acceptance of new religious and philosophical teachings during these centuries.

**Personal Response, Intellectual Journal, Notes**

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
253-255      Lesson 68 Introduction

#### **General**

Smart, ed: *Sacred Texts of the World*  
233-235      Enlightenment of the Buddha  
236-237      First Sermon  
244          Dependence and the Middle Path

Partridge, ed: *Introduction to World Religions*  
188-194      Williams: Buddhism: A Historical Overview

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
255-260      Lesson 68 Review

#### **Research**

ATLA Religion Database

"*The Seductions of Socrates*"  
29-33      First Things (Je-Ji 2001) no 114

Yao: "*Confucius, The Founder of Confucianism*"  
Dialogue and Alliance

Kalupahana: "*Buddha: The Founder of a Tradition of Peace*"  
Dialogue and Alliance

Dhalla: "*The Message of Lord Zarathushtra*"  
Dialogue and Alliance

Whitley: "*The Date and Teaching of Zarathustra*"  
215-227      Numen (1957) vol 4

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
240          China: Jiangxi Province  
244          Shandong Province

#### **Language**

*Hebrew Lessons*  
Hebrew 68



## ***Ezekiel: Theologian of the Glory of God, Kaiser 21***

**Objectives:** To be able to...

- Identify the main theological themes of Ezekiel.
- Explain the significance of the route of God's departure from the Holy of Holies in the temple.
- Exegete Ezekiel 37.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
261-262      Lesson 69 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
231-243      Ezekiel, Theologian of the Glory of God

#### *The Bible*

Ezekiel 37

Johnson: *A History of the Jews*  
81-87a      The Exile

Musk: *The Unseen Face of Islam*

175-183      World of the Ordinary Muslim  
185-196      Powers, Patterns, Processes  
197-205      Official and Popular Islam  
281-284      Major Sects

Partridge, ed: *Introduction to World Religions*  
242-250      Hinnells: Zoroastrianism

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
262-264      Lesson 69 Review

O'Brien: *Oxford Atlas of World History*

38-39      Empires and Traders 1200-600 BC  
42-43      The Archaemenid and Hellenistic World 600-30 BC

#### **Research**

ATLA Religion Database

Kinlaw: *"From Death to Life: The Expanding RWH in Ezekiel"*  
161-172      Perspectives in Religious Studies (Sum 2003) 30,  
2

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
560-562      Malaysia, Sabah, Sarawak

#### **Language**

*Hebrew Lessons*

Hebrew 69

### **Personal Response, Intellectual Journal, Notes**



## ***The Jews: A Universal Minority***

**Objectives:** To be able to...

- a. Describe the characteristics and attributes of the Jewish people.
- b. Explain how these attributes and traditional values affected their interaction with other peoples throughout history, especially within totalitarian regimes.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
265-268      Lesson 70 Introduction

#### **General**

Winter, ed: *WCF Program: Ancient World Reader*  
297-299      Einstein: Just What is a Jew?

Musk: *The Unseen Face of Islam*

207-222      Belief and Practice  
222-238      Worlds in Conflict?

Partridge, ed: *Introduction to World Religions*

294b-299      Ramsey: Worship and Festivals  
280-281      Banks: The Covenant

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
268-272      Lesson 70 Review

#### **Inductive Bible Study**

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
8      Graham: The Inductive Method of Study, Inductive  
Bible Study Syllabus: Part IV A, B, C: Esther  
Inductive Study

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
464-469      Iran

#### **Language**

*Hebrew Lessons*  
Hebrew 70

**Personal Response, Intellectual Journal, Notes**

## ***The Jews: A Universal Minority***

### **Reflection Questions**

1. What did Einstein consider to be the two principal characteristic traits of Jewish tradition that seem to unite all Jews, even today?
2. Notice how Dorothy Lee vividly illustrates and elaborates Einstein's second characteristic of Jewish identity. What characterizes one who is "ready to cease to be a true and good Jew"?
3. Explain the difference between the high percentage of performance and intellectual excellence among Jews, as compared with the relatively small percentage of their actual numbers in the world. What are the genetic implications? The cultural implications?
4. What was the particular act which precipitated Haman's plan to destroy the Jews? How would you explain this in terms of (a) a particular Jewish trait, and (b) the characteristic anti-Semitic reaction described by Einstein?

### **Notes**

## ***Daniel: Theologian of the Kingdom of God, Kaiser 22***

**Objectives:** To be able to...

- Correlate the imagery of Daniel 2 and 7.
- Explain the origins of the synoptic Gospels' term "Son of Man."
- Characterize the nature of the Kingdom of God.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
273-274      Lesson 71 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
244-255      Daniel, Theologian of the Kingdom of God

Glaser: *Announcing the Kingdom*  
140-162      God Sets the Stage for the Messiah's Coming

Winter and Hawthorne, eds.: *Perspectives on the World Christian Movement (4th edition)*  
83-89      #13 Ladd: Gospel of the Kingdom

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
275-276      Lesson 71 Review

#### **Research**

ATLA Religion Database

Hasel: "*The Four World Empires of Daniel 2 Against its Near Eastern Environment*"  
17-30      JSOT (1979) vol 12

Bauckham: "*The Son of Man: 'A Man in My Position' or 'Someone'?*"  
23-33      JSNT (1985) vol 23

#### **Language**

*Hebrew Lessons*  
Hebrew 71

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation 7th Edition*  
805-807      Tajikistan

**Personal Response, Intellectual Journal, Notes**





## “Historification” of the Big Picture, II

**Objectives:** To be able to...

- Inductively, on a very large scale, reduce to a time-frame chart what was written by different people at different times, referring to events at still other times, and placed in the Bible in still different order.
- Discuss different interpretations of historical events and sequences.

### Assignments:

#### Introduction

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
277                      Lesson 72 Introduction

#### General

Wenham: (2006) “*Method in Pentateuchal Source Criticism [electronic version]*”

84-109                      Vetus Testamentum, 41:1  
This article is available through a research  
database at your institution.

Hollon: (2003) “*History, Authority, and Interpretation: A Theology of Scripture [electronic version]*”

Quodlibet Journal, 5:4.  
[www.quodlibet.net/hollon-frei.shtml](http://www.quodlibet.net/hollon-frei.shtml)

Musk: *The Unseen Face of Islam*

239-255                      Power Encounter  
257-273                      The Gospel and the Ordinary Muslim

McNeill: *A World History*

5                                  Review Chronological Chart

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
277-278                      Lesson 72 Review

#### Optional

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition

850-860                      United Kingdom

#### Language

*Hebrew Lessons*

Hebrew 72

### Personal Response, Intellectual Journal, Notes



## ***Theologians of God's Coming Conquering Hero, Kaiser 23***

**Objectives:** To be able to...

- Cite the content of the main messianic passage in each of these books: Haggai, Zechariah, and Malachi.
- State the themes and significant messianic symbolisms of Haggai, Zechariah, and Malachi.
- Describe the historical context of the books of the Conquering Hero.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
279-280      Lesson 73 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
256-268      Theologians of God's Coming Conquering Hero

Winter, ed: *WCF Program: Ancient World Reader*  
301-315      Tollefson: The Nehemiah Model for Christian Missions

#### *The Bible*

Zechariah 9-14  
Malachi 1-4

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
280-281      Lesson 73 Review

#### **Research**

ATLA Religion Database

*Read about 10 pages from one or more of these articles below.*

McEvenue: "*The Political Structure in Judah from Cyrus to Nehemiah*"  
353-364      CBQ (Jul 1981) vol 43

Moseman: "*Reading the Two Zechariahs as One*"  
487-498      Review and Expositor (Fall 2000) 97, 4

Froese: "*Approaching a Theology of the Book of Malachi*"  
14-20      Direction (Spr 1996) 26, 1

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
*7th Edition*  
799-802      Switzerland  
539-540      Liechtenstein

#### **Language**

*Hebrew Lessons*

Hebrew 73: Final Test

**Personal Response, Intellectual Journal, Notes**



## **Continuation of the OT Promise in the NT, Kaiser 24**

**Objectives:** To be able to...

- Unite the various Bible references of Promise into a coherent whole.
- Discuss the question of continuity and discontinuity between the Testaments.
- List 3 reasons for using the Old Testament in the church.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
282 Lesson 74 Introduction

#### **General**

Kaiser: *The Christian and the "Old" Testament*  
269-280 The Continuation of the Old Testament Promise in the New Testament

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
283-284 Lesson 74 Review

#### **Research**

ATLA Religion Database

McEntire: "*Haggai: Bringing God into the Picture*"  
69-78 Review and Expositor (Wint 2000) 97, 1

Van der Kam: "*Covenant and Pentecost*"  
239-254 Calvin Theological Journal (Nov 2002) 37, 2  
[Major orthodox NT scholar.]

#### **Inductive Bible Study**

Snodderly, ed: *WCF Degree Study Programs: All Module Reader*  
8 Graham: The Inductive Method of Study, Inductive Bible Study Syllabus: Part IV: Haggai Inductive Study

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation*  
7th Edition  
141-145 Belgium  
543-545 Luxembourg

#### **Language**

*Hebrew Lessons*  
Hebrew 74

**Personal Response, Intellectual Journal, Notes**



## ***First Things in Retrospect***

**Objectives:** To be able to...

- a. Put the profusion of specific facts (as well as the specific skills we have dealt with) into a single overall perspective of the foundations of human existence on this planet.

### **Assignments:**

#### **Introduction**

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
285                      Lesson 75 Introduction

#### **General**

Winter, ed: *WCF Program: Ancient World Reader*  
317-331              Winter & Panel: "First Things" in Retrospect  
1-14                      (Review) Winter & Snodderly: The Story of the  
                                    Battle for Our Planet

Winter and Hawthorne, eds.: *Perspectives on the World Christian  
Movement (4th edition)*  
42-48                      #7 Verkuyl: Biblical Foundation for the Worldwide  
                                    Missions Mandate

Winter, ed: *WCF Module One Study Guide and Lesson Overviews*  
285-286              Lesson 75 Review

#### **Optional**

Mandryk: *Operation World: The Definitive Prayer Guide for Every Nation  
7th Edition*  
369-370              Gibraltar  
333-334              Falklands  
776-777              St. Helena

#### **Language**

*Hebrew Lessons*  
                                    Hebrew 75

### **Personal Response, Intellectual Journal, Notes**



***First Things in Retrospect*****Reflection Questions**

1. In what sense is this first module "more basic" than all the other modules, and how does it constitute the important and enduring foundation for all of the rest of the story?
2. While we are dealing with old questions, we are drawing on current studies and insights. What is the major secular contribution to the vast contemporary restudying of all of the major "mysteries" we have covered?
3. Specifically, what would be the major disturbance for a person who looks into ancient times with the assumption that everything would fall into a gradually evolving picture?
4. What new light is shed on the "Old Testament" Scriptures as we expand our perspective on ancient times to include all of the civilizations all over the globe?

**Notes**

**Complete Any Remaining Assignments**

Review the material presented in Module 1A and 1B. Lessons 76-80 are set aside for completing any remaining assignments. You are almost finished with Module 1! Complete any remaining assignments and then look forward to Module 2 in the near future!

**Personal Response, Intellectual Journal, Notes**

***Complete Any Remaining Assignments***

**Notes**