

– 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)
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

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, 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, 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...

- Explain the implications of the second law of thermodynamics for evolutionary theory.
- Compare diverse evangelical views of the origin and age of the universe.
- 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

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

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 Three Foundational Blessings, Kaiser 3

Objectives: To be able to...

- Identify the unifying themes of Genesis 1–11.
- State the relationship between blessing and crisis in Genesis 1–11.
- 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...

- List four examples of the Divine Word in the Patriarchal period.
- Explain the three promises of the Patriarchal and the threats to the fulfillment of these promises.
- 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

Personal Response, Intellectual Journal, 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

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

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

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...

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

- Restate the useful distinction between exegesis and hermeneutics made by Fee and Stuart.
- Explain the differences between Kaiser and Stuart on the relation of OT law to the NT believer.
- 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...

- Explain cultural variations in marriage and kinship forms.
- Correlate marriage and kinship forms with biblical teachings.
- 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

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

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

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

The Writing Center

Thesis and Purpose Statements
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 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

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

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...

- a. Define Peshet exegesis.
- b. Explain the theological and missiological uses of the word "Messiah."
- c. Give two reasons why Kaiser likes the term "Servant of the Lord" rather than "Messiah."
- d. 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

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...

- a. State the theme of the books of Joel and Obadiah.
- b. Cite five characteristics of the message of the "Day of the Lord."
- c. Define the word "near" in its biblical meaning.
- d. Trace the theme of repentance in the book of Joel.
- e. 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...

- a. Tell the Old Testament story in 60 seconds.
- b. 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

Glaser: *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 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

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...

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

Daniel: Theologian of the Kingdom of God, Kaiser 22

Objectives: To be able to...

- a. Correlate the imagery of Daniel 2 and 7.
- b. Explain the origins of the synoptic Gospels' term "Son of Man."
- c. 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

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