LEAD School: How to Study the Bible

Redeemer Bible Church - Spring 2025

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**PURPOSE**

The Purpose of How to Study the Bible is to give students a framework for interpretation and the key tools needed to correctly study and interpret Scripture. The correct interpretation is what the original human author wrote to his original audience and why. The correct interpretation (or meaning) of a passage of Scripture shows what heart and life change the author intended to effect in the recipients. Then, we can begin to understand how he tried to affect that change by faith (i.e. the author’s intent and method). Tracing the author’s flow of thought and argument is vital to understand what his words meant and what effect his words were intended to have on the original audience. Once we understand that original meaning, we then see how that is intended to impact our lives today.

**LEARNING OBJECTIVES**

Each student should understand the goal and methods of Bible Interpretation. Key tools students should understand how to use after this class are humble dependence, faith-filled submission, observation, context, melodic line, structure, grammar, words, and logical argument.

**SCHEDULE**

**Course 1: How to Study the Bible**

* Week 1: April 22 | The Word – How the Word Shapes All Discipleship
* Week 2: April 29 | The Word – Why Prayerful Dependence & Obedience is Vital
* Week 3: May 6 | Interpretation – Observing the Big Picture and Melodic Line
* Week 4: May 13 | Interpretation – Observing the Context
* Week 5: May 20 | Interpretation – Observing the Structure
* Week 6: May 27 | Interpretation – Observing the Words & Grammar
* Week 7: June 3 | Interpretation – Observing the Logical Flow

**Course 2: How to Teach the Bible**

* 7 weeks: July 15 – August 26

**Course 3: Basics of Bible Theology**

* 7 weeks: October 7 – November 18

**HOMEWORK**

* **Reading –** You will be asked to read and thoughtfully engage with an article to discuss in class. We encourage you to take notes or underline what you agree or disagree with in the article so we can discuss it together.
* **Writing –** Most weeks you will write a paragraph (100-150 words) interacting with your reading or Word-work. We will provide the specific question to answer in your writing and will give you feedback.
* **Word-work –** Each week you will answer specific questions about a passage of Scripture. Most weeks you will discuss your work in your small group.
* **Form for Homework** **–** Every week you will fill out a form sent through GroupMe to turn in your homework.

**SMALL GROUP INSTRUCTIONS:**

* Working out our understanding of the Word together is good for us! Small group is where we have time to work out the lecture and homework.
* The point of these times is to have full participation — which means we want everyone in the group participating each week. Due to group size and time constraints, there is no need to give extended, long-winded answers. However, the goal is to get us to work out the Word together in such a way that goes beyond the surface.
* Small Group leaders will be facilitating the conversation and keeping time. If the small group leader “cuts you off” for the sake of keeping time, please do not get offended. We want each small group to get through all the questions each week.
* In your small group, those who are eager to talk, may be asked to refrain from answering a question so that those who are more reserved can speak up. Again, please do not take it personally if you are asked to speak less or speak up.

**ASSIGNMENTS**

| **CLASS DUE** | **SCRIPTURE MEMORY** | **READING** | **WORD-WORK** | **WRITING** |
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| **WEEK 2** | Eph. 4:11 | Habits of Grace: Chapter 4 | Read Eph. 4 (3x) looking for repeated words and themes | In 100-150 words, what was one thing from the assigned reading that challenged and/or encouraged you in regards to approaching the Bible? |
| **WEEK 3** | Eph. 4:11-12 | Lucas: Preaching the Melodic Line | Read Ephesians 1-4 and write down the key repeated words and themes (look for words and themes that seem significant to Paul’s argument and flow of thought) | Why is it important to understand the Melodic Line (i.e. the main message/theme) of a book to understand the meaning of a passage in that book (in 100-150 words)? |
| **WEEK 4** | Eph. 4:11-13 | Questions 1-5 in the Word Worksheet Explanation | Take time to study Ephesians 4:11-16 in its literary context — looking especially at the passages immediately before and after. | How should context shape your study of the Word? What context (i.e. general, literary, biblical, historical/cultural) was most helpful for you when studying Ephesians 4:11-16 and why (in 100-150 words)? |
| **WEEK 5** | Eph. 4:11-14 | Investigating the Structure of a Text | Study the following four passages in Ephesians: Eph 4:1-6; 4:7-10; 4:11-16; 4:17-24 and try to figure out the main point of each. How is each passage different or the same as the passages around it (are there any key words that help you see this)? | In a simple, single sentence - write down the main point of each of these four passages (4:1-6; 4:7-10; 4:11-16; 4:17-24) individually. |
| **WEEK 6** | Eph. 4:11-15 | The definition of ‘equip’ | Read the definition of 'equip' and the verses where it is used. Did you think through the grammar questions? | **1)** What does the ‘whom’ in 4:16 refer to (1-2 words)?  **2)** What is the connection between 4:11 and 4:12 (1 sentence)? Note: 'to equip' in 4:12.  **3)** How does 4:13 explain 4:12 (1 sentence)? Note: 'until' in 4:13.  **4)** What is the connection between 4:14 and 4:11-13 (1 sentence)? Note: 'so that' in 4:14.  **5)** How did your study of the word ‘equip’ inform what the word means in 4:12 (1-2 sentences)? |
| **WEEK 7** | Eph. 4:11-16 |  | Do the first 5 questions of the Word Worksheet |  |