

Lesson 3 - Completing a Book Survey

Part 3 - Structural Relationships

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In Week 1, you made observations regarding repeated phrases or ideas in the *Book of Philippians*. Last week you spent time determining how the ideas in *Philippians* are organized and you created an outline. This week, we will continue to make observations about our text. That may be hard for you because we naturally want to get to the Interpretation and Application stage of our Bible study. Keep in mind we are studying our text with a literal, historical-grammatical approach. We want to have a thorough understanding of how the ideas are organized AND how they relate to one another before we begin to try and interpret them. Those relationships are the focus of this week's work. Combining all the work you have done in weeks 1, 2, and 3 results in a Book Survey of *Philippians*. This survey forms the foundation of all our work in the interpretation stage of the inductive bible study.

Identifying the Structure

The ways in which the various ideas and themes in the book you are studying relate to one another can be identified through the use of grammatical structures. You already identified one of those structures when you made your list of repeated ideas. Officially, you made a list of *RECURRENCES*. Here is a list of other important grammatical structures you may find in the text, with their description and examples.

- **RECURRENCE** - repetition of the same or similar terms, phrases, etc.
 - Example: Scripture is stated to be fulfilled in the events in the Gospel of Matthew (1:22-23; 2:5-6, 15, 17, 23; 3:3; 4:14-16; 8:17; 11:10; 12:17-21; 13:14-15, 35; 15:7-9; 21:4-5, 13, 16, 42; 26:31, 54-56; 27:9)
- **CAUSE & EFFECT** - the movement from either Cause to Effect or Effect to Cause. The events or ideas presented in one section lead to or directly cause the events or ideas in the next. Or, the rationale for the events or ideas in one section is given in the next. In other words, sometimes the effect is given before the cause.

In moving from CAUSE to EFFECT:

- Key word: therefore

- Example: God's plan of salvation is detailed in Ephesians 1:3 - 3:21 and this plan results in a new life that Paul describes in 4:1 - 6:9.

In moving from EFFECT to CAUSE (sometimes referred to as SUBSTANTIATION):

- Key words: For, because, since
 - Example: God gives sinners up to their debased minds because they did not see fit to acknowledge him (Romans 1:28) as detailed in the behaviors described in the preceding verses.
- **COMPARISON** - similarities and likeness among events, ideas, etc. are stressed by the writer
 - Key words: Like, as
 - Example: The events of Abraham's life and Isaac's life in Genesis follow similar paths and in some cases involve identical situations.
 - **CONTRAST** - differences among events, ideas, etc. are stressed by the writer
 - Key words: But, however
 - Example: Paul contrasts a life governed by obeying the law in Galatians 3:1 -5:12 with living in the freedom of the Spirit in 5:13 - 6:16
 - **PARTICULARIZATION** - the movement from general description to specific examples
 - Example: Paul details new behaviors that should be characteristic of our new life in Christ (Colossians 3:12-17) by detailing how those behaviors look in the lives and relationships of wives and husbands, children and fathers, slaves and masters (Colossians 3:18-4:1)
 - **GENERALIZATION** - the movement from specific to general
 - Example: Chapters 3 through 6 of Genesis detail individuals who were faithful to follow God. Chapter 12 begins the process of creating a larger group of people that will follow God because of their Abrahamic lineage.
 - **PREPARATION & REALIZATION** - the background or setting up of the events or ideas
 - Example: God tells Moses he will worship God on the same mountain where he was called and will do so with the Israelites (Exodus 3:12). The Israelites reach Mt. Sinai in Exodus 19, choose to worship God and build the Tabernacle in chapters 35 through 40.
 - **CLIMAX** - the movement from lesser to greater, towards a point of culmination and intensity

- Example: The Gospel of Matthew ends with the ascension of Jesus, after showing himself to be the prophesied Messiah who was crucified, buried, and resurrected.
- STATEMENT OF PURPOSE/INSTRUMENTATION - the movement from one means to an end; a statement that declares the end, or purpose, and the means whereby that end is achieved
 - Key words: In order that, so that
 - Example: Paul left Titus in Crete “so that” he could appoint elders, bring order to the newly formed churches, and provide pastoral care for the new Christians (Titus 1:5). The rest of the letter provides a short description of what the office of pastor looks like.
- SUMMARIZATION - summarizing either the preceding or following section
 - Example: Paul details how to mature as a Christian in Philippians 3:1 - 4:7 and summarizes it by describing in general terms a Christian’s life, actions, and attitude in 4:8-9.
- PROBLEM & SOLUTION - a problem or question followed by its solution or answer
 - Example: *Problem* - After God chooses Israel as his special people (Exodus 19:5-6) and while he is giving the law to Moses (20:1-31:18), the Israelites form an idol and worship it (32:1-6). *Solution* - Some of the guilty are killed by the sons of Levi (32:25-29), God sends a plague (32:35), and Moses intercedes for Israel (32:11-13). The people renew the covenant on their end, choosing to serve God and build the Tabernacle (34:10-40:33)
- INCLUSIO - the repetition of the same word(s) or phrase at the beginning and end of a section, producing a bracket effect
 - Example: The constant state of battle during the period of Israel’s history in the Book of Judges is accentuated by Israel asking God, “Who shall fight for us?” first in Judges 1:1 after the death of Joshua, then again in 20:18 after the rebellion of the tribe of Benjamin at the end of the book.
- CHIASM - the repetition of elements in reversed order, usually accompanied by some form of contrast
 - Example: In Mark 2:27, Jesus teaches about the Sabbath
 - A - The Sabbath
 - B - was made for man
 - B’ - not man
 - A’ - for the Sabbath

Trying to identify all those structures in your work might seem a little overwhelming. Here are four reasons why the work is worth it.

- 1) They are _____, not prescriptive.
- 2) They are deeply embedded in the human _____
_____.
- 3) They operate on a _____ basis.
- 4) They are practical in our _____ of the text and its
_____.

Asking Questions about the Structures

Asking questions about the structures you have identified aid in your understanding of the text. The next section provides a list of questions to ask for each type of structure. You already ask many of these questions naturally and subconsciously as you are doing the work. Deliberately considering these questions forces that work to occur on the conscious level and enables us to consider the meaning of the text in different and deeper ways.

The exact wording of the question is not as important as the meaning of the question itself. The questions provided in the following section are there to model the process. Here is how you could create a list of questions for the sample Recurrence of the statement of scripture being fulfilled in the book of Matthew:

- What does it mean for scripture to be fulfilled? How exactly do the events in each case fulfill the scripture? How do each of these different events which fulfill scripture help us understand all the others? What is the meaning of all the different events and fulfillments when taken as a whole group? Why did Matthew make repeated note of scripture being fulfilled? What are the implications of the recurrence of scripture being fulfilled?

To emphasize the importance of asking questions, let's consider the situation where you have decided to do an in-depth personal study of 1 Peter. Think about how well you understand the book if you answered all the questions you generated about every recurrence, every grammatical structure that relates the main ideas of the whole book, and every observation you make when you move from the overview of the whole book to the smaller sections and even

individual verses? Some questions are easily answered. In week 6, we will begin to look at how to find the answers to the not so easily answered questions.

Sample Questions about Structural Relationships

- RECURRENCE - What is the meaning of the recurring element? How do the individual occurrences relate to add understanding to one another? Why this recurrence? What are the implications of this recurrence?
- CAUSE & EFFECT -
 - For the movement from cause to effect: How does this cause produce this effect? What are the major elements involved in this movement from cause to effect? What is the meaning of each of those elements? Why did the writer include this causation? What are the implications of this causation?
 - For the movement from effect to cause: How does this section cause the previous one? What are the major elements involved in this movement from effect to cause? What is the meaning of each of those elements? Why did the writer include this substantiation? What are the implications of this substantiation?
- COMPARISON - What are major points of similarity emphasized by the writer? What is the precise and specific meaning of each of these similarities? Why did the writer stress these similarities and deal with them in this way? What are the implications of these similarities?
- CONTRAST - What major differences are emphasized by the writer? What is the precise and specific meaning of each of these differences? Why did the writer deal with the differences in this way? What are the implications of these differences?
- PARTICULARIZATION - What is the meaning of the general concept? How is the general concept particularized in the material that follows? How do the particulars add understanding to the general concept? Why did the writer include this movement from general to specific? What are the implications of this movement from general to specific?
- GENERALIZATION - What is the meaning of the particular concept? How is the particular concept generalized in the material that follows? How does the general concept add understanding to the particulars? Why did the writer include this movement from specific to general? What are the implications of this movement from specific to general?

- PREPARATION & REALIZATION - What is the meaning of the background material? How does it prepare for what follows? Why did the writer prepare for what follows in this way? What are the implications of this preparation?
- CLIMAX - How does this section reach its climax in this passage? How does the development of the climax add understanding to the climactic passage and to the material leading up to the climax? Why did the writer include this climax? What are the implications of this climax?
- STATEMENT OF PURPOSE - What is the meaning of the purpose statement itself? How does the purpose statement add understanding to the means by which it is achieved? How does the purpose statement add understanding to the ends that are achieved? How do the means cause or produce the ends? Why did the writer include this purpose statement? What are the implications of this purpose statement?
- SUMMARIZATION - How does the passage summarize the material that precedes (or follows)? How does the preceding material add understanding to the summarization? Why did the writer include this summarization? What are the implications of this summarization?
- PROBLEM & SOLUTION -
 - Questions for Problem/Solution type: What is the meaning of the problem presented here? How is the problem solved? What are the major elements involved in moving from problem to solution? What is the meaning of each of those elements? Why did the writer include this problem/solution? What are the implications of the problem/solution?
 - Questions for Question/Answer type: What is the meaning of the question presented here? How does the answer address this question? What is the full and precise meaning of the answer? Why did the writer include this question/answer? What are the implications of the question/answer?
- INCLUSIO - What are the major similarities presented here? What is the meaning of each? How does the inclusion strengthen the comparison? How does the inclusio add understanding to the major similarities? Why did the writer emphasize these similarities? Why did the writer use this inclusio to strengthen or support this comparison? What are the implications of this inclusio?
- CHIASM - What are the major differences presented here? What is the meaning of each? How does the chiasm strengthen the contrast? How does the chiasm add understanding to the major differences? Why did the writer emphasize these differences? Why did the writer use this chiasm to strengthen or support this contrast? What are the implications of this chiasm?

Homework

You are now ready to complete your own book survey of the Book of Philippians. This week you will identify the grammatical structures that link the sections of your outline.

- Start this work the same way as you should always start when approaching God's Word - prayer!
- Read through the book one more time. While you are reading, look for the key words noted in the descriptions of the various types of structures above. Can you see the corresponding structures at work in those sections of the text?
- Review your outline. Find the verses that you marked as the ending of one section and beginning of another section. What happens in the text at this transition? Is there a summary of the previous section? Has a problem been solved or a question been answered by the author? Is the author providing similarities or differences between two ideas, people, etc.?
- As you discover and record each grammatical structure, identify the sections (chapter and verse) at work and briefly summarize or describe how the structure is at work. Use the examples given with the definitions of each structure to guide you.

Add this work to your work from weeks 1 and 2. Next week, bring your completed book survey to class. When you are done you will have:

- Answers to the questions in the *Other Considerations* section of week 2
- A text outline of the book
- A list of recurring words, phrases, events, ideas, or themes
- A list of key grammatical structures that join the sections you used in your outline and their associated questions.