

The Pentateuch

RESOURCES

STUDY GUIDES BY SECTION



THE PENTATEUCH
STUDY GUIDE 1.1
LESSON 1: INTRODUCTION TO THE PENTATEUCH
Section 1: Modern Critical Approaches

OUTLINE FOR TAKING NOTES

Introduction

I. Modern Critical Approaches

A. Presuppositions

1. Naturalism
2. Historical Development

B. Authorship

1. Divine Names
2. Duplicate Accounts
3. Inconsistencies

C. Interpretive Strategies

1. Source Criticism
2. Form Criticism
3. Tradition Criticism
4. Redaction Criticism
5. Contemporary Criticism

REVIEW QUESTIONS

1. What has been the attitude of many, if not all, modern critical scholars regarding the authority and inspiration of the Pentateuch?
2. What are the key presuppositions of modern critical scholars? What currents of thought influenced them?
3. What is naturalism? How did it affect the attitude of critical scholars toward the Pentateuch?

4. What is naturalistic historicism? How did it affect the attitude of critical scholars toward the Old Testament?
5. What has been the view of modern critical scholars regarding the human authorship and composition of the Pentateuch?
6. What evidence do the modern critical scholars give to defend their view of the authorship and composition of the Pentateuch?
7. Name the five interpretive strategies regarding the composition of the Pentateuch, and give a brief explanation of each one.
8. Explain the view of K H Graf and Julius Wellhausen regarding the composition of the Pentateuch.

QUESTIONS FOR APPLICATION AND REFLECTION

1. What do you think of the views of modern critical scholars? Is there any benefit from studying their writings? Do you think we need to be prepared to answer them?
2. What difference does it make whether Moses is really the author of the Pentateuch? If he is not, would it cause any doubt about its inspiration?
3. Does it matter to you when the Pentateuch was written? Why would it be important?
4. Why is it important to you to know that the Pentateuch is inspired? How does it change the way you read it and respond to it?

THE PENTATEUCH
STUDY GUIDE 1.2
LESSON 1: INTRODUCTION TO THE PENTATEUCH
Section 2: Modern Evangelical Approaches

OUTLINE FOR TAKING NOTES

II. Modern Evangelical Approaches

A. Presuppositions

1. Supernaturalism
2. Historical Development

B. Authorship

1. Biblical Evidence
2. Essential Mosaic Authorship

C. Interpretive Strategies

1. Thematic
2. Historical
3. Literary

Conclusion

REVIEW QUESTIONS

1. How does the lesson define "evangelicals"?
2. What are the key presuppositions of evangelicals?
3. Explain the evangelical position regarding the authorship of the Pentateuch.
4. Mention the biblical evidence that Moses is the essential author of the Pentateuch.
5. Explain the evangelical view of the composition of the Pentateuch, including the use of other sources and the use of secretaries.
6. What is an "amanuense?"
7. What term is used for the language in which Moses probably wrote the Pentateuch? Explain the stages of development of this language until it became the form in which we have the Old Testament now.
8. What argument is presented in the lesson to show that we can still trust the Pentateuch to represent what Moses himself wrote, even though it may have gone through a process of updating after Moses?

9. Name the languages that Moses probably knew.
10. Name the evangelical interpretive strategies for studying the Pentateuch. Give a brief description of each.
11. Which interpretive strategy will be the emphasis of the lessons of this course?

QUESTIONS FOR APPLICATION AND REFLECTION

1. Do you consider yourself an "evangelical"? Explain why.
2. Does it concern you that Moses' original writing of the Pentateuch may have gone through a process of updating after he wrote it? Does it make you question the inspiration and authority of the Pentateuch? Why, or why not?
3. Which of the three interpretive strategies presented in the lesson do you normally use to study the Old Testament? Do you think you can benefit from the other strategies? Explain how.
4. What is the most important thing you have learned in this lesson?
5. Analyzing quotes.

What is your opinion? Are the following quotes from modern critical scholars with liberal tendencies, or from evangelical scholars? (After answering the questions, you may see the source of the quotes at the end of this document, after the last study guide. See *)

Quote A: "Now the mythical narratives of Genesis have come to us in relatively faded colors. We perceive this from the narratives themselves because we are in a position, at certain points, to infer an older form than that handed down. For example, the present text of Gen 6:1-4 is but a torso. We also see this when we compare the primeval stories with the mythological references that we encounter in the Old Testament poets and prophets and in the later apocalyptic writers. We come to the same conclusion (and here it is very clear) when we compare the primeval stories with oriental myths, especially the biblical creation and flood stories with the Babylonian versions. The vast contours, the characteristically brilliant colors proper to these myths in their origin, have become blurred in the biblical accounts."

- It is from an evangelical scholar.
- It is from a modern critical scholar with liberal tendencies.
- I'm not sure.

Quote B: "There is a most remarkable unity of arrangement which underlies the entire Pentateuch and links it together into a progressive whole, even though successive stages in revelation (during Moses' writing career of four decades) result in a certain amount of overlapping and restatement."

- It is from an evangelical scholar.
- It is from a modern critical scholar with liberal tendencies.
- I'm not sure.

Quote C: "The Documentary Theory has been characterized by a subtle species of circular reasoning; it tends to posit its conclusion ("the Bible is no supernatural revelation") as its underlying premise ("there can be no such thing as supernatural revelation"). That premise, of course, was an article of faith with all Western intelligentsia back in the eighteenth century Enlightenment."

- It is from an evangelical scholar.
- It is from a modern critical scholar with liberal tendencies.
- I'm not sure.

Quote D: "Because these narratives are available to us from two sources (J and E) which come from somewhere in the 9th and 8th centuries, it has been commonly believed that the stories themselves originated in essence in the period of the Israelite monarchy and provide no information about history previous to this. ...In fact, however, they are much older. ...It is quite obvious that the stories of Jacob and Esau are very ancient. It is true that these figures were subsequently equated with Israel and Edom; however, the double names and a number of traits in the story which do not fit the historical peoples of Edom and Israel demonstrate that the old narrative had a very different situation in view. In the story, Jacob was in craven fear of his brother. Historically, Israel overcame Edom in war. In the story, Esau was stupid. Historically, he was famed for his wisdom."

- It is from an evangelical scholar.
- It is from a modern critical scholar with liberal tendencies.
- I'm not sure.

Explain your observations and answers.

THE PENTATEUCH

STUDY GUIDE 2.1

Lesson 2: A Perfect World (Genesis 1:1-2:3) (Lesson 1 of "Primeval History")

Section 1: Overview

OUTLINE FOR TAKING NOTES

Introduction

I. Overview

A. Inspiration

1. Reliability

2. Design

B. Background

1. Availability

2. Interaction

C. Purpose

REVIEW QUESTIONS

1. What is Dr. Pratt's position regarding the inspiration of the Bible?
2. What does Dr. Pratt say about Moses' selection and arrangement of the historical events as he wrote Genesis?
3. Were there other accounts of the origins of the world that would have been available for Moses to read during his youth in Egypt?
4. Describe the basic content of the following ancient document:
 - The "Enuma Elish"
 - The "Gilgamesh Epic"
 - The "Atrahasis Epic"
5. How did Moses make use of ancient myths as he wrote Genesis?
6. Describe Moses' purpose in writing Genesis, according to Dr. Pratt.

QUESTIONS FOR APPLICATION AND REFLECTION

1. In contrast to the other creation stories in Moses' day, God's spoken word alone brought order and restrained the chaos. Does this fact affect your attitude toward His written Word? How?
2. Moses' primeval history was intended to validate Israel's exodus and conquest by showing that they were in accordance with the order God had established in the early history of the world. What parallel can you see in your own spiritual life with the history of the exodus and the conquest of Canaan?
3. What can you learn from the history of the creation that might help you accept more easily God's plan?
4. Does the fact that Moses made use of the ancient mythical documents affect your confidence in the inspiration of the Bible? Explain.

THE PENTATEUCH

STUDY GUIDE 2.2

Lesson 2: A Perfect World (Genesis 1:1-2:3) (Lesson 1 of "Primeval History")

Section 1: Literary Structure

OUTLINE FOR TAKING NOTES

II. Literary Structure

A. Dark Chaotic World: Genesis 1:1-2

B. Ideal World: Genesis 2:1-3

C. Six Days of Ordering: Genesis 1:3-31

REVIEW QUESTIONS

1. Explain some of the different interpretations of the creation story. Which ones does Dr. Pratt say are acceptable in Evangelical circles? What is Dr. Pratt's personal view?
2. What is the basic meaning of the phrase "formless and empty" in Genesis 1:2?
3. How does Dr. Pratt divide Genesis 1:1-2:3? Write his descriptive titles for each section.
4. Write the description of what God made on each of the six days of creation.
5. How does Dr. Pratt describe days 1, 2, and 3 of the creation?
6. How does Dr. Pratt describe days 4, 5 and 6 of the creation?
7. What phrase is repeated in Genesis chapter one, verses 4, 10, 12, 18, 21, and 25?

QUESTIONS FOR APPLICATION AND REFLECTION

1. What is your own personal interpretation of the creation story? Defend your view.
2. What can we learn about God from the way He carried out the creation process?
3. In what ways would you like to become more like God as you see His characteristics manifested in the creation account?

THE PENTATEUCH

STUDY GUIDE 2.3

Lesson 2: A Perfect World (Genesis 1:1-2:3) (Lesson 1 of "Primeval History")

Section 3: Original Meaning

OUTLINE FOR TAKING NOTES

III. Original Meaning

A. Dark Chaotic World

B. Ideal World

C. Six Days of Ordering

1. Deliverance from Egypt
2. Possession of Canaan

REVIEW QUESTIONS

1. Explain the parallels between Deuteronomy 32:10-12 and Genesis 1:2.
2. According to Dr. Pratt, what was the purpose of Moses in writing Genesis 1:2?
3. Explain the parallels between Deuteronomy 12:11 and Genesis 2:1-3.
4. According to Dr. Pratt, what was the purpose of Moses in writing Genesis 2:1-3?
5. Explain the parallels between the events of the creation and the plagues in Egypt.
6. Explain a special event that occurred as Israel was leaving Egypt, that has a parallel in the creation account.
7. What are some of the blessings of Israel in Canaan that have parallels in the creation account?

QUESTIONS FOR APPLICATION AND REFLECTION

1. The Israelites failed to recognize God's blessings in the Promised Land; instead they thought Egypt was pretty good. Have you ever questioned God's plan for your life in a similar way? Give an example. How does the biblical story of the Israelites help you accept God's plan?
2. In what ways have you seen God's special power in your life, reminding you of His power in creation and His power in delivering Israel from Egypt and settling them in the Promised Land?
3. How would you like to experience more of God's power in your life?

THE PENTATEUCH
STUDY GUIDE 2.4
Lesson 2: A Perfect World (Genesis 1:1-2:3) (Lesson 1 of "Primeval History")
Section 4: Modern Application

OUTLINE FOR TAKING NOTES

IV. Modern Application (43:32)

A. Inauguration (46:56)

B. Continuation (51:52)

C. Consummation (54:46)

Summary (59:09)

REVIEW QUESTIONS

1. Explain how the NT writers related the creation story to the inauguration of the Kingdom. Write down the verses that Dr. Pratt mentions.
2. Explain how the NT writers related the creation story to the continuation of the Kingdom. Write down the verses that Dr. Pratt mentions.
3. Explain how the NT writers related the creation story to the consummation of the Kingdom. Write down the verses that Dr. Pratt mentions.

QUESTIONS FOR APPLICATION AND REFLECTION

1. When Paul says in 2 Corinthians 5:17 that believers are a new creation, he indicates that they have become a part of a new realm, a new world. How does this change your attitude toward this temporal world we live in?
2. Why do you think eternal life is described as a "Sabbath rest"? Do you think this means that there will be no work of any kind in the eternal state?
3. Dr. Pratt mentions that Christians often disconnect their eternal hope from the creation. In other words we assume we will spend eternity in a purely spiritual world of heaven. Is this the way you tend to think of eternal life? However, the NT teaches that our eternal destiny will be in the new heavens and new earth. How does the NT teaching that we will live in a re-created universe affect your view of the world we live in today? How does it make you feel about eternal life?
4. What is the most significant insight you have learned from the study of this lesson? Explain what it means to you.
5. The biblical view of God as creator, separate from His creation, but lovingly taking care of it, is an essential doctrine of Christianity, in obvious contrast with the views of many other philosophers and religions. For example, many believe in some form of monism, that all is one. This can lead to some serious practical problems, as we can see in the following examples:

A. Heraclitus

The early Greek philosopher, Heraclitus (535-475 B.C.), believed that all the world is one, and that everything is constantly changing. He said the following:

All things are one.

You cannot step twice in the same river, for fresh waters are ever flowing in upon you.

This led him to deny the difference between good and evil. He said,

Good and evil are the same.

["Heraclitus of Ephesus," <http://www.classicpersuasion.org/pw/heraclitus/herpate.htm> (Sept. 19, 2013). See also Herbert Granger, "Heraclitus of Ephesus," Encyclopedia of Philosophy, ed. Borchert, vol. 4, s.v.]

What is your opinion? How would it affect your life if you believed this?

B. Hegel

More than two thousand years after Heraclitus, Georg W.F. Hegel (1770–1831 A.D.) proposed that all is one dynamic Spirit. Everything, even truth and religious thought, is in a process of constant development, like a plant. He called it the "dialectic."

[See Colin Brown, *Philosophy and the Christian Faith* (Downers Grove, IL: InterVarsity Press, 1969), p. 105, and Frank Thilly and Ledger Wood, *A History of Philosophy* (New York: Henry Holt and Co., 1959), pp. 478–84.]

What is your opinion? How would this make you feel?

C. Stephen Hawking

Other examples of monism come from eastern religions, and from atheistic versions of the theory of evolution.

While some believe that everything has always existed, others such as the famous physicist, Stephen Hawking, have believed that there was a spontaneous beginning. He proposed that we don't need God to explain the universe; given the existence of gravity, the universe can create itself from nothing.

[Richard Allen Greene, "Stephen Hawking: God didn't create universe." <http://www.cnn.com/2010/WORLD/europe/09/02/hawking.god.universe/index.html>]

What is your response to Stephen Hawking?

D. Cabanis

The belief that everything is just physical matter has led some to disconcerting conclusions.

For example, one philosopher named Cabanis asserts:

The brain secretes thoughts in the same way that the liver secretes bile.

[Quoted by James Sire in *The Universe Next Door* (Downers Grove, IL: InterVarsity Press, 1997), p. 98.]

How would this make you feel?

E. J. B. S. Haldane

Haldane points out the self-contradiction of materialism:

If my mental processes are determined wholly by the motions of atoms in my brain, I have no reason to suppose that my beliefs are true . . . and hence I have no reason for supposing my brain to be composed of atoms.

[J. B. S. Haldane, *Possible Worlds and Other Essays* (London: Chatto & Windus, 1937), quoted by C. S. Lewis in *Miracles* (Grand Rapids: Zondervan, 1968), p. 22.]

What do you think? Do you agree with Haldane's criticism of materialism?

What difference does it make to you personally to know that God created everything, but that He is separate from the creation, taking care of it?

THE PENTATEUCH
STUDY GUIDE 3.1

Lesson 2: Paradise Lost & Found (Gen. 2:4–3:24) (Lesson 2 of "Primeval History")

Section 1: Literary Structure

OUTLINE FOR TAKING NOTES

Introduction

I. Literary Structure

A. Overview

1. In Garden
2. Condition Enhanced
3. Condition Cursed
4. Out of Garden

B. Symmetry (6:29)

1. Beginning and Ending
2. Middle Portions

REVIEW QUESTIONS

1. Indicate the way Dr. Pratt divides Genesis 2:4-3:24 and give the titles. Explain the main content of each section.
2. Explain the contrasts between the first and last of the four sections (Genesis 2.4-17 / Genesis 3.22-24).
3. Explain the contrasts between the two middle portions of this passage (Genesis 2.18-25 / Genesis 3.1-21).

QUESTIONS FOR APPLICATION AND REFLECTION

1. What can we learn about temptation from Genesis 2:4-3:24?
2. How do you see yourself struggling with the same temptations that Adam and Eve faced? What can you learn from the Genesis account to help resist temptation?
3. What can we learn about the effects of the Fall and sin from Genesis 2:4-3:24? Mention all the different relations that were affected.
4. What are some of the most destructive manifestations of the consequences of the Fall in our contemporary world? Give examples.

THE PENTATEUCH
STUDY GUIDE 3.2

Lesson 3: Paradise Lost & Found (Gen. 2:4–3:24) (Lesson 2 of "Primeval History")
Section 2: Original Meaning

OUTLINE FOR TAKING NOTES

II. Original Meaning

A. Garden

1. Identity
2. Holiness

B. Loyalty

1. In Eden
2. In Canaan

C. Consequences

1. Death
2. Pain
3. Exclusion

REVIEW QUESTIONS

1. According to Dr. Pratt, where was Eden? Explain why he comes to that conclusion, and explain other common views.
2. What does "Edin" mean in Babylonian language?
3. What does "Eden" mean in Hebrew?
4. Explain the parallels between Eden and the Tabernacle.
5. Explain the parallels between what God expected of Adam and Eve in Eden and what God expected of Israel in Canaan.
6. What were the consequences of disloyalty to God, both in Eden and in Israel?

QUESTIONS FOR APPLICATION AND REFLECTION

1. How does the parallel between Eden and the Promised Land of Canaan help you understand the meaning of the biblical history of Israel? How does that history reflect the gospel? What does it teach us about the Christian life?

2. How do you see the consequences of disloyalty to God manifested in modern society? How do you see the grace of God working to minimize these consequences? Give examples.

THE PENTATEUCH
STUDY GUIDE 3.3
Lesson 3: Paradise Lost & Found (Gen. 2:4–3:24) (Lesson 2 of "Primeval History")
Section 3: Modern Application

OUTLINE FOR TAKING NOTES

III. Modern Application

A. Inauguration

1. Paul
2. Matthew

B. Continuation

1. Paul
2. James

C. Consummation

1. Romans
2. Revelation

Summary

REVIEW QUESTIONS

1. Explain the parallel that Paul makes between Adam and Christ in Romans 5.
2. Explain the parallels between the temptation of Christ in the wilderness and the temptation of Israel in the wilderness.
3. How does Paul use the example of Eve to exhort Christians in 2 Corinthians 11:3?
4. Explain the parallels between James 1:12-15 and the story of Eden.
5. Explain the parallels between Romans 16:20 and Genesis 3:15.
6. Explain the parallels between the Garden of Eden and the eternal paradise, according to Revelation 2:7 and 22:1-2.
7. How does Dr. Pratt express Moses' intention in relating the story of the disobedience of Adam in the Garden of Eden?

QUESTIONS FOR APPLICATION AND REFLECTION

1. What can you learn about how we should interpret the Old Testament from the way the New Testament refers to the story of Eden and the Fall?
2. How would you explain the gospel using only one passage, the story of Eden?
3. Albert Camus, the famous existentialist philosopher, made friends with the pastor of the American Church in Paris, Howard Mumma. The pastor later wrote a book about the fascinating dialogues they had. Once Camus explained the reason he felt disillusioned with life:

The silence of the universe has led me to conclude that the world is without meaning. This silence betokens the evils of war, of poverty, and of the suffering of the innocent. I have been immersed in this suffering and poverty since the rise of Fascism and Hitler's Nazism. So, what do you do? For me, the only response was to commit suicide, intellectual or physical suicide, to embrace Nihilism and go on surviving in a world without meaning. ... While I always trusted the universe and humanity in the abstract, my experience made me begin to lose faith in its meaning in practice. Something is dreadfully wrong. I am a disillusioned and exhausted man. I have lost faith, lost hope, ever since the rise of Hitler. Is it any wonder that, at my age, I am looking for something to believe in? To lose one's life is only a little thing. But to lose the meaning of life, to see our reasoning disappear, is unbearable. It is impossible to live a life without meaning.

[Howard Mumma, *Albert Camus and the Minister* (Brewster, Massachusetts: Paraclete Press, 2000), pp. 13-14.]

What are the things that Camus is struggling with?

How would you answer Camus? How would use the biblical account of the Fall to help him deal with suffering?

THE PENTATEUCH

STUDY GUIDE 4.1

Lesson 4: A World of Violence (Gen. 4:1–6:8) (Lesson 3 of "Primeval History")

Section 1: Literary Structure

OUTLINE FOR TAKING NOTES

Introduction

I. Literary Structure

A. Early Violence and Hope

1. Narratives
2. Genealogies

B. Later Violence and Hope

1. Sons of God
2. Nephilim
3. Afterword

REVIEW QUESTIONS

1. Explain Dr. Pratt's analysis of the structure of Genesis 4:1-6:8. What kinds of literature are parallel to each other?
2. Explain the narrative of Cain and Abel. Why did Cain kill Abel?
3. Explain the differences in the families of Cain and Seth.
4. What are the different interpretations of the "sons of God" and the "daughters of men" in Genesis 6:1-3? What is Dr. Pratt's view?
5. What does Genesis 6:2 mean when it says that the sons of God married any of the daughters of men that they chose?
6. What are the different interpretations of the "Nephilim" in Genesis 6:4? What is Dr. Pratt's view?
7. What phrase in Genesis 6.8 gives hope for deliverance from the violence and evil of this period of time?

QUESTIONS FOR APPLICATION AND REFLECTION

1. What can we learn from the story of Cain and Abel? Why do you think Cain developed a bad attitude toward Abel? What would you have said to him to help improve his attitude?
2. What do you think caused the differences to develop between the lineages of Cain and Seth?

3. In what ways does our world today seem similar to the world in the time of Genesis 6? If you had been a prophet in the time of Genesis 6, what message would you have preached in public? If you were a prophet in the public plazas today, what message would you preach?

THE PENTATEUCH

STUDY GUIDE 4.2

Lesson 4: A World of Violence (Gen. 4:1–6:8) (Lesson 3 of "Primeval History")

Section 2: Original Meaning

OUTLINE FOR TAKING NOTES

II. Original Meaning

A. Connections

1. Early Violence and Hope
2. Later Violence and Hope

B. Implications

REVIEW QUESTIONS

1. Moses shaped Genesis 4-5 so that Israel would compare Cain's family with the Egyptians. Mention the five parallel associations that Dr. Pratt highlights.
2. According to Dr. Pratt, why did God reject Cain's offering and prefer Abel's offering?
3. What name of God was used at the time of Seth, but came to prominence in the time of Moses?
4. Mention the six characteristics found both in the genealogy of Cain's family and in the description of the Egyptians.
5. How does the Bible describe each of the following sons of Lamech? Jabal, Jubal, and Tubal-Cain.
6. Describe the lineage of the Israelites. Were they descendants of Cain or Seth? They were descendants of which son of Noah?
7. Was having many children was a sign of God's blessing in the time of Moses?
8. Who was Methuselah?
9. Where did the Israelites encounter Nephilim?
10. What parallel was Moses making between his role in the life of Israel and the role of Noah in Genesis 5 and 6?

QUESTIONS FOR APPLICATION AND REFLECTION

1. What can we learn from the difference between Cain's offering and Abel's offering? How can you make better offerings to God in your life?
2. Can you think of two groups in our world today that manifest differences similar to the differences between the family of Cain and the family of Seth?

3. Can you identify any "Nephilim" in your life? What are they? How can you overcome fear of them and gain victory over them?

THE PENTATEUCH
STUDY GUIDE 4.3

Lesson 4: A World of Violence (Gen. 4:1–6:8) (Lesson 3 of "Primeval History")
Section 3: Modern Application

OUTLINE FOR TAKING NOTES

III. Modern Application

A. Inauguration

1. Violence
2. Deliverance

B. Continuation

1. Continuing Violence
2. Continuing Faith

C. Consummation

1. End of Violence
2. Final Deliverance

Summary

REVIEW QUESTIONS

1. How does the New Testament compare the suffering of Christ with the violence in Genesis 4:1-6:8? Mention specific passages.
2. How does the New Testament use examples from Genesis 4:1-6:8 to prepare Christ's followers to endure suffering? Mention specific passages.
3. How does the New Testament promise the end of violence and final deliverance? Mention specific passages.

QUESTIONS FOR APPLICATION AND REFLECTION

1. Can you give examples of how you have suffered for Christ's sake?
2. What New Testament promises are especially encouraging to you as you consider your present suffering?
3. What teachings have been especially helpful for you in this whole lesson?
4. Read Genesis 4:1-12.

What were Cain's problems, according to the text?

What do you think was the underlying cause of Cain's anger?

When God asked Cain where Abel was, what do you think Cain meant by saying, "Am I my brother's keeper?"

THE PENTATEUCH

STUDY GUIDE 5.1

Lesson 5: The Right Direction (Gen. 6:9–11:9) (Lesson 4 of "Primeval History")

Section 1: Literary Structure

OUTLINE FOR TAKING NOTES

Introduction

I. Literary Structure

A. Flood of Deliverance

1. Initial Covenant
2. Enduring Covenant
3. Escape from Water
4. Exit to Dry Land
5. Divine Remembrance

B. New Order

1. Sons of Noah
2. Defeat of Babel

REVIEW QUESTIONS

1. Explain how Dr. Pratt divides Genesis 6:9-11:9 and name the divisions.
2. Why did God choose to destroy the human race with the flood?
3. What two covenants did God make with Noah? What was the sign of the second covenant?
4. Explain why Ham's son Canaan was cursed by Noah.
5. Explain the areas populated by the descendants of each of Noah's sons.
6. Why did God punish the people for building the tower of Babel?
7. How did God punish them?

QUESTIONS FOR APPLICATION AND REFLECTION

1. What practical lessons can we learn from the story of the flood? In what ways is Noah an example for us? In what ways does the story teach us about Christ and salvation?

2. What practical lessons can we learn from the story of the tower of Babel? What was their fundamental problem? How do we sometimes commit the same sins?

THE PENTATEUCH

STUDY GUIDE 5.2

Lesson 5: The Right Direction (Gen. 6:9–11:9) (Lesson 4 of "Primeval History")

Section 2: Original Meaning

OUTLINE FOR TAKING NOTES

II. Original Meaning

A. Flood of Deliverance

1. Connections
2. Implications

B. Noah's Sons

1. Canaan
2. Conflict
3. Implications

C. Defeat of Babel

1. City
2. Victory
3. Implications

REVIEW QUESTIONS

1. Explain the parallels that Dr. Pratt mentions between Noah and Moses.
2. Explain the curse that Noah pronounced against Canaan. What did this imply for Israel at the time of Moses?
3. What did being "scattered" mean in terms of military battles?
4. Explain how Moses plays with the sounds of words to revile the ancient city of Babel.
5. Explain how the report of the spies as related in Deuteronomy 1:28 uses terminology from the story of the tower of Babel in Genesis 11.

QUESTIONS FOR APPLICATION AND REFLECTION

1. Do you think God still curses people like He cursed Canaan? Defend your answer.

2. What you say to someone who believes that people of darker skin color are living under a curse because they are descendants of Canaan?

3. In what ways do people still try to become independent of God, like those who were building the tower of Babel? What are the consequences? Give an example.

THE PENTATEUCH

STUDY GUIDE 5.3

Lesson 5: The Right Direction (Gen. 6:9–11:9) (Lesson 4 of "Primeval History")

Section 3: Modern Application

OUTLINE FOR TAKING NOTES

III. Modern Application

A. Inauguration

1. Covenant
2. Victory

B. Continuation

1. Baptism
2. Spiritual Warfare

C. Consummation

1. Final Cataclysm
2. Final Battle

Summary

REVIEW QUESTIONS

1. Explain the parallels between the New Testament teaching about Christ's first coming and the Genesis account of the flood.
2. Explain how the following passages make reference to the stories of Genesis 6:9-11:9: Luke 22:20, 1 Peter 3:20-22, Ephesians 6:11-13, 2 Peter 3:3-7, and Revelation 19:11-16.
3. Explain Dr. Pratt's interpretation of the importance of baptism according to 1 Peter 3:20-22.

QUESTIONS FOR APPLICATION AND REFLECTION

1. What does the sacrament of baptism mean to you?
2. In what ways have you faced spiritual warfare? How does the teaching of this lesson help you face it?
3. What is the most important teaching for you out of this lesson?
4. Optional: In order to help you feel the devious power of temptation, we offer a video link you may want to watch.

We cannot guarantee that this link will always be available, and we are not responsible for the legal rights of the video, nor for the ads that may appear. We simply link to the site where we have found it.

"Trapping Chair": <https://vimeo.com/1472159>

THE PENTATEUCH

STUDY GUIDE 6.1

Lesson 6: The Life of Abraham; Structure and Content (Lesson 1 of "Father Abraham")

Section 1: Literary Design

OUTLINE FOR TAKING NOTES

Introduction

I. Literary Design

A. Genesis

B. Abraham

REVIEW QUESTIONS

1. Why do nations normally pass on memories from generation to generation?
2. According to the lesson, what was the intention of the biblical authors as they recorded history? How did this affect the accuracy of their records?
3. How does Dr. Pratt prefer to divide Genesis into sections for the purpose of making an outline?
4. Why does Dr. Pratt not include Isaac as a division of the section of early patriarchal history?
5. List the 17 episodes in the life of Abraham, as Dr. Pratt names them. Explain how these episodes are related to each other.
6. List the names of the five "clusters" of episodes in the life of Abraham, as Dr. Pratt divides them. Explain the symmetry of their arrangement.

QUESTIONS FOR APPLICATION AND REFLECTION

1. Why is it important to understand the intention of the human author of Genesis? Can you think of an example of how this might affect the way you interpret a passage in Genesis?
2. Why do you think it is important to understand the literary design of Genesis and the story of Abraham? Can you think of an example of how this might affect the way you interpret a passage in Genesis?
3. In what ways are you able to identify with Abraham? Which episode in Moses' account seems closest to your own experience as a follower of Christ? How does Abraham's story offer encouragement to you?

THE PENTATEUCH
STUDY GUIDE 6.2

Lesson 6: The Life of Abraham; Structure and Content (Lesson 1 of "Father Abraham")

Section 2: Major Themes

OUTLINE FOR TAKING NOTES

II. Major Themes

A. Key Passage

B. Unfolding

1. Divine Grace

2. Abraham's Loyalty

3. Blessings to Abraham

4. Blessings through Abraham

Summary

REVIEW QUESTIONS

1. According to Dr. Pratt, what is the key passage in the Genesis account of Abraham? Write out these verses. Make sure you are very familiar with their contents. Explain how these key verses are organized.
2. Explain the apparent contradiction between Acts 7:2-4 and the Genesis account of the life of Abraham. How does Dr. Pratt deal with this?
3. List the major themes in the biblical account of the life of Abraham, as given in the lesson and give a brief explanation of each one.

QUESTIONS FOR APPLICATION AND REFLECTION

1. Do you see any parallels between the way God showed his grace to Abraham and the way He has shown grace to you? Explain.
2. God expected loyalty from Abraham. In what concrete ways can you express your loyalty to God in gratitude for the grace He has shown you? Think of something new and different.
3. Isaac

While Isaac is not highlighted as a key figure in the Genesis story, he is still important. First, he was a figure of Jesus in that his father was going to sacrifice him (Genesis 22). Secondly, he is an ancestral bridge to the Messiah. Not all of the descendants of Abraham were blessed with being a part of the family tree of Jesus, but Isaac had that privilege.

See Romans 6:6-9:

It is not as though God's word had failed. For not all who are descended from Israel are Israel. Nor because they are his descendants are they all Abraham's children. On the contrary, "It is through Isaac that your offspring will be reckoned." In other words, it is not the natural children who are God's children, but it is the children of the promise who are regarded as Abraham's offspring. For this was how the promise was stated: "At the appointed time I will return, and Sarah will have a son."

What can we learn from the fact that, while he is not one of the most highlighted figures, Isaac was very important for the history of redemption?

THE PENTATEUCH
STUDY GUIDE 7.1

Lesson 7: The Life of Abraham; Original Meaning (Lesson 2 of "Father Abraham")
Section 1: Connections

OUTLINE FOR TAKING NOTES

Introduction

I. Connections

A. Definition

B. Types

1. Backgrounds

2. Models

3. Foreshadows

C. Summation

REVIEW QUESTIONS

1. What is Dr. Pratt's opinion about the author of Genesis?
2. Dr. Pratt says that when Moses wrote about Abraham, he was making "connections" between "that world" and "their world." What does he mean by this?
3. According to the lesson, how did Moses make use of the BACKGROUND of Abraham to try to encourage the Israelites to continue on to Canaan after the exodus?
4. According to the lesson, how did Moses make use of Abraham as a MODEL to try to encourage the Israelites to continue on to Canaan after the exodus?
5. What does Dr. Pratt mean by a "foreshadow"? Explain the two foreshadows from the life of Abraham that are mentioned in the lesson.
6. Give the example from each period of Abraham's life of how Moses made a connection between Abraham many years ago and Israel at the time of Moses.

QUESTIONS FOR APPLICATION AND REFLECTION

1. When you read and study the Bible, do you simply jump to make applications directly to your own life, or do you try to make "connections" between the original world described, the world of the first readers, and your own world? How can you do this better?

2. The events in Abraham's life were told in order to impart a vision for God's plan to use Israel to spread his kingdom to the entire world. What does this project of spreading the kingdom to the entire world manifested in our day? How should our plans be shaped by our commitment to this task?

THE PENTATEUCH
STUDY GUIDE 7.2

Lesson 7: The Life of Abraham; Original Meaning (Lesson 2 of "Father Abraham")
Section 2: Implications

OUTLINE FOR TAKING NOTES

II. Implications

A. Basic Impact

B. Major Themes

1. Divine Grace
2. Abraham's Loyalty
3. Blessings to Abraham
4. Blessings through Abraham

C. Five Steps

1. Background and Early Experiences
2. Early Contacts with Others
3. Covenant with God
4. Later Contacts with Others
5. Progeny and Death

Summary

REVIEW QUESTIONS

1. According to Dr. Pratt, what is the main reason Moses wrote about Abraham?
2. Moses touched four major themes as he wrote about Abraham. Describe each need in Israel that he is addressing as he touches each of these themes.
3. Moses wrote about Abraham's BACKGROUND AND EARLY EXPERIENCES, in order to make applications for Israel in his time. Describe the practical implication that Moses makes from each episode of this stage in the life of Abraham.
4. Moses wrote about Abraham's EARLY CONTACTS WITH OTHERS, in order to make applications for Israel in his time. List the name of each episode and describe the practical implication Moses makes from each episode of this stage in the life of Abraham.

5. Moses wrote about the COVENANT OF GOD with Abraham, in order to make applications for Israel in his time. List the name of each episode and describe the practical implication Moses makes from each episode in this stage of Abraham's life.

6. Moses wrote about the LATER CONTACTS of Abraham with others, in order to make applications for Israel in his time. List the name of each episode and describe the practical implication Moses makes from each episode in this stage of Abraham's life.

7. Moses wrote about the PROGENY AND DEATH of Abraham, in order to make applications for Israel in his time. List the name of each episode and describe the practical implication Moses makes from each episode in this stage of Abraham's life.

QUESTIONS FOR APPLICATION AND REFLECTION

1. How do the stories of Abraham's interactions with other people provide a model for followers of Christ in the modern world? Mention examples.

2. Like Abraham's failure with Hagar, at times we justify our own plans instead of following God's plan. In what situations have you been tempted to do this? What can you learn from Abraham to overcome this temptation?

3. What other practical lessons do you learn from the life of Abraham?

4. Ishmael and Islam

Abraham's first child was Ishmael. Islamic traditions teach that Ishmael was the father of most Arabs, and that Mohammed was one of his descendants. They also believe that when Abraham went to sacrifice his son, it was Ishmael and not Isaac. We will take a brief look at what the Bible says.

Read Genesis 16:15.

Who was Ishmael's mother?

Read Genesis 17:19-21

With what son would God make His covenant?

Read Genesis 22:1-2

Whom did Abraham take to offer as a sacrifice?

Some Muslims argue that this passage contains an error, because it says that Isaac is Abraham's "only son." They argue that if Abraham really took his "only son" to sacrifice him, it must have been Ishmael. After all, goes the argument, the only time Abraham only had one son was before Isaac was born.

How would you answer this argument? What do you think it means when it says that Isaac is Abraham's "only son"?

Read Galatians 4:21-31.

Which son represents freedom and the covenant of promise? Which represents slavery?

What do you think: Does Islam also represent slavery? If so, in what sense?

THE PENTATEUCH

STUDY GUIDE 8.1

Lesson 3: The Life of Abraham: Modern Application (Lesson 3 of "Father Abraham")

Section 1: Abraham and Jesus

OUTLINE FOR TAKING NOTES

Introduction

I. Abraham and Jesus

A. Seed of Abraham

1. Singularity
2. Christ as Seed

B. Major Themes

1. Divine Grace
2. Abraham's Loyalty
3. Blessings to Abraham
4. Blessings through Abraham

REVIEW QUESTIONS

1. According to Dr. Pratt, what error do people often make in the way they apply the stories of Abraham to our lives today?
2. Explain how Dr. Pratt interprets Galatians 3:16. Focus especially on the way he deals with the word "seed" and with Genesis 22:16-18.
3. According to Dr. Pratt, what must any proper modern application of Abraham's life include?
4. How are the themes from the life of Abraham completed in Christ? Explain this for each of the four themes.

QUESTIONS FOR APPLICATION AND REFLECTION

1. In the past, how have you made application of the Bible passages about Abraham? How has this lesson changed the way you will make practical application of these passages now?
2. If you recognize Christ as Abraham's seed as your application of the life of Abraham, does this mean that you no longer find other more personal applications? Can you think of some? How can you harmonize these different aspects of application?

THE PENTATEUCH
STUDY GUIDE 8.2

Lesson 8: The Life of Abraham: Modern Application (Lesson 3 of "Father Abraham")
Section 2: Israel and the Church

OUTLINE FOR TAKING NOTES

II. Israel and the Church

A. Seed of Abraham

1. Numerical breadth
2. Ethnic identity
3. Spiritual character
4. Historical situation

B. Major Themes

1. Divine Grace
2. Abraham's Loyalty
3. Blessings to Abraham
4. Blessings through Abraham

Summary

REVIEW QUESTIONS

1. What does Galatians 3:29 teach us about the seed of Abraham?
2. What was the ethnic makeup of the original audience of Moses as he wrote Genesis? Give biblical evidence.
3. According to Dr. Pratt, to whom do the promises made to Abraham apply today? How do many people make a mistake in their answer to this question?
4. Were all Israelites true believers in the time of Moses? Who received blessings among the Israelites? Explain how the Church today is similar.
5. What are the parallels between the historical situation of Israel in the time of Moses and the situation of the Church today?
6. How are the themes from the life of Abraham reflected in the Church?
7. Make sure you are familiar with the contents of the following Bible passages:

Galatians 3:29
Exodus 12:38
Romans 9:6-8
1 Corinthians 10:1-6

QUESTIONS FOR APPLICATION AND REFLECTION

1. Why is it important to recognize the ethnic diversity of the Church? Does your local church reflect diversity? How about your denomination as a whole? What can you do to reflect greater diversity?
2. Why is it important to recognize that the church contains both believers and unbelievers? How does this affect the way you should view and minister in the church?
3. In what ways do you enjoy the foretastes of blessings that God has given to you as his child?
4. In what ways can you help the Church be an instrument of blessing to the rest of the world?
5. What is the most significant insight you have learned from this lesson?

THE PENTATEUCH
STUDY GUIDE 9.1
LESSON 9: The Patriarch Jacob
Section 1: Structure and Content

OUTLINE FOR TAKING NOTES

Introduction

I. Structure and Content

A. Beginning of Struggle

B. End of Struggle

C. Isaac and Philistines

D. Jacob and Canaanites

E. Hostile Separation

F. Peaceful Separation

G. Time with Laban

REVIEW QUESTIONS

1. Describe the literary structure of the story of Jacob in Genesis 25:19–37:1.
2. What does the struggle between Jacob and Esau in the womb represent?
3. Of what nation was Esau the father?
4. Of what nation was Jacob the father?
5. What future events were suggested by the fact that Esau was "red" at birth?
6. What important detail is reported in Genesis 35:27-29 that points to the fact that the struggle between Jacob and Esau was over?
7. In general, what kind of relationship did Isaac have with the Philistines?
8. In general, what kind of relationship did Jacob have with the Canaanites?
9. According to Genesis 27:1–28:5, why did Esau become angry with Jacob?
10. According to Genesis 32, what experience helped prepare Jacob to meet Esau after years of hostile separation?
11. What new name did the angel give Jacob after wrestling with him?

12. Describe the relationship between Jacob and his father-in-law, Laban.

QUESTIONS FOR APPLICATION AND REFLECTION

1. What do you learn from the fact that God blessed Jacob in spite of his deceitfulness? Does it seem unfair to you? Why did God do this? Explain.
2. What do you think God was teaching Jacob during his time with Laban? Have you ever had a similar learning experience?
3. What changes did God bring about in Jacob's character during his lifetime? How did He do it? What can we learn from that? In what ways has God changed your character during your lifetime?

THE PENTATEUCH
STUDY GUIDE 9.2
LESSON 9: The Patriarch Jacob
Section 2: Major Themes

OUTLINE FOR TAKING NOTES

II. Major Themes

A. God's Grace to Israel

1. Original Meaning
2. Modern Application

B. Israel's Loyalty to God

1. Original Meaning
2. Modern Application

C. God's Blessings to Israel

1. Original Meaning
2. Modern Application

D. God's Blessings through Israel

1. Original Meaning
2. Modern Application

Conclusion

REVIEW QUESTIONS

1. What mistake is commonly made when we try to apply the message of the story of Jacob?
2. What are the four major themes from the life of Jacob that are explained in the lesson?
3. Explain the meaning of the name "Jacob."
4. According to the lesson, what special aspect of God's character did Moses want to demonstrate to Israel by telling the story of Jacob?
5. Explain the meaning of the name "Israel."
6. Why was Jacob's new name, "Israel," important to the twelve tribes as Moses was leading them toward the Promised Land?

7. What aspects of the covenant did Moses emphasize when he wrote about Jacob, the blessings or the curses?

8. What promise that God had made to Abraham did He repeat to Jacob regarding the way He would treat those around them?

QUESTIONS FOR APPLICATION AND REFLECTION

1. How do you normally find applications for the passages about the life of Jacob? What did you learn in this lesson that will help you make appropriate applications?

2. What theme from the life of Jacob is especially meaningful to you? Explain why.

3. How did the lesson help you understand the relationship between the grace of God and the need for loyalty to God?

4. What positive and negative examples for us do you see in the life of Jacob?

5. What other practical lessons can we learn from this lesson?

THE PENTATEUCH
STUDY GUIDE 10.1
LESSON 10: Joseph and His Brothers
Section 1: Structure and Content

OUTLINE FOR TAKING NOTES

Introduction

I. Structure and Content

A. Patriarchal Disharmony

1. Joseph Agitated Brothers
2. Brothers Sold Joseph

B. Joseph's Threatening Rule

1. Judah's Sin in Canaan
2. Joseph's Success in Egypt

C. Reconciliation and Reunion

1. First Journey
2. Second Journey
3. Third Journey

D. Joseph's Benevolent Rule

E. Patriarchal Harmony

1. Jacob's Familial Arrangements
2. Joseph's Familial Arrangements

REVIEW QUESTIONS

1. According to the lesson, what was Moses' main purpose in writing the story of Joseph and his brothers?
2. Why did Joseph's brothers hate him?
3. How did Joseph end up in Egypt. What did Reuben try to do? What did Judah suggest?
4. According to Genesis 38, what sin did Judah commit in Canaan?
5. Why was Joseph sent to prison in Egypt?

6. How did Joseph rise to power in Egypt?
7. Describe the events of the first journey of Joseph's family to Egypt.
8. Describe the events of the second journey of Joseph's family to Egypt.
9. Describe the events of the third journey of Joseph's family to Egypt.
10. Describe the situation of the Israelites after they first settled in Egypt (Genesis 47:27).
11. What were the names of Joseph's two children? Which was given prominence when Jacob blessed them?
12. According to Genesis 50:19-21, how did Joseph finally respond to the evil manner in which his brothers had treated him?
13. What did Joseph ask his brothers to do with his bones when he would die?

QUESTIONS FOR APPLICATION AND REFLECTION

1. What lessons can we learn from the story of Joseph about God's providence?
2. What lessons can we learn from the story of Joseph about forgiveness?
3. What positive or negative examples for us do you see in the life of Joseph?
4. How does Genesis 50:19-21 help you respond to bad things that happen to you? How can we be honest about the pain of suffering or the evil done by others, while at the same remembering that God works all things for good for us? Mention an example of how these verses could help.

THE PENTATEUCH
STUDY GUIDE 10.2
LESSON 10: Joseph and His Brothers
Section 2: Major Themes

OUTLINE FOR TAKING NOTES

II. Major Themes

A. Shared Emphases

1. God's Grace to Israel
2. Israel's Loyalty to God
3. God's Blessings to Israel
4. God's Blessings through Israel

B. Special Emphases

1. National Unity
2. National Diversity

Conclusion

REVIEW QUESTIONS

1. What are the four themes from the story of Joseph that are also found in the stories of Abraham, Isaac, and Jacob?
2. In what way did God use Joseph to bring blessings to the Egyptians and many other nations?
3. What are the two new themes that are emphasized in the story of Joseph and his brothers?
4. Explain how the story of Joseph and his family departs from a pattern that appears time and again in Genesis called "exclusive succession."
5. What was Moses teaching by narrating the story of how Joseph and his brothers began with disharmony and ended with harmony?
6. What characteristic of Joseph encouraged national unity among the Israelites?
7. Did the fact that all of the tribal patriarchs were Jacob's heirs mean they were all treated in the same way? Explain.
8. According to Genesis 49:10, whose descendant will become the king over the whole world?
9. According to the lesson, why did Moses idealize Joseph and tell that his son Ephraim was blessed by Jacob more than Manasseh?

QUESTIONS FOR APPLICATION AND REFLECTION

1. Have you ever experienced conflict in a church because people were not forgiving each other? Or have you ever had a hard time forgiving someone? How does the story of Joseph and his brothers help us learn to forgive?
2. What happens when diversity is not accepted or recognized in the church? Do you think recognizing diversity helps maintain unity? Explain how.
3. What is the most important thing you have learned in this lesson?

THE PENTATEUCH
STUDY GUIDE 11.1
LESSON 11: An Overview of Exodus
Section 1: Initial Considerations

OUTLINE FOR TAKING NOTES

Introduction

I. Initial Considerations

A. Authorship

B. Occasion

C. Original Meaning

1. Backgrounds

2. Models

3. Foreshadows

D. Modern Application

REVIEW QUESTIONS

1. Why do critical scholars think Moses did not write Exodus?
2. What is the evangelical position regarding the authorship of Exodus?
3. According to Exodus 16:35, by when was the book of Exodus already completed?
4. What is the unique, prominent purpose that Moses had for writing Exodus, according to the lesson?
5. What event did Moses include in Exodus as a background that would form the basis for the moral obligations of the second generation as they entered the Promised Land?
6. What story did Moses include in Exodus that represented a positive model for the second generation to emulate as they served God at the tabernacle later on?
7. What does Exodus 13:18 narrate that is a foreshadow of how the second generation of Israel was preparing to conquer Canaan?
8. What future experience of Christians is parallel to the experience of Israel as they ended their journey from Egypt to the Promised Land?
9. In what way is God's presence shown in the New Testament that is even greater than God's presence in the tabernacle in Moses' day?
10. What does 1 Corinthians 10:11 tell us about the purpose of events recorded in Exodus?

QUESTIONS FOR APPLICATION AND REFLECTION

1. Why is the book of Exodus important to you? How would you use the book of Exodus to teach or preach? What lessons would you emphasize?
2. What lessons can you learn from the concept that the journey of Israel from Egypt to the Promised Land is parallel to our Christian life experience? Can you think of examples of parallels?

THE PENTATEUCH
STUDY GUIDE 11.2
LESSON 11: An Overview of Exodus
Section 2: Structure and Content

OUTLINE FOR TAKING NOTES

- II. Structure & Content
 - A. Deliverance from Egypt
 - 1. Before Deliverance
 - 2. During Deliverance
 - B. Preparation for Canaan
 - 1. Israel's Covenant
 - 2. Israel's Tabernacle

REVIEW QUESTIONS

1. What are the two main divisions of the book of Exodus?
2. What did the name "Moses" mean in Egyptian? In Hebrew?
3. How did the story of Moses' flight from Egypt in Exodus 2:11-15 vindicate Moses as Israel's leader?
4. How did the story of Moses' encounter with God at the burning bush vindicate Moses' leadership?
5. What was the last judgment on the Egyptians that finally convinced Pharaoh to let the Israelites go?
6. What was the attitude of the Israelites toward God and toward Moses after crossing the Red Sea?
7. What was the attitude of the Israelites toward Moses in the desert of Shur and the desert of Sin?
8. Why did God want the people to hear Him speaking to Moses in a dense cloud at Mt. Sinai?
9. Explain the difference between the Ten Commandments and the Book of the Covenant.
10. What difference between the social structure in ancient Israel and in ancient Babylon is highlighted in the lesson?
11. What do recent archeological discoveries reveal about the custom of the Pharaohs in ancient Egypt as they went out to battle with their armies? What does it suggest regarding the purpose of Israel's tabernacle?

12. What does the relief of Ramses II in the Abu Simbel temple, which commemorates his battle of Kadesh, have in common with the tabernacle?
13. How did the Israelites break the covenant with God at Mt. Sinai?
14. Why did God decide not to destroy all of the Israelites and not to remove His presence from Israel after they broke the covenant at Mt. Sinai?
15. What is depicted in Exodus 40:1-33?
16. How did God show His presence with Israel as they traveled with the tabernacle?

QUESTIONS FOR APPLICATION AND REFLECTION

1. Why do you think it was important to validate Moses' authority? What can we learn from this?
2. What positive and negative examples can we learn for us from the life of Moses in the book of Exodus?
3. What positive and negative examples can we learn from as we study the conduct of Israel in the book of Exodus?
4. What can we learn from the fact that the tabernacle was God's "royal war tent"?
5. How do you sense God's presence and guidance in your life? Give examples.

THE PENTATEUCH
STUDY GUIDE 11.3
LESSON 11: An Overview of Exodus
Section 3: Major Themes

OUTLINE FOR TAKING NOTES

III. Major Themes

A. Covenant Keeper

B. Victorious Warrior

1. In Egypt

2. In the March

C. Covenant Lawgiver

D. Present Warrior

Conclusion

REVIEW QUESTIONS

1. What theme of Exodus is emphasized in this lesson?
2. What are the four ways in which the book of Exodus emphasizes God's kingship, as highlighted in this lesson?
3. When Scripture mentions God as covenant maker, why does this point to His kingship?
4. What is a "suzerein-vassal treaty"?
5. Exodus 2:24 says, "God heard [the Israelites'] groaning and he remembered his _____ with Abraham, with Isaac and with Jacob."
6. What is the Hebrew word that is the root of all three phrases used in Exodus 3:14-15: "I am that I am," "I am," and "Lord"?
7. What is the origin and meaning of the name "Yahweh"?
8. When God brought miraculous judgments against Pharaoh and the Egyptians, such as turning the Nile to blood and sending the plague of frogs, over whom was He also showing His kingly victory?
9. What are the three main uses of the law, according to Protestant tradition? Which one is emphasized in Exodus?
10. According to the lesson, why is it important to remember that God gave the law to Israel AFTER redeeming them from Egypt and showing His mercy to them?

11. What was in the tabernacle that especially represented God's presence?
12. How does John 1:14 make a connection between Jesus and the tabernacle?

QUESTIONS FOR APPLICATION AND REFLECTION

1. In what ways have you experienced God's kingly victory in your life as you travel toward your eternal inheritance? Give examples. Would you like to see more victory? In what areas? What can you do to experience that?
2. Would you like to sense God's presence more closely? What can you do to experience that?
3. What are the most important lessons you have learned from this study of Exodus?
4. What are the most important lessons you have learned from the complete course on the Pentateuch?

* The source of the quotes in question 4 of Study Guide 1.2 are as follows:

A: Herman Gunkel, *The Stories of Genesis*, quoted in *History of Biblical Interpretation; A Reader*, edited by William Yarchin (Peabody, Massachusetts: Hendrickson Publishers, Inc., 2004), p. 240.

B: Gleason L. Archer, Jr., *A Survey of Old Testament Introduction* (Chicago: Moody Press, 1964), p. 108.

C: Gleason Archer, *Survey of OT Introduction*, p. 96.

D: Herman Gunkel, in *History of Biblical Interpretation*, p. 244.

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