
INDUCTIVE STUDY CURRICULUM
TEACHER'S GUIDE

OLD TESTAMENT/*Book of*

JUDGES

Judges
INDUCTIVE STUDY CURRICULUM

© 2008 Precept Ministries International. All rights reserved.

This material is published by and is the sole property of Precept Ministries International of Chattanooga, Tennessee. No part of this publication may be reproduced, translated, or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without permission in writing from the publisher.

Unless otherwise noted, all Scripture quotations are from the New American Standard Bible, ©1960, 1962, 1963, 1968, 1971, 1972, 1973, 1975, 1977, 1995 by the Lockman Foundation, and are used by permission.

Enrichment word definitions are taken with permission from Merriam-Webster, Inc. Merriam-Webster's Collegiate Dictionary. 10th ed. Springfield, Mass., U.S.A.: Merriam-Webster, 1996, c1993.

Precept, Precept Ministries International, Precept Ministries International The Inductive Bible Study People, the Plumb Bob design, Precept Upon Precept, and In & Out are trademarks of Precept Ministries International.

1st edition
Printed in the United States of America

TABLE OF CONTENTS

Judges

INTRODUCTION

<i>Before You Begin</i>	7
<i>How to Use the Teacher's Guide</i>	9
<i>Introduction to Course Scope and Sequence</i>	13
<i>Course Scope and Sequence</i>	14
<i>Icon Key</i>	17
<i>Introduction to Arsenal of Truth</i>	19
<i>Arsenal Verse Schedule</i>	21
<i>Glossary of Frequently Used Terms</i>	23

Introduction to inductive Study	25-32
---------------------------------------	-------

Unit One	33-78
----------------	-------

From Victory to Defeat

<i>Unit Objectives</i>	33
<i>Introduction / Prayer</i>	34
<i>Lesson One</i>	35
<i>Lesson Two</i>	37
<i>Lesson Three</i>	39
<i>Discussion Guide Lessons One, Two and Three</i>	43
<i>Lesson Four</i>	47
<i>Lesson Five</i>	53
<i>Discussion Guide Lessons Four and Five</i>	57
<i>Lesson Six</i>	61
<i>Lesson Seven</i>	63
<i>Discussion Guide Lessons Six and Seven</i>	65
<i>Locations in Judges 1-3 Map - Key</i>	67
<i>Unit One Quiz - Key</i>	71
<i>Unit One Test - Key</i>	73

Unit Two	79-118
----------------	--------

Dying to be Free

<i>Unit Objectives</i>	79
<i>Introduction/Prayer</i>	79
<i>Lesson One</i>	81
<i>Lesson Two</i>	83
<i>Discussion Guide Lessons One and Two</i>	87
<i>Lesson Three</i>	89
<i>Lesson Four</i>	93
<i>Discussion Guide Lessons Three and Four</i>	97
<i>Lesson Five</i>	99

TABLE OF CONTENTS

Judges

Unit Two cont.

<i>Lesson Six</i>	101
<i>Discussion Guide Lessons Five and Six</i>	105
<i>Unit Two Quiz - Key</i>	111
<i>Unit Two Test - Key</i>	113

Unit Three 119-160

Leaders and Volunteers

<i>Unit Objectives</i>	119
<i>Introduction/Prayer</i>	119
<i>Lesson One</i>	121
<i>Lesson Two</i>	123
<i>Discussion Guide Lessons One and Two</i>	125
<i>Lesson Three</i>	127
<i>Lesson Four</i>	129
<i>Discussion Guide Lessons Three and Four</i>	131
<i>Lesson Five</i>	135
<i>Discussion Guide Lesson Five</i>	139
<i>Lesson Six</i>	141
<i>Lesson Seven</i>	143
<i>Discussion Guide Lessons Six and Seven</i>	147
<i>The War of Deborah and Barak Map - Key</i>	149
<i>The Main Characters of Judges 4-5 Chart - Key</i>	151
<i>Unit Three Quiz - Key</i>	155
<i>Unit Three Test - Key</i>	157

Unit Four 161-202

From Ordinary to Extraordinary

<i>Unit Objectives</i>	161
<i>Introduction/Prayer</i>	162
<i>Lesson One</i>	163
<i>Lesson Two</i>	165
<i>Lesson Three</i>	167
<i>Discussion Guide Lessons One, Two and Three</i>	173
<i>Lesson Four</i>	177
<i>Lesson Five</i>	179
<i>Lesson Six</i>	181
<i>Discussion Guide Lessons Four, Five and Six</i>	183
<i>Lesson Seven</i>	185
<i>Lesson Eight</i>	187
<i>Discussion Guide Lessons Seven and Eight</i>	191
<i>Romans 1:18-32 Chart - Key</i>	193

TABLE OF CONTENTS

Judges

Unit Four cont.		
<i>Unit Four Quiz -Key</i>		197
<i>Unit Four Test - Key</i>		199
Unit Five		203-244
Who Rules You?		
<i>Unit Objectives</i>		203
<i>Lesson One</i>		205
<i>Lesson Two</i>		209
<i>Discussion Guide Lessons One and Two</i>		213
<i>Lesson Three</i>		215
<i>Lesson Four</i>		217
<i>Discussion Guide Lessons Three and Four</i>		221
<i>Lesson Five</i>		223
<i>Lesson Six</i>		225
<i>Lesson Seven</i>		227
<i>Discussion Guide Lessons Five, Six and Seven</i>		231
<i>Locations In Judges 9-12 Map - Key</i>		237
<i>Unit Five Quiz - Key</i>		239
<i>Unit Five Test - Key</i>		241
Unit Six		245-296
Pursuit of Pleasure		
<i>Unit Objectives</i>		245
<i>Introduction/Prayer</i>		245
<i>Lesson One</i>		247
<i>Lesson Two</i>		249
<i>The Nazirite Vow Chart - Key</i>		251
<i>Discussion Guide Lessons One and Two</i>		253
<i>Lesson Three</i>		257
<i>Discussion Guide Lesson Three</i>		261
<i>Lesson Four</i>		263
<i>Discussion Guide Lesson Four</i>		267
<i>Lesson Five</i>		269
<i>Lesson Six</i>		273
<i>Discussion Guide Lesson Five and Six</i>		277
<i>Lesson Seven</i>		279
<i>Discussion Guide Lesson Seven</i>		283
<i>Samson's Women Chart - Key</i>		285
<i>Unit Six Quiz - Key</i>		289
<i>Unit Six Test -Key</i>		291

TABLE OF CONTENTS

Judges

Unit Seven	297-346
Chaos and Corruption	
<i>Unit Objectives</i>	297
<i>Introduction/Prayer</i>	297
<i>Lesson One</i>	299
<i>Lesson Two</i>	301
<i>Lesson Three</i>	305
<i>Discussion Guide Lessons One, Two and Three</i>	307
<i>Lesson Four</i>	309
<i>Lesson Five</i>	311
<i>Discussion Guide Lessons Four and Five</i>	315
<i>Lesson Six</i>	317
<i>Lesson Seven</i>	319
<i>Discussion Guide Lessons Six and Seven</i>	323
<i>Lesson Eight</i>	325
<i>Discussion Guide Lessons Eight</i>	329
<i>Lesson Nine</i>	331
<i>Judges of Israel Chart - Key</i>	333
<i>Unit Seven Quiz - Key</i>	339
<i>Unit Seven Test - Key</i>	341
 About Precept Ministries International	 347

BEFORE YOU BEGIN...

We're excited you have chosen to use our inductive Bible study curriculum. We believe God will speak to those you teach through His Word. The Teacher's Guide is designed to help you instruct your students to study inductively. It includes everything you need to lead your class including:

- Tips on using this Guide effectively
- An introductory lesson with an overview on inductive Bible study
- Unit and Lesson Objectives
- Assignment Directions and Helps
- Discussion Guides
- Quiz and Test Keys
- "Arsenal Verses" (Supplemental Verse Memory Project)
- Teacher's Help Packet - includes Observation Worksheets, maps, charts, tests, quizzes, and additional materials for making transparencies and copies.

These materials are designed to encourage students to go beyond an academic approach to God's Word by encouraging them to apply its truths to their daily living. The goal is for students to know God more intimately so that they'll live a life worthy of the Lord (Colossians 1:9-12).

We want to encourage you to remember that your students will receive the greatest benefit from this study when you lead them from the overflow of what God is doing in your own life. Our prayer is that you and your students will grow together in your relationships with the Lord as you study God's Word. We strongly recommend that you work through the students' lessons on your own before consulting the Teacher's Guide. Your students will be more motivated to do their own study when they see your response to the truths God is revealing to you.

Please remember that we have training available that will help you become proficient in inductive Bible study and in teaching your students how to do it. The training includes hands-on demonstrations of how to use these materials in the most effective manner. For more information, contact Precept Ministries at 1.800.763.8280. Feel free to call us with questions or comments you have concerning these materials.

HOW TO USE THE TEACHER'S GUIDE:

You will find a list of tools below included in each unit/lesson that will help you effectively navigate the Teacher's Guide.

1. UNIT OBJECTIVE

The Unit Objective details the goals to be achieved at the completion of the unit.

2. LESSON OBJECTIVE

The Lesson Objective details the goals to be achieved at the completion of each lesson.

3. LIST OF MATERIALS NEEDED



Each lesson begins with a list of the materials students need to complete the assignments. The wrench and hammer icon identifies this list.

4. ASSIGNMENT HELPS

Each page of the Teacher's Guide has a copy of the related student workbook page located in the bottom right-hand corner. The red, bolded font on the student workbook page corresponds with the instruction and helps for completing that assignment in the Teacher's Guide. Beside each assignment title an indicator specifies the component of inductive study the assignment focuses on (i.e. Observation, Interpretation, Application).

INDUCTIVE STUDY TIPS



For some assignments, tips are given on how to reinforce the inductive study method or remind students of the purpose for the assignment. The plumbline icon identifies these tips.

ANSWERS

Text in red italics provides the general answer students should discover. Inductive study can yield several answers to each question (i.e. Answers to application questions will especially vary by student.) Remember, while there is only one true interpretation for each Scripture there may be many applications. "Listing" assignments will occasionally have answers in the Teacher's Guide when necessary to help you determine how to help your students compile a

list or to help you determine the information essential to completing the assignment. Answers don't have to be exact; observation and interpretation questions should keep the integrity of the original text intact (avoid paraphrases or personal interpretation).

ASSIGNMENT DIRECTIONS

Text in black provides tips on how to best explain the assignment and complete it in a timely manner (e.g. group versus individual work).

5. PROJECT HELPS

When a YOUR WORLD VIEW project is suggested, the Teacher's Guide suggests how best to direct students to complete and present (display) it.

YOUR WORLD VIEW projects help students take what they learn from biblical texts and apply it to current events, worldly philosophies and their own lives. They teach students how to view the world biblically.

6. DISCUSSION GUIDES

Regular discussion times are essential to the learning process, helping students assimilate and verbalize information they have accumulated in the lessons/unit. The Discussion Guides included in the Teacher's Guide are designed to help you lead effective discussions at appropriate times in the unit. You never want to preempt students' self-discovery by discussing or lecturing on a topic they have not yet studied for themselves.

When leading discussion, ask open-ended questions (the 5 Ws and H). Because this is inductive Bible study, you want to encourage your students to share what they have learned from their observation, interpretation and application of God's Word. Lecture will hinder students' experience of discovering truth for themselves. Remember, you effectively "teach" by asking questions. Asking questions to cause your students to think is advisable, but don't ask too many questions which will make the time seem more like a drill than a discussion. The questions should *stimulate* discussion, not *stifle* it.

It is helpful to relate scriptures to current times. Work in this application throughout your discussion at appropriate points.

7. TEACHER'S HELPS

OBSERVATION WORKSHEETS

Biblical books being studied are printed out in the New American Standard Updated version, double spaced with wide margins. We call them "Observation Worksheets." They're provided for you to make transparencies, copies and multi-media presentations.

MAPS

Copies of every map from the Student Guide are provided for you to make transparencies, copies and multi-media presentations. Maps are helpful visual aids for discussions and for explaining assignments.

CHARTS

Charts used in lengthy listing assignments are provided for you to make transparencies, copies and multi-media presentations. Working through charts with your students will help them recognize how to effectively and efficiently compile lists.

TESTS

Tests are provided for reproduction.

QUIZZES

Quizzes are provided for reproduction.

WORD STUDY DEFINITIONS

Word study definitions are provided in case your classroom is not equipped with word study tools. We highly recommend acquiring classroom sets of word study materials (concordances, Hebrew and Greek dictionaries, etc.) for teaching your students how to do word studies on their own. Many on-line resources are available as well.

ARSENAL VERSES

If you decide to implement the Arsenal Verse program, verses specifically assigned to each unit are available for making copies, transparencies and multi-media presentations.

INTRODUCTION TO COURSE SCOPE AND SEQUENCE

The *Course Scope and Sequence* outlines the course.

LESSONS

Each lesson in the Student's Workbook is designed to be completed in 45 minutes. You may need to modify these lesson plans to comply with the time allotted for your class. Also, student familiarity with the inductive study method will affect how long it takes to complete these assignments. This *Course Scope and Sequence* was compiled based on an average time needed to complete each lesson.

DISCUSSION

We strongly encourage you to utilize discussion times which are essential to helping students verbalize what they learned and share how God's Word has been impacting them. You can find out more about using the *Discussion Guides* in the "How To Use This Guide" section of the Introduction.

UNIT QUIZZES

Student quizzes are in the Teacher's Helps packet included with this material, and a Quiz Key is found at the end of each unit in the Teacher's Guide. Quizzes are designed to test your students' understanding at pertinent points. Sometimes review questions will be included to ensure that your students are retaining the overall theme of the book. They will also help your students prepare for Unit Tests.

UNIT TESTS

Student tests are in the Teacher's Helps packet included with this material, and a Test Key at the end of each unit in the Teacher's Guide. Tests are designed to evaluate your students' understanding of each unit. They cover "Enrichment Words" and the main points of each unit. Sometimes review questions are included.

COURSE SCOPE AND SEQUENCE

UNIT ONE

Lesson One
Lesson Two
Lesson Three
Discussion Lesson 1, 2 & 3
Lesson Four
Lesson Five
Discussion Lesson 4 & 5
Unit One Quiz
Lesson Six
Lesson Seven
Discussion Lesson 6 & 7
Unit One Test

UNIT TWO

Lesson One
Lesson Two
Discussion Lesson 1 & 2
Lesson Three
Lesson Four
Discussion Lesson 3 & 4
Unit Two Quiz
Lesson Five
Lesson Six
Discussion Lesson 5 & 6
Unit Two Test

UNIT THREE

Lesson One
Lesson Two
Discussion Lesson 1 & 2
Lesson Three
Lesson Four
Discussion Lesson 3 & 4
Unit Two Quiz

UNIT THREE CONT.

Lesson Five
Discussion Lesson 5
Lesson Six
Lesson Seven
Discussion Lesson 6 & 7
Unit Three Test

UNIT FOUR

Lesson One
Lesson Two
Lesson Three
Discussion Lesson 1, 2 & 3
Unit Four Quiz
Lesson Four
Lesson Five
Lesson Six
Discussion Lesson 4, 5 & 6
Lesson Seven
Lesson Eight
Discussion Lesson 7 & 8
Unit Four Test

UNIT FIVE

Lesson One
Lesson Two
Lesson Three
Discussion Lesson 1, 2 & 3
Unit Four Quiz
Lesson Four
Lesson Five
Lesson Six
Discussion Lesson 4, 5 & 6
Lesson Seven
Lesson Eight

UNIT FIVE CONT.

Discussion 7 & 8
Unit Four Test

UNIT SIX

Lesson One
Lesson Two
Discussion 1 & 2
Lesson Three
Discussion Lesson 3
Lesson Four
Discussion Lesson 4
Unit Six Quiz
Lesson Five
Lesson Six
Discussion Lesson 5 & 6
Lesson Seven
Discussion Lesson 7
Unit Six Test

UNIT SEVEN

Lesson One
Lesson Two
Lesson Three
Discussion Lesson 1, 2 & 3
Lesson Four
Lesson Five
Discussion Lesson 4 & 5
Unit Seven Quiz
Lesson Six
Discussion Lesson 6
Lesson Seven
Lesson Eight
Discussion Lesson 8
Lesson Nine
Discussion Lesson 9
Unit Seven Test

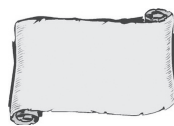
ICON KEY

Bolded Words: Words bolded in texts are defined in the Word Enrichment section at the end of each unit.

Icons below denote:



supplemental assignment



word-study assignment



prayer or encouragement



marking assignment



assignment utilizing the "At A Glance" chart



pull-out box with historical information, Scripture or study tip



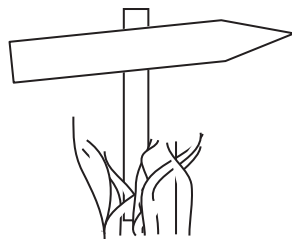
listing assignment



materials needed to complete lesson



mapping assignment



cross-referencing assignment



inductive study tip



project idea

ARSENAL OF TRUTH - DETAILS

In this course, students will study God's Word inductively and gain understanding and insight as to who God is and how they can live in light of this knowledge. In addition to the in-depth study they do each week in class, it will greatly benefit them to memorize scriptures they can use throughout their lives. They must know how to use the "Arsenal of Truth" God has given in His Word. You can add this supplemental program to your weekly schedule the following way:

INTRODUCTION:

To introduce this program, show students from God's Word why hiding His Word in the heart is essential to the spiritual life. You may want to use a format like the following:

Read Ephesians 6:10-17 and explain the believer's role in war. Our enemy lies and deceives to steal, kill, and destroy (John 10:10). As John 8:44 says, he is a liar, the father of lies, and the truth is not in him. Explain how he questioned what God said to Adam and Eve, leading her to believe a lie over God's truth. It is the same today; the enemy attacks with lies and deceit.

Ephesians 6 describes the armor God has given each believer to stand firm against these deceptive "schemes." Each piece of armor assists the only offensive weapon listed—the sword of the Spirit, God's Word. (Faith comes by hearing and hearing by the word of the Lord.) The belt of truth, for example, keeps the warrior from stumbling in battle and becoming more vulnerable to attack. Students must know how to stand firm using the Word of God to destroy the arsenal of lies the enemy daily throws at them.

MEMORIZATION:

In the Teacher's Materials you will find a suggested "Arsenal Verse" schedule. A copy of each verse can be found in the Teacher's Helps for making transparencies. Each unit will introduce a new "Arsenal Verse" to the class. Start each new unit by having the class discuss the details of the verse and write it on a 3x5 note card. Suggest they put this notecard in a place where they are likely to see it often (i.e. locker, mirror, etc.). Each day give the students five minutes at the beginning of class to write out the "Arsenal Verse." Also, have the class say the verse aloud together at least once each day. Tell them they'll start remembering verses if they carry this notecard with them and say the verse aloud three times in a row at least three times each day. At the end of each unit give the students an "Arsenal Verse" quiz where they must write out the verse from memory.

ARSENAL VERSE SCHEDULE

UNIT ONE	JUDGES 2:12
UNIT TWO	JOHN 8:34-36
UNIT THREE	HEBREWS 11:32-34
UNIT FOUR	JUDGES 6:12
UNIT FIVE	PHILIPPIANS 2:3
UNIT SIX	2 CORINTHIANS 12:9
UNIT SEVEN	JUDGES 17:6

GLOSSARY OF FREQUENTLY USED TERMS

OBSERVATION WORKSHEETS

These worksheets comprise the entire book being studied, printed out in the New American Standard Updated version, double spaced with wide margins to provide room for marking words, and making lists and notations.

AT A GLANCE CHART

This chart is a helpful tool for future reference and gives a quick synopsis of the book being studied. It is designed for the student to record the main theme of each chapter beside the chapter number on the chart.

CHAPTER THEMES

A chapter theme should answer two questions: first, what is the main subject dealt with in the chapter? Second, does the theme relate to the overall book theme?

SEGMENT DIVISIONS

A segment division is a major division in a book, such as a group of verses or chapters that deal with the same subject, doctrine, person, place or event. You discover segment divisions from the text. Context determines a segment.

5WS AND H QUESTIONS

Who, What, When, Where, Why and How – These questions help students carefully observe texts and determine information that should be included in listing assignments.

OBSERVATION

The component of inductive study that answers the question: What does the text say? Careful observation is the foundation for accurate interpretation and application. This component is accomplished by reading with a purpose, marking key words, people, places, events, and making lists.

INTERPRETATION

The component of inductive study that answers the question: What is the meaning of the text? For Scripture, there is only one true interpretation: God's! This component involves cross-references, word studies, and most importantly, determining context.

APPLICATION

The component of inductive Bible study that answers the question: How does the meaning of the text apply to my life? Application is the goal of all Bible study. The goal of application is to know God and live a transformed life. This transformation includes changes in belief and behavior.

KEY WORDS

Words vital to understanding the meaning of a text. Like a key, they “unlock” the meaning of the text. A key word or phrase is one which, if removed, leaves the passage devoid of meaning. Often key words and phrases are repeated to convey the author’s point or purpose for writing.

CONTEXT

The environment or setting in which something is living or found; the information surrounding the verse, passage or chapter being studied.

WORD STUDY

The study of words in the original languages of the Old and New Testaments. The Bible was originally written in Hebrew, Greek, and some Aramaic, and then translated into English and other languages. As part of interpretation, going back to the original languages offers greater insight and clarification.

INTRODUCTION TO INDUCTIVE STUDY

Judges

This lesson should be taught before students begin their work on Unit One. It will teach students unfamiliar with inductive study basic principles and tools they will use throughout this course. For those already familiar with the method, this lesson will reinforce their understanding of inductive study and review what they have already learned.

If you have never studied inductively or led an inductive Bible study, this lesson will prepare you to understand its principles. It will also give you tools to effectively teach the inductive method.

INTRODUCTION TO INDUCTIVE STUDY

Begin by explaining the basics of inductive Bible study. You can draw points out from students already familiar with it.

1. Inductive Bible Study - using the Bible as your primary source.

Spend some time discussing what the word “primary” means. You want students to understand that the inductive method begins with and focuses on biblical texts before going to outside sources for understanding. Ask them how this method differs from how other people study the Bible. While devotionals, pastors, teachers, TV, radio, and books are good sources, the point of inductive study is what the Bible says before reading others’ interpretations.

1. Inductive Bible Study - Using the Bible as your primary source.

2. There are _____ of Inductive Bible Study:

a. _____ - _____ ?

b. _____ - _____ ?

c. _____ - _____ ?

3. Tools of Observation

a. The _____ questions

2. There are three components of Inductive Bible Study:
- a. Observation - What does the text say?
 - b. Interpretation - What does the text mean?
 - c. Application - How does the meaning apply to my life?

Explain that each of these components is used to answer the questions indicated (the point of Observation is to see what the text is saying). Then explain how to put each of these components into practice. To help your students remember these important components demonstrate them with body language.

Observation - Hold your hands up to your eyes like you are looking through binoculars.

Interpretation - Tap your finger to your head like you are thinking.

Application - March in place like you are walking it out.

1. Inductive Bible Study - Using the Bible as your primary source.

2. There are Three Components of Inductive Bible Study:

a. Observation - What does the text say? ?

b. Interpretation - What does the text mean? ?

c. Application - How does the meaning apply to my life? ?

3. Tools of Observation

a. The _____ questions

3. Tools of Observation

Begin by explaining that observation is reading the text, not scanning or skimming. Students should read with a purpose, carefully examining the text to see what it says so they can accurately interpret its meaning. They will learn to read with a purpose by training themselves to ask:

a. The 5W and H questions

Who, what, when, where, why and how; for example: Who are the main characters? What is the main event? When do these things take place? Where do they take place?

1. Inductive Bible Study - Using the Bible as your primary source.

2. There are Three Components of Inductive Bible Study:

a. Observation - What does the text say? ?

b. Interpretation - What does the text mean? ?

c. Application - How does the meaning apply to my life? ?

3. Tools of Observation

a. The 5 W and H questions

Another tool that helps observation is:

b. *Marking key words and people*

Once you have discovered who the main characters are and identified key repeated words and phrases in a passage or chapter, you will want to mark them. Key words are words that are vital to understanding the meaning of the text. Like a key, they “unlock” the meaning of the text. If a key word or phrase is removed, the passage loses meaning. Often key words and phrases are repeated in order to emphasize the author’s point or purpose for writing.

Marking is choosing a color and/or symbol to distinguish words every time they’re used in the text. (You will be able to demonstrate this technique in the first unit of this course.) Explain that marking key words and people will help students slow down reading and focus attention on the important things in the text.

c. *Listing*

After marking, you will make a list of what you learned from key words and phrases and people present in the text. Listing will help you isolate information about a topic or person for closer examination and understanding.

b. Mark key words and people

c. Make lists

4. Tools of Interpretation

a. _____
 _____ ! It rules interpretation.

b. _____

c. _____

4. Tools of Interpretation

Careful observation will lead to accurate interpretation. To accurately interpret the Bible, the most important thing to establish is:

a. Context

Context is KING! It rules interpretation. Establishing context through careful observation will ensure that you do not misinterpret a verse or passage. Context is the information surrounding the verse, passage or chapter selected. You can demonstrate this for your students with a word like TRUNK. Write the word on the board and ask students to define it. They will likely give several definitions. Explain that the definition of a word is dependent on words placed before and after it.

For example:

- The tire is in the TRUNK.
- The elephant’s TRUNK is very long.
- Use the TRUNK in the attic for the old clothes.

b. Cross-References

Cross-references aid interpretation because God rarely gives all information about a topic, doctrine, person or event in one place at a time. Cross-references provide additional insights and details that add broader context (meaning) to your primary study. Interpreting Scripture with Scripture unveils deeper meaning and therefore, greater understanding.

b. Mark key words and people

c. Make lists

4. Tools of Interpretation

a. Context
Context is king ! It rules interpretation.

b. Cross-references

c. _____

c. *Word Studies*

These are the study of words in the original languages of the Old and New Testaments. The Bible was originally written in Hebrew, Greek, and some Aramaic, and then translated into English and other languages. In the process of interpretation, it often helps to go back to the original languages to gain greater insight and clarification.

b. Mark key words and people

c. Make lists

4. Tools of Interpretation

a. *Context*

Context is king ! It rules interpretation.

b. Cross-references

c. Word studies

5. Application

Application is the goal of all Bible study. If all you do is observe the text you will only know what it says. If you stop at interpreting the text, you will only add to your knowledge. Application is living out what you have clearly seen and understood from God's Word. The goal of application is:

To know God - resulting in a changed life

When you understand who God is and what His commandments are, you choose what you will do with this information. Sometimes application is simply changing beliefs; other times it's changing behavior to match what God says is acceptable and right.

Emphasize to your students that they will understand each of these components more thoroughly with practice and use them throughout the course.

5. Application

To know God - resulting in a changed life

FROM VICTORY TO DEFEAT

UNIT OBJECTIVES:

In this unit, students will observe the book of Judges to identify its structure and division and various details covered in each section. Students will work to interpret the meaning of Judges as they identify Israel's disobedience and the consequences the tribes suffered. Students will also identify the cycle of sin outlined in Judges 2 and recognize how that cycle occurred in each judge's time. They will recognize Israel's oppression as God's judgment for their disobedience and also His mercy in raising up deliverers when they cry to Him for help. Students will identify the key repeated phrase *there was no king in Israel and every man did what was right in his own eyes*; they will recognize its significance in understanding the times of the judges. As students work through the process of observing and interpreting Judges, they will comprehend how this book applies to their lives by recognizing similarities between the judges' times and their own.

UNIT ONE

From Victory to Defeat

U-1, Chapter 1, 2, 17-21

The time of Joshua, the valiant warrior of God, was over. The Promised Land was won and the covenant God made with Abraham concerning the land was fulfilled. The book of Joshua records these final words of Joshua to the sons of Israel:

Then Joshua summoned the Reubenites and the Gadites and the half-tribe of Manasseh, and said to them, "You have kept all that Moses the servant of the Lord commanded you, and have listened to my voice in all that I commanded you. "You have not forsaken your brothers these many days to this day, but have kept the charge of the commandment of the Lord your God. "And now the Lord your God has given rest to your brothers, as He spoke to them; therefore turn now and go to your tents, to the land of your possession, which Moses the servant of the Lord gave you beyond the Jordan. "Only be very careful to observe the commandment and the law which Moses the servant of the Lord commanded you, to love the Lord your God and walk in all His ways and keep His commandments and hold fast to Him and serve Him with all your heart and with all your soul." – Joshua 22:1-5



Sadly, you will find as you begin the book of Judges that the sons of Israel did not obey Joshua's **admonishment**.

The time period of the Judges is one of the darkest recorded in the history of Israel. And although it is a book seldom studied or taught, it couldn't be more relevant for today. **Apathy** was rampant. Like a plague, it consumed the hearts of Israel. Murder, religious corruption, rape, homosexuality, war, terror, nation oppressing nation – were as common then as they are today.

As you discover the similarities between the times recorded in Judges and your own world you need to ask the following questions: What is apathy? What are the consequences to a nation, city, church or even a group of friends when no one stands up for what is right? How does God respond to an apathetic heart? What happens when there are no **absolutes**? And is there any hope for those who have given in to apathy's deadly grip?

Although the book of Judges is a dark story of a people choosing to live in sin and rebel against truth you will also discover that this book tells the story of ordinary men and women God chose to accomplish the extraordinary. You will see what can happen when one man or one woman chose to follow God and bring freedom and light to a people

Introduction/Prayer

Encourage students to pray simply and honestly that God will show them why studying Judges is important to their lives. Suggest that they also ask Him to show them something new about Himself in the chapters and passages they study. You may want to come back to this prayer at the end of the course and have them write a half-page summary on how God answered. This is a great way for them to experience firsthand how God answers prayer!

U-1, Chapter 1, 2, 17-21

crushed by the weight of their choices. These are the stories of the Judges, individuals radically impacting the world in which they lived! What can happen in your world if you choose to follow God and become one of them – the extraordinary? And will you be the one that turns the tide of this generation?

To answer these questions you need to study the book of Judges. Whenever you open God's Word, you are face to face with truth – unchanging, absolute TRUTH! The Bible is the only book that is called alive, active, and eternal. It is the only book inspired by God Himself. God desires to teach you His Word, to sit with you and reveal truth to you. Before you open His Word, you need to verbalize your need to be taught by Him! You need to express to Him your desire to not only know truth, but to handle it accurately and live it out effectively.

May your prayer for this course be like David's, one of Israel's greatest kings: "Teach me your way, oh Lord and I will walk in truth. Give me an undivided heart to fear your name!"

You can begin your study with the following prayer:

Introduction/Prayer

ONE ON ONE:

God, as I begin this study, I ask that You clearly show me both the severe consequences of disobedience and the unmerited blessing your mercy brings. I ask You to give me ears to hear and eyes to see what You want me to learn from the book of Judges. You are my teacher and I ask that You to evaluate my heart and reveal to me areas of my life that need to be transformed with truth. Show me what it means to live a life of great significance, not by the world's standards, but by Yours alone.

As I learn about the ordinary men and women You used to accomplish extraordinary tasks in the work of Your kingdom, my prayer is that You will prepare me to deliver people from the darkness that envelopes those not enlightened by Your Word.

Father, I know that the enemy does not want me to know the truths of Your Word. I ask You to give me supernatural eyes to see the things he throws my way. Father, I ask You to protect me from the ways he works. God, do whatever it takes to keep me in Your Word. Give me the grace I need to live out the truths that I will see. Though the world around me is dark, I ask You to use this study to shine the light of Christ to my generation. I surrender to Your will for me as I open Your Word. Teach me how to live. Amen.

LESSON ONE:



Judges 1 Observation Worksheets, colored pencils, 3 x 5 index card

OBJECTIVES:

Students will observe Judges 1 by marking key words and phrases that describe time references and geographical locations. Students will also identify the repeated phrase *did not drive out* and prepare the key word bookmark to be used in the following lessons.

Lesson 1/Assignment 1 - Observation



Remind your students that careful observation is the key to accurately handling God's Word. Without this firm foundation, accurate interpretation is impossible — before they can truly understand what the text means, they must know what it says!

Observation begins with reading the text they will study, not skimming or scanning, but reading with a purpose — the purpose of identifying key words and phrases that unlock the meaning of the text.



Observation Worksheets located in the Appendix of the Student Guide are the biblical text

double-spaced with wide margins. The wide margins create a functional work area for marking words and making notes.

Students will begin by reading the text of Judges 1 from their Observation Worksheets and identifying the repeated phrase:

“did not drive out”

Lesson 1/Assignment 2 - Observation



Observation tools such as marking words will help students slow down as they read the text

LESSON ONE

U-1, Lesson 1, Chapter 1

Indifference, unbelief, incomplete obedience – where do they lead? What do they cost? Are they worth it?

Our objective this week is to get a sense of the times of the Judges – the 340 to 360 years following the victories of Joshua. The historical and moral setting of this dark period in Israel's history, along with the cause of this darkness, is captured for us in the opening and closing chapters of the book. Therefore, this is where you'll focus your attention this week.

Lesson 1/Assignment 1

1. Observe Judges 1, which is printed out for you in the Appendix. Read the first chapter without pausing to figure it all out. Watch for a key phrase that is repeated several times from 1:21 to the end of the chapter.

Lesson 1/Assignment 2

2. Now read Judges 1 again and observe the following:



- a. Mark all references to time or sequence of events with a clock like this: ⌚
- b. Double underline in green any reference to geographical locations such as cities.
- c. When you come to any verse that gives you a clue to the historical setting of this book, put a star beside the verse number.
- d. When you discover the key repeated phrase, write it below.

Observation - Reading with a purpose. Interrogate the text as you read by asking the 5W and H questions. Once you have read it use the observation tools of marking key words and phrases and making lists to more clearly see what is said.

Historical Setting - By asking the 5Ws and H, you can get clues to the historical setting of the book. These clues reveal political, social, philosophical and religious conditions of the times.

Key Phrase - A key phrase is an important phrase that is repeated for emphasis either in the chapter or throughout a segment of the book or the entire book.

so they can carefully examine what it says. Help them focus on “key” information contained in a chapter or book. You may want to remind them that key words are often repeated but always essential to the meaning of the text. If removed, the text would lose meaning.



Time phrases are important in Judges and reveal sequence of events as well as the chronology of the book. Tell your students to look for dates, but also time indicators like “then,” “after,” and “before.”



Establishing historic settings will help students identify contexts for understanding passages. You may need to remind them, “Context is King!”; it rules interpretation. Understanding what was happening during the times of the book will help them understand the events and people described.

Students will re-read Judges 1 and mark time phrases, geographical locations, verses that describe the historical setting (put a star beside them), and the phrase *did not drive out*, which they should have discovered in the first assignment.

You may want to do this first observation assignment together by reading it aloud and having them stop you when you reach a word or phrase they are asked mark. This will help you be sure they understand the assignment.

Lesson 1/Assignment 3 - Observation

Students should make a bookmark with a list of how they are marking key words and phrases in Judges. This will help them mark consistently and remind them what to look for in each chapter. An example of a key word bookmark is located on the student page.

Lesson 1/Assignment 3

U-1, Lesson 1, Chapter 1

3. Using a 3x5 notecard make a list of key words and symbols you have used already. You will add to this card key words you discover in other chapters as we study Judges. Here's an example:

Historical Setting	☆
References to time	⌚
<u>Geographical Location</u>	

LESSON TWO:



Judges 1 Observation Worksheets, “Locations in Judges 1-3” map from the Appendix

OBJECTIVES:

In this lesson, students will identify which tribes of Israel did not drive out inhabitants in their lands, which inhabitants remained and where.

Lesson 2/Assignment 1 - Observation

Students will need to fill in the chart with this information as they observe it from the text.

You may need to help students find the information for them to record in the appropriate column. You can use the blank copy of this chart in the Teacher’s Helps to make a transparency.

LESSON TWO

U-1, Lesson 2, Chapter 1

Lesson 2/Assignment 1

1. Whoever wrote Judges 1 under the leadership of God’s Spirit wanted readers of this historical account to understand two things from this chapter: first, which tribes of Israel failed to drive out enemies from the land God gave them; and secondly, the enemies or nations Israel did not destroy. To make sure that you clearly see and remember this information, fill out the chart that follows from what you learned in chapter one. The first row has been filled out for you.

JUDGES 1: THE TRIBES DID NOT DRIVE OUT THE INHABITANTS

THE TRIBE	PEOPLE GROUP THEY DID NOT DRIVE OUT	THE CITIES OR LOCATIONS OF THE PEOPLE GROUP
Judah	Canaanites (inhabitants of the valley)	In the valley

A CLOSER LOOK AT THE TRIBES OF ISRAEL:

The tribes of Israel were descendants of the sons of Jacob, who was the son of Isaac, the son of Abraham: Reuben, Simeon, Levi, Judah, Zebulun, Issachar, Dan, Gad, Asher, Naphtali, Joseph (who was given an extra portion of his father’s inheritance so that each of his sons, Ephraim and Manasseh, received their own land; Genesis 48:21-22) and Benjamin. Although there were 12 tribes from 12 sons, there were 13 divisions of the land and 13 tribes referred to in Scripture once Joseph’s sons were each given their own land.

THE MORE YOU KNOW...

Lesson 2/Assignment 2 - Observation

The "Locations in Judges 1-3" map at the end of this unit has the locations students should identify.

Lesson 2/Assignment 2

U-1, Lesson 2, Chapter 1



2. Using the map "Locations in Judges Chapters 1-3" in the Appendix, locate and circle the cities, if possible, you double underlined when you marked geographical locations. Geography is important when you study the Word of God.

When studying Scripture, seeing exactly where cities or territories are located on maps help you establish context and understand the historical setting.

For example, can you see how many inhabitants were left in the land and why the constant exposure to their idolatry and culture became a snare and stumbling block for Israel? Keep this in mind as you continue your study.

What happens when you fail to drive out the inhabitants of the land? As you look further into the times of the Judges, you will see how the inhabitants' influences led Israel into sin and captivity. What are the "inhabitants" in your land? Are there sins you participated in before coming to Christ that you have not yet put to death? Have you allowed new "inhabitants" to settle? Have you allowed trappings of the world to take up residence in your life?

"Do not love the world nor the things in the world. If anyone loves the world, the love of the Father is not in him. For all that is in the world, the lust of the flesh and the lust of the eyes and the boastful pride of life, is not from the Father, but is from the world. The world is passing away, and also its lusts; but the one who does the will of God lives forever."

- John 2:15-16

LESSON THREE:



Judges 1 Observation Worksheets, Bible

OBJECTIVES:

Students will look at cross-references in Exodus, Deuteronomy, and Joshua to determine God's instructions and warnings to the sons of Israel about the inhabitants of the land and identify how the principles of obedience learned in Judges 1 apply to their lives.

Lesson 3/Assignment 1 - Observation/Interpretation



You may want to help your students complete this assignment to ensure they understand what information they are looking for and what to record in their workbook. Remind them to look for answers to the 5W and H questions concerning God's instructions and warnings.



Remind the student that cross-references are a part of interpretation. Not all

information about a topic is contained in one passage being studied; other passages of Scripture will give further insight.

a. Exodus 23:31-33 – God told the sons of Israel that He would deliver the inhabitants of the land into their hand and drive them out from before them. They were to make no covenant with the inhabitants or their gods. The inhabitants were not to live in their land because they would make them sin against God to serve their gods – it would be a snare to them.

b. Deuteronomy 7:1-2,16, 22 – God would clear away many nations before them, the Hittites and the Girgashites and the Amorites and the Canaanites and the Perizzites and the Hivites and the Jebusites, seven nations greater and stronger than they. When He did

LESSON THREE

U-1, Lesson 3, Chapter 1

Lesson 3/Assignment 1

1. The key repeated phrase in Judges 1 focused your attention on the fact that the children of Israel did not drive out the inhabitants of Canaan, but instead made them forced laborers. Interpret this action through the following scriptures. Note what you learn from them regarding the inhabitants of the land and what God told Israel to do with them. Remember, God promised Canaan to Abraham and his descendants through Isaac and Jacob as an everlasting possession.

EXODUS 23:31-33

DEUTERONOMY 7:1-2, 16, 22

JOSHUA 23:1-13

JOSHUA 23:1-13

JOSHUA 23:1-13

JOSHUA 23:1-13

Cross-references - These are vital parts of interpretation - understanding what the text means. Other scriptures help clarify the meanings of passages you are studying.

Hint: You are trying to determine from these passages what God's instructions concerning the inhabitants of the land were. This will help you understand why the inhabitants were not driven out in Judges 1.

this, they were to utterly destroy them; they could not make a covenant or show favor to them. They were not to pity them or serve their gods because that would be a snare to them. God was going to clear away these nations before them little by little so the wild beasts would not grow too numerous for them.

c. Students may remember this passage of Scripture if they completed the Joshua study.

Joshua 23:1-13 – Joshua is speaking in this passage and he is old and advanced in years. He warns the sons of Israel; he reminds them of all that God had done for them in taking the land and tells them God will drive out the remaining nations. They are to be careful to obey God, not associate with the nations, and not to mention, swear, serve or bow down to their gods. They are to cling to God. God will continue to drive out the nations if they obey God; if they don't, they will be a snare and a trap – whips on their sides and thorns in their eyes until they perish from the land.

Lesson 3/Assignment 2 - Interpretation

Students should recognize that Israel's partial obedience was a step toward total disobedience. Joshua warned the people to be careful to obey God and not associate with the nations they were to drive out. Their disobedience led them to forsake God and turn to the nations' idols.

Lesson 3/Assignment 3 - Interpretation

To complete this assignment, students will consider the observations they made in Judges 1 and the information they gleaned from the cross-references. You may want to help them reason through these to conclude something close to the following:

Although the sons of Israel were obeying God by fighting against and subduing the inhabitants of the land, they were only partially obeying His commands because they did not utterly destroy them, leaving no one alive as they were instructed. Instead, they turned them into forced labor.

Lesson 3/Assignment 4 - Application



Students will think about what principles they learned in previous lessons and then determine how they can relate to

Lesson 3/Assignment 2

U-1, Lesson 3, Chapter 1

- Based on your observations of Judges 1 and the cross-references, how would you describe Israel's condition in the days of the judges?

Lesson 3/Assignment 3

- How would you describe the people's actions in chapter one?

Lesson 3/Assignment 4

- If you already completed the Joshua study, you should remember the significance of Joshua 23. In his final words, Joshua reminds the children of Israel how God had warned them through Moses and Joshua, admonishing them to listen – to walk in obedience.

Has anyone, like your parents, grandparents, or someone close to you, ever warned you not to take a certain path – and told you what would happen if you did? Were they right? Did you listen or did you resent their counsel? Did you think you knew more than they? Did you despise their counsel? **Chafe** at their words? And what happened? Write out the situation and the result below.

Application is the "So what?" part of inductive Bible study. Practice asking yourself questions like,

Joshua told the people what would happen if they did not drive out the inhabitants. They ignored him and suffered the consequences he promised... 'So what?'

You should always ask yourself how understanding what you've seen in God's Word applies to your life right now!

them. Help your students understand that personal application may take time to think about. They need to prayerfully consider how to apply these truths to their lives.

Students may recognize times in their life when like the sons of Israel they did not listen to instruction or advice from an adult or authority.

Lesson 3/Assignment 5 - Application

Students should think about the work they completed up to this point and determine at least one or two principles that applies to their lives (e.g. obeying God completely when He gives instruction).

Lesson 3/Assignment 6- Application

Students will think about how they have responded to God's instructions and warnings. You may want to ask them to first identify the warnings or instructions and then write out how they responded to them.

Lesson 3/Assignment 5

U-1, Lesson 3, Chapter 1

5. Even though you have just begun your study of the book of Judges, what lessons have you learned that you can begin to practice in your daily living?

Lesson 3/Assignment 6

6. If someone recorded your responses to God's instructions and warnings, what would they say? Have you been fully obedient, partially **obedient** or not obedient at all? Explain your answers.

Interesting beginning to your study on Judges, isn't it? If you already studied the book of Joshua you will remember the words of encouragement you read in today's lesson. How quickly the sons of Israel forgot God's warnings and instructions! Will you be as quick to forget what you learned from God's Word?

As you continue to study the book of Judges pay close attention to the consequences of Israel's forgetfulness and disobedience. God is the same yesterday, today, and forever. If you disobey God's warnings and instructions,, you too can expect consequences!

DISCUSSION GUIDE LESSONS ONE, TWO AND THREE:

Begin your discussion with the cross-references from Exodus, Deuteronomy, and Joshua.

EXODUS 23:31-33

The Lord repeats His promise of the land. The boundaries are from the Red Sea to the Mediterranean Sea, from the wilderness to the Euphrates River. He tells Israel that He will drive out the inhabitants of the land and Israel must make no covenants with them.

DEUTERONOMY

In 7:1-2, 16, and 22, the Lord repeats through Moses that when He gave the land of Canaan to Israel, they were to make no covenants with the nations in the land. He told Israel they must utterly destroy them. He reminds them that He will clear away the nations, though Israel had a part to play. They must consume idol worshipers so Israel will not be led astray from the Lord their God.

JOSHUA

In 23:1-13, Joshua, old and about to die, reminded the leaders of Israel that the Lord had been fighting for them. They had been given and conquered the main cities and nations of the land, but they still had to possess the land of their inheritance.

Verses 12-13 warn Israel that if they cling to the nations in the land and intermarry with them. The Lord would then not continue to drive out their enemies. Then it would be *Israel* who would perish from the land.

JUDGES 1

Help your students relate the events of this chapter to what they discussed from the scriptures in Exodus, Deuteronomy and Joshua. Also ask your students to bring out the main points of this chapter.

These events occur after Joshua dies when Israel asks the Lord which tribe should be the first to fight the remaining Canaanites in the land.

Joshua has defeated the main cities and leaders, but each tribe needs to destroy those left within their lands.

The Lord says Judah will be the first to fight and He will be with them. The tribe of Simeon helps Judah, and the Lord gives the Canaanites into their hands.

Draw attention to the places mentioned on the map in the lesson. Especially point out Hebron, Jerusalem, and Gaza. Let your students spend a few minutes discussing what happened in those places.

Discuss who is mentioned in verses 12-20 and what he was.

Caleb was one of the 12 spies mentioned in Numbers. He and Joshua were the only two who believed the Lord would give the Promised Land to Israel and gave a good report. After Joshua died, Caleb was the only one left alive of the first generation of Israel to come out of Egypt. He is mentioned in this chapter because he was of the tribe of Judah, which took the land. Hebron was part of the inheritance given to him and his descendants.

Verse 19

Some of Judah couldn't drive out the inhabitants of the valley because of their iron chariots. With God's help they could have. Pharaoh's chariots, for example, were in the bottom of the Red Sea.

Benjamin, verse 21

This tribe didn't drive the Jebusites out of Jerusalem (Jebus is an old name for Jerusalem) – a direct violation of what the Lord told Israel. They were commanded to utterly destroy the inhabitants of the land. The Lord would have enabled Israel to obey, if they had only believed and acted on His promises.

The Jebusites and others of the land were idolaters. They could lead Israel astray from the Lord their God.

The house of Joseph (Manasseh and Ephraim) is mentioned in verses 22-29.

The Lord went up with the house of Joseph against Bethel (formerly Luz). Point out on the map that Bethel is in the area God gave Ephraim to possess. According to verse 26, the Hittites inhabited this part of the land.

Manasseh did not take possession of Beth-shean, Taanach, Dor, Ibleam, or Megiddo although they could have done so if they had been obedient to the Lord. He would have fought for them as He had done since they entered the land years previous. Israel forced the Canaanites of these cities to labor for them.

If Manasseh was strong enough to make them forced labor, then they were strong enough to have utterly destroyed them according to the command of the Lord.

Ephraim didn't drive out the Canaanites in Gezer.

Zebulun, verse 30

The phrase “did not drive out” becomes more frequent in going through this list of the tribes. Zebulun enslaved the inhabitants of Kitron or Nahalol in their land.

The Canaanites lived among Manasseh, Ephraim, and Zebulun.

Asher, verses 31-32

They did not drive out inhabitants of Acco, Sidon, Ahlab, Achzib, Helbah, Aphik, and Rehob.

Naphtali, verse 33

Naphtali did not drive out inhabitants of Beth-shemesh and Beth-anath, who became forced labor.

Asher and Naphtali lived among the Canaanites.

Dan, verse 34

The Amorites forced Dan out of their inheritance and into the hill country.

Someone might notice a progression: Canaanites living with Israel; Canaanites living among Israel; Israel living among the Canaanites; Israel forced out by the Canaanites.


Verses 35-36

The Amorites also persisted in Mount Heres, Aijalon, and Shaalbim until the house of Joseph (probably a reference to the tribe of Ephraim) grew strong enough to make them forced labor. The text says, “. . . when the hand of the house of Joseph was heavy, they became forced labor.”

The tribes did not obey the Lord’s command to utterly destroy the nations of the land.

Ask your students what they learned from Judges 1 that they can apply to their lives.

LESSON FOUR:

 Judges 2 Observation Worksheets, colored pencils, key word bookmark, “Locations in Judges 1-3” map located in the Appendix

OBJECTIVES:

In this lesson, students will observe Judges 2, identifying and marking key words, then personally applying by examining how thoroughly they obey God’s Word.

Lesson 4/Assignment 1 - Observation




Students will observe this chapter by marking key words from their bookmark and including: *the land of Canaan, the sons of Israel did evil in the sight of the Lord, judges, anger, nation, die and death, test*, any reference to not listening to the Lord, and *covenant*. Instructions on how to mark these words are provided with the assignment.

LESSON FOUR

U-1, Lesson 4, Chapter 2

Lesson 4/Assignment 1

1. Read Judges 2 to grasp the overall content of the chapter. Add the following key words and phrases to your key word bookmark and then mark each in its own distinctive color or symbol (some examples are provided):

- a. any specific reference to the *land of Canaan* God gave Abraham, Isaac, Jacob (Israel) and his twelve sons. If you want, color it blue and double underline it in green. (Mark specific references to this Promised Land the same way throughout your study of the Old Testament.)
- b. the phrases *the sons of Israel did evil in the sight of the Lord* and the **synonymous** phrase, *they would turn back and act more corruptly*. References to “doing evil” is a very important phrase that you’ll want to mark throughout Judges.
- c. *judges* (use a brown gavel like this ).
- d. *anger* (color red).
- e. *nation* (underline in brown and shade green).
- f. *die and death* (with a black tombstone like this .
- g. *test* (underline in orange).
- h. references to *not listening to the Lord* (with a green ear with a slash through it like this .
- i. *covenant* (put a yellow box around it and color it yellow). Whenever you see *covenant* in your Bible, you should mark it for two reasons: first, because everything God does is based on covenant, and second, because God is the sovereign administrator of all covenants.
- j. all references to time and geographical locations. You can double-underline locations with a green pen or pencil.
- k. Also put a star next to any verse in this chapter that provides the historical context of the times and people of the events in Judges 1-2.

Marking significant words or phrases that are used throughout Scripture in consistent ways will help you quickly identify and compile information about those topics. You can simply scan through books you have studied and locate your distinctive marking for those words or phrases. Your diligence today will help you later.

Context – The environment or setting in which something dwells or is found. Look for verses that help you understand what is going on during this time period or why people are doing the things they are doing.

Lesson 4/Assignment 2 - Observation

Students will look at the “Locations in Judges 1-3” map in the Appendix to locate Gilgal and Bochim.

Students will learn that the people lifted up their voices and wept – so they named the place Bochim. Some Bibles will have a footnote that says Bochim means “weepers.”



Looking at maps to identify locations will help students visualize places and events described. It will also help them to recognize that the places described in the passages are real locations, some of which, exist today.

Lesson 4/Assignment 3 - Application

This question will remind students of the importance of understanding not just the meaning of the text, but also its application to their daily living. To answer these questions, students will think about how completely they obey the Word. They should conclude that knowing the full counsel of God’s Word is essential to obedience. They will also prayerfully examine what they have not completely obeyed.

Encourage them to write out their thoughts so they can honestly and clearly identify disobedience. Then help them to work through letter c. by asking God to forgive them for these sins.

U-1, Lesson 4, Chapter 2

Lesson 4/Assignment 2

2. Check the map “Locations in Judges Chapters 1–3” in the Appendix to see where Gilgal and Bochim are located. Did you see why they named the place Bochim? The text tells you in verses 4 and 5. Write it out.

Hint: The word “so” in verse 5 can mean “therefore.” To answer this question think about what the people had been doing that “therefore” named the place.

Lesson 4/Assignment 3

3. How completely do you obey the Word of God?

a. How much does knowing God’s Word affect your obedience?

b. Are there commands you have not obeyed even though you knew them? List them below and then write down what happened after. Don’t hesitate; no one else needs to read them.

U-1, Lesson 4, Chapter 2

- a. Take your list and tell God you failed to obey, you're sorry, and you confess it as sin. Then tell Him you want Him to free you from power the enemy has in your life resulting from your disobedience. Ask Him to fill every area of your being with His Spirit and tell Him that you will resist the enemy's temptation and walk in the power of the Holy Spirit – one moment at a time. You can write out your prayer below.



Do you realize that the chief source of failure in believers is their tolerance of partial obedience to the Word of God? When you fail to drive out the enemy completely, then "that sin" becomes whips in your side and thorns in your eyes. Sin becomes **tortuous**; its tenacity is unrelenting until we fall on our faces and cry out to God for deliverance, then rise to walk in obedience, vowing to give no further place of occupation to the enemy.

Victory is yours for obedience just as it was for Israel because God is a merciful God and a God of grace - grace that guarantees victory.

World View Project – What is obedience?

This project will help students identify how authorities in their lives define complete obedience. It will also help them recognize that even if authorities in their lives do not have a clear understanding of what complete obedience entails, they know from God's Word that only complete obedience is acceptable.

World View Project

U-1, Lesson 4, Chapter 2



WHAT IS OBEDIENCE? - PROJECT

For this assignment, you will need the following:

The chart on the next page

Interview at least three adults in your life (parent, grandparent, aunt, uncle, teacher, pastor, etc.) and ask them to tell you what they would consider fully and partially obeying regarding the topics listed on the chart. Write their responses to each topic in the two columns.

After completing your interviews, read the verses listed for each topic and then below the chart describe full obedience concerning each topic.

U-1, Lesson 4, Chapter 2

OBEDIENCE TO...	FULL OBEDIENCE	PARTIAL OBEDIENCE
GOD'S WORD CONCERNING...		
IMMORALITY <i>Ephesians 5:3</i>		
WHAT YOU TALK ABOUT <i>Ephesians 4:29, 1 Timothy 3:11</i>		
IDOLATRY <i>Exodus 20:3,4</i>		
A BOSS AT WORK <i>Titus 2:9-10, 3:1,2</i>		
GOVERNMENT <i>Romans 13:1-7</i>		

LESSON FIVE:



Judges 1 and 2 Observation Worksheets, colored pencils, “The Historical Setting of Judges” and the “At A Glance” chart from the Appendix

OBJECTIVES:

Students will identify the cycle of sin outlined in Judges 2 and recognize why God left inhabitants in the land after Joshua’s victories. They will also identify the characteristics of God seen in this chapter. Students will also describe the times of the judges according to the chapter and determine a theme for Judges 1 and 2.

Lesson 5/Assignment 1 - Observation

Students should identify verses that describe idolatrous practices.

Judges 2:11, 12, 13, 17, 19

Lesson 5/Assignment 2 - Observation/ Interpretation

Students should recognize from Judges 2:11-19 the following pattern or cycle of sin:

- *Sin – served other gods*
- *Captivity – sold into hands of enemies because the anger of the Lord burned against them*
- *People cry out – groan because of the oppression*
- *Judge raised up – Lord raises up a judge who delivers them from their enemies*
- *Judge dies – and people turn back, acting more corruptly than their fathers*

Lesson 5/Assignment 3 - Observation

According to Judges 2:20-23, God says He is no longer going to drive out the nations before them.

Lesson 5/Assignment 4 - Interpretation

This assignment will lead students

LESSON FIVE

Lesson 5/Assignment 1

U-1, Lesson 5, Chapter 2

1. After seeking God’s insight and wisdom in prayer, read through Judges 2 and write *idolatry* in the margin of your Observation Worksheets next to verses that show idolatry among the Israelites. (The first one can be found in 2:11.)

Lesson 5/Assignment 2

2. What progression do you see in Judges 2:11-19 once the sons of Israel do evil in the sight of the Lord and serve the Baals? List it below.



When looking for a progression of events, look at the event that takes place first then leads to other events in the text.
Hint: The first event in this chapter is the sons of Israel doing evil in the sight of the Lord by serving other gods.

Lesson 5/Assignment 3

3. How do you see God responding in Judges 2:20-23, and why?

Lesson 5/Assignment 4

4. According to Judges 2:20-23, why were the nations not driven out by Joshua left behind?

- a. What was the purpose of the test?
- b. From what you learned in chapter 2, did Israel pass the test?
- c. What do you think God would have done if they had passed the test?

through a series of questions that will teach them how to accurately interpret the passage they are studying.

According to Judges 2:20-23, the nations were left to test Israel.

a. God wanted to reveal whether they would keep the way of the Lord as their fathers did.

b. Judges 2 shows that the sons of Israel did not keep the way of the Lord; instead they served the gods of the people around them. They did not pass the test.

c. God would have driven out the inhabitants from before them as He promised. (Students should know this based on what God says He will no longer do as a result of Israel's disobedience and the cross-references in this unit.)

Lesson 5/Assignment 5 - Observation

Students will mark *God* in chapter two and then list what they learn about Him. Their lists should include most of the following:

- *Faithful to His covenant, even though the people are not.*
- *Even when reprimanding or disciplining His people, He reminds them of His Word.*
- *Idol worship and not obeying His word provokes His anger.*
- *He causes hardship in order to be known and obeyed.*
- *He's moved to pity in our distress even when we are to blame.*


Lesson 5/Assignment 6 - Observation



You may need to help your students identify the following information to list on their historical setting chart. Remind them that the historical setting is defining the time – what was going on at this time in Israel's history:

Lesson 5/Assignment 5

5. Go back and mark every reference to *God* in this chapter. Then list below what you learn about Him.



U-1, Lesson 5, Chapter 2


The goal of inductive Bible study is to know God. As you observe the text, you always want to take time to think about and write out what you learned about God.

Lesson 5/Assignment 6

6. Now by asking the 5Ws and H, record what chapters one and two tell you with respect to the "who's" of the times, what is happening, when it is happening, where it is happening, and why. Include the spiritual and moral climate of the times and any indication of how it happened. You will find a page at the end of this unit entitled "The Historical Setting of Judges" to record your insights... just the facts, nothing elaborate!

Lesson 5/Assignment 7

7. Now record the main theme or event covered in Judges 1 and Judges 2 on the appropriate chapter lines on the "Judges At A Glance" chart in the Appendix.



Wow! The nations which the sons of Israel didn't drive out became a test to them. Does this help you understand why Joshua didn't take all of the land God gave to the children of Israel? Joshua did his job completely! God wanted inhabitants left to see if the sons of Israel would follow Him even after Joshua was gone. Sadly, after Joshua and the elders died, the people forgot the work God had done for them - turning instead to serve other gods. What will you do when the godly influences of your parents, grandparents, pastors, and teachers are gone? When young people leave Christian schools or move away from parents, they often turn from God to serve other gods, forgetting the spiritual lessons they were taught. Will you?

- *Joshua is dead.*
- *Israel is in the Promised Land.*
- *Inhabitants are left for the tribes to drive out, but they did not utterly destroy the inhabitants as God instructed.*
- *Joshua's generation has died.*
- *The new generation does not know the Lord or the work He has done for Israel.*
- *The sons of Israel are doing evil in the sight of the Lord by serving other gods.*
- *Anger of the Lord burned against Israel for their idolatry. He sold them into their enemies hands.*
- *God raises up judges; people are delivered from the hands of their enemies until judge dies.*
- *After the judge dies, they act more corruptly.*

Lesson 5/Assignment 7 - Observation/Interpretation

Help students determine the main point of chapters one and two and a summary statement to help them remember these chapters. Remember, everyone's summary statements do not have to be exactly the same, but all should focus on the main event or point of the chapters. Possible summary statements for these chapters are:

Judges 1 – The inhabitants not driven out

Judges 2 – The sons of Israel do evil in the sight of the Lord or The cycle of sin

DISCUSSION GUIDE LESSONS FOUR AND FIVE:

JUDGES 2

Ask your students about the paragraphs of this chapter and the main event(s) or point(s) of each. This will help show that this part of Judges is not chronological.

1-5

Bochim was so named because Israel wept when the Lord told them He would no longer drive out their enemies.

6-10

Israel served the Lord all the days of Joshua.
Since this was before Joshua died, it's out of chronological order.

11-15

Israel did evil and the Lord's anger burned against them.

16-23

The Lord raised up judges to deliver Israel.
Nations were left to test Israel.

Verses 1-5

Discuss what happened in these verses.

The angel of the Lord spoke to Israel when He came up from Gilgal to Bochim. Joshua camped in Gilgal when he took the land of Canaan.

At Bochim, the angel of the Lord confronted Israel because they had not obeyed the Lord. He had commanded them to make no covenants with peoples in the land and tear down their altars.

Because they disobeyed, the Lord said He would not drive out the inhabitants, rather they would become thorns in Israel's sides and their gods would ensnare Israel.

The place was named Bochim ("weepers") because Israel wept when they heard this from the Lord.

Ask your students to discuss if they have ever been in or seen a situation like this. Many times people cry and sacrifice before the Lord because they have become aware of the consequences of their disobedience. This does not mean they're repenting – they're just sorry for the consequences of their sin. The Lord repeatedly told Israel what to do when they came into the land. Many today claim they know and love the Lord, but their actions deny it, just like Israel.

Verses 6-10

These verses go back to a time before the events of Judges. They explain how Israel got into the mess they were in.

As long as Joshua was alive, Israel followed him in serving the Lord. They even followed the elders after Joshua. But when they died, no one was alive who remembered “the great work of the Lord,” likely including the Exodus, the 40 years in the wilderness under the leadership of Moses, and Joshua’s conquering of the land.

After Joshua died (at 110) and “all that generation” (possibly the second generation out of Egypt, which took the land) also died, another generation rose up that did not know the Lord or what He had done.

You can encourage your class to prevent a generation from arising that does not know the Lord or what He has done by teaching their children and grandchildren the Word of God and sharing what He has done in their lives.

Verses 11-23

Relate verses 11-13 to verses 1-10.

The result of Israel not obeying the Lord was just what He had said it would be. The people of the Lord went after other gods.

This provoked the Lord to anger.

Discuss the Lord’s reaction to Israel’s turning away.

Twice the text says the Lord’s anger burned against His people (verses 14 and 20).

Help your students understand that the Lord is not only merciful and gracious but also angry toward sin.

Because they turned away from Him, the Lord gave Israel into the hands of enemies who plundered them. His mighty hand, which had been for them, turned against them. He severely distressed His people for worshiping other gods.

This happened because (as Judges 1 repeats) they did not drive out all the inhabitants of the land. They did not listen to His voice, verse 20. They transgressed His covenant.

The tribes of Israel did not consider the serious consequences of making forced laborers of the

Canaanites instead of utterly destroying them. Their disobedience led them to turn away from God.

Discuss with your students what they observed in verses 16-23 about Israel, the judges, and the enemies of Israel.

The Lord raised up judges to deliver Israel from their enemies.

The Lord delivered Israel during the judge's life.

Israel groaned under oppression and affliction. The Lord pitied them and raised up judges to deliver them.

When the judges died, the people turned back to more corrupt ways.

Verses 21-23 say that the Lord left some nations to test Israel because of their disobedience.

Note: Don't discuss these verses for too long because your students will study this subject more in Unit 2 on Judges 3.

LESSON SIX:



Judges 17-19 Observation Worksheets, colored pencils, keyword bookmark

OBJECTIVES:

Students will observe Judges 17-19 and mark the key repeated phrase *there was no king in Israel and every man did what was right in his own eyes*. They will also identify the major sins exposed in each of the chapters. This lesson will help students recognize the segment divisions in Judges.

Lesson 6/Assignment 1 - Observation/Interpretation



The point of this lesson is to identify the main themes of chapters 17-19. Tell students they will do more thorough observations later in the unit. These assignments help them understand Judges as a whole before examining the individual chapters and segments more closely. You may assign this as group work, if you are able, and have the groups read these chapters aloud to one another.

a. Students should read Judges 17-19 and mark every reference to the repeated phrase *there was no king in Israel and every man did what was right in his own eyes*.

b. Students should identify most, if not all, of the sins exposed in these chapters. They may not use the exact wording listed below, but they should recognize the sins being committed.

Judges 17 – idolatry, anarchy, opportunism, theft, deceit, no parental discipline, Levitical law broken, priest hired for cash

Judges 18 – Danites steal priest, anarchy, more faith in a person than God, keep idols, worship idols, immorality, infidelity, lust, tolerance, syncretism, homosexuality

Judges 19 – Levite not under Levitical law—for hire to biggest bidder, rape

LESSON SIX

Lesson 6/Assignment 1

U-1, Lesson 6, Chapters 17-19

1. Your assignment today is to read Judges 17–19 straight through simply as you would read several chapters of an interesting book. As you read:

a. Mark in distinctive ways the phrases *no king in Israel* and *every man did what is right in his own eyes*. These are first used in Judges 17:6 and are found in no other places in Judges apart from these final chapters.

b. Note below the major sin(s) exposed in each chapter.

Joshua 17

Joshua 18

Joshua 19

Pretty gross stuff! However, does it sound at all familiar? Pick up any newspaper from around the world and you'll see much of the same thing. Ignoring God's law and choosing to do what is right in the eyes of men has led to this kind of blatant immorality for ages! Knowing God's Word for yourself will teach you what the consequences of sin are... not only in your life, but also in your society. You don't have to be unaware – you can make the right choices!

LESSON SEVEN:



Judges 20-21 Observation Worksheets, colored pencils, key word bookmark

OBJECTIVES:

In this final lesson, students will observe Judges 20-21 and again identify and mark the key repeated phrase *there was no king in Israel and every man did what was right in his own eyes*. Students will also continue to identify the major sins exposed in each of the chapters and recognize the segment divisions and historical setting for the book of Judges. To conclude this unit, students will recognize how the times of the judges are similar to their times today.

Lesson 7/Assignment 1 - Observation

a. Students will read Judges 20-21 and mark every reference to the repeated phrase *there was no king in Israel and every man did what was right in his own eyes*.

b. Students should identify most, if not all, of the sins exposed in these chapters. They may not use the exact wording listed below, but they should recognize the sins being committed.

Judges 20 - twisting the law

Judges 21 - war, chaos

Lesson 7/Assignment 2 - Interpretation

This assignment is an opportunity for students to express in their words what the times of the judges were like. This will help them evaluate all they have learned from this unit and solidify their understanding of the historical setting of Judges.

There was no king in Israel, everyone was doing what was right in their own eyes. Israel was mixing their worship of God with the worship of the inhabitants in the land. Their sin grew from individual acts of disobedience

LESSON SEVEN

Lesson 7/Assignment 1

U-1, Lesson 7, Chapters 20-21

1. Your assignment today is to read Judges 20-21 straight through just like you did in Lesson Six.



a. Continue to mark in distinctive ways the phrases *no king in Israel* and *every man did what is right in his own eyes*.

b. Note below the major sin(s) exposed in each chapter.

Judges 20

Judges 21

Lesson 7/Assignment 2

2. How do these final chapters help you understand the times of the Judges?

Lesson 7/Assignment 3

3. Do you see any parallels today? If so, what?

to widespread sin and corruption and ultimately, civil war. Even the priesthood was tainted with sins tolerated at this time.

Lesson 7/Assignment 3 - Application

In this application question students will think about their community and society as a whole to determine how behaviors and attitudes today are similar to those observed in Judges. They should recognize that the corruption of religious leaders, rampant crimes such as rape, murder and theft, idolatry, and even nations fighting within their own boundaries, are just as prevalent today as they were during the times of the judges.

Lesson 7/Assignment 4 - Application

Encourage students to prayerfully examine their lives and to write out what they have learned from this unit that will make a difference in how they live on a day-to-day basis if they put into practice these truths.



Remind them that if all they do is gain understanding of God's Word, but never practice it, it is useless and can even be detrimental. The goal of Bible study is to know God and live transformed by the truth of who He is and His will.

Lesson 7/Assignment 4

U-1, Lesson 7, Chapters 20-21

4. Finally, what is the most significant thing you learned in this first week of study that spoke to you personally?

Application - Bible study isn't just another academic class you take to help you get into a good college and then land a good job. It's time spent getting to know the one, true, living God. If you know what it says, understand what it means, and live out its truths, it will impact your eternity!! So think about questions like this one. Ask God what He wants you to learn during your diligent hours of study.

Great job!! You finished your first unit of Judges! Although spending a lot of time on observation is tedious, it is vital! How can you ever truly understand God's Word and accurately interpret its meaning without first carefully seeing exactly what it says? Religions and cults base some of their beliefs on false interpretations because they don't first see what the Bible is saying. You don't want to be deceived. You want to walk in truth. Serving God can only be done one way - His! Your hard work will keep you from being deceived and you will take what you see accurately and begin to walk in truth!

DISCUSSION GUIDE LESSONS SIX AND SEVEN:

JUDGES 17-21

Ask your students how these chapters relate to Judges 1-2 and what repeated phrase appears in them. They studied these chapters at this point in the course to understand the historical setting of the book.

- a. Judges 17:6; 18:1; 19:1 and 21:25 repeat some part of, "In those days there was no king in Israel; every man did what was right in his own eyes."

Compared with Judges 1 and 2, we learn that Joshua and the people who had seen the work of the Lord for Israel had died, and the current generation did not follow the Lord, but their own understanding of what was right.

Judges 17-18 detail the tribe of Dan's search for an inheritance. They had been given one (Judges 1:34), but had not succeeded in possessing it. So they migrated north. The priest of these chapters did what was right in his own eyes, as did the tribe of Dan.

During their travel, the tribe of Dan named one place Mahaneh-dan (Judges 18:12), which is mentioned during the time of Samson (Judges 13:25). The events of this part of Judges took place at the beginning of the time of the judges.

Judges 19-21 are three of the most distressing chapters in the Bible. Israel almost eradicated the tribe of Benjamin in a civil war before they came up with a solution that was "right in their own eyes."

The high priest of this time was Phinehas (Judges 20:27-28), the son of Eleazar and grandson of Aaron. Phinehas was born before Israel left Egypt (Exodus 6:25). This puts the events of Judges 19-21 also at the beginning of the period of the judges.

Accordingly, your students can note on their "At A Glance" charts that these last chapters happen before Judges 3-16.

Encourage your class to study these next lessons on the judges to learn valuable lessons for their lives.

Always weave personal application into the discussion, as led by the Holy Spirit.

LOCATIONS IN JUDGES 1-3



ENRICHMENT WORDS

Absolutes – having no restriction, exception, or qualification.

Apathy – lack of feeling or emotion, lack of interest or concern.

Chafe – to feel irritation or discontent.

Idolatry – the worship of a physical object as a god, immoderate attachment or devotion to something.

Indifference – of no importance or value one way or the other, marked by a lack of interest, enthusiasm, or concern for something.

Moral – of or relating to principles of right and wrong in behavior.

Obedient – submissive to the restraint or command of authority: willing to obey.

Relevant – having significant and demonstrable bearing on the matter at hand.

Synonymous – alike in meaning or significance, having the same connotations, implications, or reference.

Tortuous – marked by repeated twists, bends, or turns, marked by devious or indirect tactics.

