



# Nazarene Theological Seminary

1700 E Meyer Blvd • Kansas City, MO 64131 • 816/268-5400

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NTL651 — The Gospel of Matthew, Block  
Fall 2011, 1:30-4:30 pm, Mondays

## ***Essential Information***

Please refer to the following resources for information essential for the successful completion of courses and degree programs at Nazarene Theological Seminary. Links to these resources are available in the Essential Information section at <http://support.nts.edu>.

- NTS Mission Statement & Purpose Degree Objectives
- Tips for online learning success
- NTS library services
- NTS textbook information
- Online technical requirements and Moodle support information
- NTS Student Handbook including statements on quality of work, plagiarism, and academic probation
- *Handbook for Inclusive Language*

## ***Instructor Information***

Professor: Roger L. Hahn, Ph.D.

Email: [rlhahn@nts.edu](mailto:rlhahn@nts.edu)

Office: (816) 268-5412

Office Hours: By appointment

## ***Catalog Description***

The message of the Gospel of Matthew will be studied in light of the historical, social, literary, and theological contexts of the First Gospel. Primary attention will be given to the first thirteen chapters of the book.

## ***Course Narrative & Rationale***

The Gospel of Matthew is a middler-level, English New Testament exegesis course. LNG510, Introduction to Biblical Languages, and BIB550, Biblical Hermeneutics, or their equivalents, are prerequisite. The Gospel of Matthew will meet the requirement for a prescribed New Testament exegesis course in the M.Div. program. It will meet the 2001-2004 catalog requirements for a gospel class for the M.Div. It may also serve as a Biblical elective in the MA programs. It may be taken as an elective without regulation.

## ***Course Vision***

If God were to really bless this course students would be captivated by the message and method of the Gospel of Matthew. Their understanding of the kingdom of God would focus the direction of their Christian lives and ministries. Their understanding of discipleship would give content to their own spiritual formation. Their understanding of Christology would enhance the depth and fervor of their worship. Their grasp of the inter-relationship of the Old and New Testaments would open up a strategy for living out of the whole canon of Scripture. Their awareness of Matthew's social/historical context would give them confidence that the gospel speaks graciously and effectively to unsettled times and people. Should such changes begin to occur in **students** their ministries would spill confidence in God into the life of the **church**. As the **church** begins to live out of the forming reality of the gospel in kingdom ways the **world** would discover authentic Christianity. The response of the **world** would include hostile rejection and open seeking, but those responses would be informed and honest responses. The **church** would be strengthened, both numerically and in terms of character, and that would produce a new generation of **students** eager to be formed by Matthew's gospel.

## ***Degree Objectives***

This course addresses the following NTS Degree Program Objectives:

- MDiv Objective 2, "Articulation of the knowledge of God through prayerful, scholarly study and a deepening understanding of the Christian Scriptures of the Old and New Testaments, exhibited in the following outcomes; the student will: b. Use scholarly methods for understanding Scripture, c. Identify key theological themes as they arise from Scripture, d. Identify and relate literary and theological emphases of Scripture, e. Understand the formative power of Scripture in shaping corporate and personal Christian life, f. Appropriate Scripture to personal and corporate life both in and beyond the church."
- MACE Objective 1, "Appropriate and enhance the student's ecclesial understanding of the Word of God, the heritage of the faith, the doctrines of the church, and the fellowship of believers, sufficient to enable him or her to deepen a personal commitment to God and the Church and to inform a passionate, vital, and redemptive ministry.
- MAICS Objective 4, "Graduates will articulate, communicate, and contextualize the essential affirmations of the Christian faith in a cross-cultural setting.
- MA(TS) General Academic Track Objective 1, "Students will develop a comprehensive knowledge of the major theological disciplines and their interrelationships.

## ***Course Outcomes***

As a result of this course the student should be able to:

1. Describe the content, flow and structure of Matthew's gospel, (Assignments 1 and 2)

2. Identify purposes and themes of Matthew and recognize how Matthew uses them, (Assignments 1, 2, and 5)
3. Distinguish major approaches toward the interpretation of the Sermon on the Mount and identify how each can be applied in Christian living, (Assignments 2, 3, and 4)
4. Articulate the basic meaning and purpose of the kingdom of God/heaven in Jesus' teaching, especially as found in Matthew, (Assignments 2 and 4)
5. Apply material from Matthew's gospel to the needs and concerns of both the contemporary church and the contemporary world. (Assignments 4, 5, and 6)
6. Recognize evidences of Matthew's particular Christology and articulate its relationship to Jesus' message as a whole, (Assignment 2)
7. Articulate the Matthean view of the relationship of the Old Testament and Jesus with regard to the concept of fulfillment, not only of prophecy, but also of law, (Assignments 2 and 3)
8. Summarize the major positions on critical issues of authorship, date, audience, and social/historical context of the first gospel, (Assignments 2 and 7)

## ***Church of the Nazarene COSAC Competencies***

**CN 9** Ability to identify the genre and basic thrust of each New Testament book (Assignment 2)

**CN 10** Ability to summarize the significant life events of Jesus and Paul (Assignments 1 and 2)

**CN 11** Ability to identify the significant elements of the message of Jesus and Paul (Assignments 1, 2, 3, 4, and 5)

**CN 12** Ability to describe the impact of the historical background of the New Testament on the message of Jesus and Paul (Assignment 2)

**CN 13** Ability to chronologically order the significant events and persons of the New Testament (Assignment 1)

**CN 14** Ability to identify and describe the major theological concepts of the New Testament (Assignments 1 and 5)

**CN 16** Ability to identify the steps of historical, literary, and theological analysis used in exegesis (Assignment 4 and 7)

**CN 17** Ability to exegete a passage of Scripture (Assignments 4 and 7)

**CN 20** Ability to reflect theologically on life and ministry (Assignments 4 and 6)

**CP 1** Ability to communicate publicly through multiple methods (oral, written, media, etc.) with clarity and creativity for the sake of fostering meaning (Assignments 4, 6, and 7)

**CP 2** Ability to write clearly and in a grammatically correct manner in the modes of discourse used in the ministry (Assignments 4, 5, 6, and 7)

**CP 3** Ability to speak coherently and cogently in the modes of discourse appropriate for the various ministry contexts (Assignment 6)

**CP 10** Ability to synthesize, analyze, reason logically for discernment, assessment, and problem solving and live with ambiguity (Assignments 4, 5, and 7)

## ***Required Texts & Course Materials***

The Bible: Students who do not use Greek and Hebrew should access the text through a fairly literal translation such as the NASB, NRSV or ESV. The instructor will use the NRSV and his own translation in class. The reading of Matthew for the inductive assignment should be done from an edition with the fewest possible interpretive aids. Optimal benefit on the inductive study is received from preparing a computer generated text with no headings, notes, or chapter and verses markers. Students are encouraged to do as much study as possible in the Greek text using tools available to them.

Garland, David E. *Reading Matthew: A Literary & Theological Commentary on the First Gospel*. Macon, GA: Smyth & Helwys Publishing, Inc., 1999. ISBN 1-57312-274-2

Greenman, Jeffrey P, Larsen, Timothy, and Spencer, Stephen R., eds. *The Sermon on the Mount Through the Centuries: From the Early Church to John Paul II*. Grand Rapids, MI: Brazos Press, 2007. ISBN 978-1-58743-205-7

Hagner, Donald A. *Matthew 1-13*. Vol. 33A, Word Biblical Commentary. Dallas, TX: Word Books, Publisher, 1993. ISBN 0-8499-0232-0 \$34.99

Powell, Mark Allan. *God With Us: A Pastoral Theology of Matthew's Gospel*. Minneapolis: Fortress Press, 1995. ISBN 0-8006-2881-0 \$17.00

## **Course Outline**

### Unit 1 – Weeks 1-2

- I. Traditional Introductory Matters for Matthew
  - A. Authorship and Date
  - B. The Historical and Social Context of the First Gospel
  - C. Key Themes in the First Gospel
  - D. Genre and Structure

### Unit 2 – Weeks 2-5

- II. Beginnings – Matthew' First Narrative Block – Matthew 1-4
  - A. The Book of the Genesis of Jesus the Messiah – Matthew 1:1-17
  - B. The Beginning of Jesus as God with Us – Matthew 1:18-25
  - C. The Beginning of Response and Persecution – Matthew 2:1-23
  - D. The Beginning of Kingdom Proclamation – Matthew 3:1-12
  - E. The Beginning of Testimony to Jesus, Son of God – Matthew 3:13-4:11
  - F. The Beginning of Jesus' Ministry in Galilee – Matthew 4:11-25

### Unit 3 – Weeks 7-10

- III. Jesus Initiating the Kingdom – Words and Deeds – Matthew 5-9
  - A. Kingdom Blessings – Matthew 5:1-16
  - B. Kingdom Hermeneutics – Matthew 5:17-48
  - C. Kingdom Priorities – Matthew 6:1-34
  - D. Kingdom Disciplines – Matthew 7:1-29
  - E. Kingdom Signs – Matthew 8:1-17
  - F. Kingdom Faith – Matthew 8:18-27

- G. Kingdom Healings – Matthew 8:28-9:8
- H. The Call of the Kingdom – Matthew 9:9-17
- I. Jesus’ Kingdom Authority – Matthew 9:18-38

#### Unit 4 – Weeks 11-12

- IV. Jesus’ Mission in the Face of Rejection – Matthew 10-12
  - A. The Mission to Israel – Matthew 10:1-15
  - B. Mission in the Face of Persecution – Matthew 10:16-11:1
  - C. Mission in Light of John the Baptist’s Ministry – Matthew 11:2-19
  - D. Mission in Light of Rejection and Grace – Matthew 11:20-30
  - E. Mission in Light of Conflict with Judaism – Matthew 12:1-45
  - F. Mission and the True Family of Jesus – Matthew 12:46-50

#### Unit 5 – Weeks 13-14

- V. Selected Matthean Texts
  - A. Parables of the Kingdom – Matthew 13:1-53
  - B. Caesarea Philippi – Key Confession and Call – Matthew 16:13-28
  - C. Life in the Church – Matthew 18
  - D. The Great Commission – Matthew 28:16-20

## ***Course Assignments & Requirements***

1. **Inductive Study of Matthew (Outcomes 1, 2, CN10, 11, 13, 14)** - An inductive study of Matthew will be the first major class requirement. You should follow the procedures given in the instructions attached to this syllabus through Step 4. Each step represents another reading of Matthew’s gospel. Each reading should be done on a separate day so you will need to begin the process soon. The notes from Reading 1 will be due to be uploaded to the Moodle Inductive Study Reading 1 assignment tab by 11:55 p.m., September 16. The chapter titles and notes from Reading 2 will be due to be uploaded by 11:55 p.m., September 19. The color markings and notes from Reading 3 will be due to be uploaded by September 24. You should do the color marking by color highlighting a digital copy of Matthew’s text and submitting it electronically. An electronic copy of the NRSV of Matthew is available in the Course Resources for this course on Moodle. Reading 4 should produce paragraphs titles, major section titles, and book title according to the instructions attached. Reading 4 report should include your name, the Title you select for the whole Gospel of Matthew, the major section titles you select (with chapter and verse indications), the chapter titles (imported from Reading 2 with any changes you have made), and the paragraph titles (with verses indicated). This Reading 4 report will be due to be uploaded by September 26. Remember, these reading reports are to be posted no later than 11:55 p.m. CDT on the due date. Be sure your name is on the assignment and that you put an appropriately descriptive title (Ind Study Reading 1, Ind Study Reading 2, Ind Study Reading 3, etc.) on each assignment. Please name the file with your first name, your last name, and the title (e.g. Roger Hahn Ind Study Reading 1).

**2. Commentary Reading (Outcomes 1, 2, 3, 4, 6, 7, CN 9, CN 10, CN 11 and CN 12 ) -** You should read the commentaries by Hagner and Garland according to the following schedule:

Date Reading To Be Completed	Passages Covered	Pages in Hagner	Pages in Garland
Sept. 19	Introduction	xxx-lxxvii	1-10
Sept. 26	Matt 1 and 2	1-42	13-31
Oct. 3	Matt 3 and 4	43-81	32-49
Oct. 10	Matt 5	82-136	50-77
Oct. 24	Matt 6	136-167	77-85
Oct. 31	Matt 7 and 8	167-229	85-102
Nov. 7	Matt 9	229-261	102-110
Nov. 14	Matt 10 and 11	262-325	110-134
Nov. 21	Matt 12	325-360	134-144
Nov. 28	Matt 13	361-407	144-152
Dec. 5	Matt 16:13-28; 18		168-196
Dec. 12	Matt 28:17-20		262-269

- 3. *The Sermon on the Mount Through the Centuries Report (Outcomes 3, 7, and CN 11 ) –*** You should write a review of the book edited by Greenman, et. al. that will be due by 11:55 p.m. **October 30**. Your review should be about 1000 words. You should respond briefly to each chapter in the book, but pick a favorite chapter to which you respond at more depth. Conclude the report with a brief reflection on the similarities and differences between the way the persons represented in each chapter interpreted the Sermon on the Mount and the way the Sermon was interpreted in class. You may use APA form and style.
- 4. Sermon/Bible Study Outlines (Outcomes 3, 4, 5, CN 11, 16, 17, 20, CP 1, 2, 10) – 3** Sermon or Bible Study Outlines over sections of the Sermon on the Mount will be due **November 7**. For each of the three you should clearly indicate: the passage being studied, the reason you chose that passage, the audience/context you envision hearing the sermon or bible study, the purpose of your sermon or bible study, a second degree outline (Capital letters – I. A, I. B, etc.) of your proposed presentation, the major exegetical content that will give power to your presentation, and a bibliography of resources you use to prepare your materials. Note that this assignment does not ask you to actually write out the sermon or the Bible Study, but to do the initial work preparatory to such writing. Each sermon/Bible Study Outline that you turn in should be no more than 2 pages of printed material.
- 5. Powell Textbook Reading Report (Outcomes 2, 5, CN 11, 14, CP 2,10) –** You should write a 500-1000 word evaluation of Powell’s book. Interact, at least briefly, with each chapter and with the book’s concept as a whole. Feel free to select one chapter with which to interact in more depth. We will devote part of the class period on November 14 to a discussion of Powell’s book. Your written report over Powell’s book will be due

to be uploaded to the appropriate Moodle assignment tab at 11:55 p.m. **November 13**. You may use APA form and style.

**6. Ministry Application Assignment (Outcome 5, CN 20, CP 1, 2, 3)** – During this semester, you will teach or preach from a passage or passages from the Gospel of Matthew. You may do this in a local church setting (preaching in one of the services, teaching a Sunday School class, teaching a Bible Study, etc.) or in a setting outside the local church (preaching at a nursing home or rescue mission, leading a Bible study at a youth center, etc.). Your oral presentation should be no less than 15 minutes and hopefully not more than 30 minutes. You may use a passage you used for the Sermon/Bible Study Outlines assignment or from your Major Research Project assignment, though you do not need to do so. You need to also arrange for a minister or lay professional person (teacher, nurse, doctor, lawyer) to observe your presentation and to fill out a copy of the attached evaluation form. If you have questions about the qualifications of potential evaluators you should email the instructor for clarification. If you wish you may secure several evaluators (make copies of the evaluation form for each). You should provide that person(s) with an envelope in which they can seal your evaluation. You should send a copy of your presentation notes (whatever you had in front of you as you spoke), your preparation notes, a one page description and personal evaluation of the event, and the sealed evaluation(s) to Roger L. Hahn, Nazarene Theological Seminary, 1700 East Meyer Blvd., Kansas City, MO 64131. You should not do your oral presentation until November. The material sent to the instructor must be postmarked no longer than **Monday, December 5**.

**7. Major Research Project (Outcome 8, CN 16, 17, CP 1, 2, 10)** - Select a passage or subject related to Matthew's gospel. Learn as much about it as you can during the semester. The written paper will be due on **December 12**. The written paper should be no fewer than 4500 words and no more than 6500 words. The passage may be the same passage as chosen for the local church presentation. The form and style should follow Turabian. Possible options for this paper include

*Option 1 - Practical:* The student will produce an exegesis-exposition paper. The exegesis section should contain no less than 2000 words of typed, double-spaced exegetical work showing the literary, theological, and historical issues that define the meaning of the text. There should be an essay of no less than 500 words describing the contemporary issues which are addressed by the pericope. There should be proper footnoting in these first two sections, followed by a bibliography. Finally, there should be a typed, double-spaced sermon manuscript or Bible Study Lesson over the pericope. The sermon or the Bible Study Lesson should show clear evidence of the exegesis done in the first section of the paper though it should not woodenly repeat it.

*Option 2 - Exegetical:* The student will write a traditional exegetical paper over a pericope in Matthew. Thorough treatment of historical, literary, and theological issues that define the meaning of the text will constitute the content of the paper. The footnotes and bibliography should reflect the use of at least four critical commentaries plus journal articles devoted to the pericope.

*Option 3 - Issues:* The student will write a research paper over a critical issue in Matthean studies. Suitable topics include: The Structure of Matthew, Authorship, Patterns of Matthean Redaction, Discipleship in Matthew, The Church in Matthew, Christology in Matthew, Matthean Perspectives of the Kingdom, and Matthew's Use of the Old Testament. Other topics may be suitable but should be cleared with the instructor.

**8. Attendance, Participation, Outside Reading** – The instructor attempts to make each class session meaningful and worth attending. He also recognizes that illness, family crisis, and unexpected work conflicts may require your absence on rare occasions. Such absences may be excused if you will call the instructor and leave a message prior to class time. It is expected that you will be alert to outside reading opportunities relating to Matthew’s gospel. Appropriate sharing of such reading is welcomed as part of your being engaged in the class process.

### ***Distribution of Student Learning Hours***

	Hours
Face-to-face Class Sessions	39
Online Participation in forums, groups, etc.	
Textbook Reading	42
Writing	45
Other Assignments and Learning Activities	
Ministry Project	
Outlines	
Inductive Study	30
Exams & Quizzes	0
<b>TOTAL</b>	<b>156</b>

### ***Method for Submitting Assignments***

All assignments except the Ministry Application Assignment should be uploaded to the appropriate Assignments spot in the Course Moodle site. The Ministry Application Assignment should be mailed or hand delivered to the instructor.

### ***Form and Style Expectations***

Learning to follow the instructions of style manual is part of the process of learning to write for publication. Careful attention to the form and style of your work is expected according to the following instructions.

The Major Research Project should be written according to the guidelines of Kate L. Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: IL: The University of Chicago Press, 2007. More detailed treatment of form and style issues can be found in the *Chicago Manual of Style*, 15<sup>th</sup> ed. Chicago, IL: The University of Chicago Press,

2003. For guidance with footnote and bibliography forms for commentaries that are multi-volume or in a series see *The SBL Handbook of Style*. Peabody, MA: Hendrickson Publishers, 1999. 61ff. The Major Research Project should include a title page, numbered pages, footnotes according to Turabian or the *SBL Handbook* and bibliography of works cited according to Turabian or the *SBL Handbook*. You should also note the instructions of Turabian regarding margins, font size, and subheads (under Text: Section and Subsection).

The Powell Report and *The Sermon on the Mount Through the Centuries* Report should use page numbers in parentheses to indicate the location of citations, e.g. (p. 23). Citations in the Sermon/Bible Study Outlines may be accomplished by the author's last name followed by a comma and the page number in parentheses, e.g. (Bock, 29). If the same author has more than one work in your bibliography you should cite them in the text with the author's last name, comma, an abbreviated title (sufficient to distinguish the works listed in the bibliography), comma, and page number(s), e.g. (Bock, *Luke*, 29) or in the case Bock who has three commentaries published on Luke, if more than one of those are in your bibliography, (Bock, *Luke*, NIV Application, 29). The bibliography in the Sermon/Bible Study Outlines assignment should be according to the style of Turabian or the *SBL Handbook*.

### ***Inclusive Language***

NTS is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, NTS urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussions, and in their writings. All written work presented to meet course requirements must use gender inclusive language.

### ***Policy Regarding Late Work & Missed Exams***

The grade(s) for assignments submitted late may be reduced by 10% if they are late and 20% per week late.

### ***Additional Costs***

Beyond NTS tuition and fees, textbooks, and the cost of internet access for Moodle there are no additional required costs for this course. Some students do purchase additional commentary resources for their Major Research Project, but that is for their convenience. Sufficient resources are available in the NTS library for that project if you avail yourself of them **in time**.

### ***Course Grading***

The instructor will assign numerical grades (between 0 and 100) to the work required. The final grade will be calculated according to the following percentages:

Inductive Study on Matthew	16%
<i>The Sermon on the Mount</i> Report	13%

Powell Report	11%
3 Sermon/Bible Study Outlines	12%
Ministry Application Assignment	13%
Major Project	25%
Participation	10%

In accordance with the provisions of the Rehabilitation Act of 1973, NTS is committed to providing students with disabilities the opportunity to participate and benefit from its programs and activities. Accordingly, NTS will make reasonable modifications to its programs and activities to accommodate otherwise qualified students with disabilities, unless such modifications would impose an undue burden on the operation of the particular program or activity or would fundamentally alter the nature or purpose of the program or activity. Students needing accommodations should contact the Office of the Registrar. They also should contact the instructor no later than the end of the first class session to discuss learning needs and adaptive strategies that have been beneficial for the student in the past.

### ***Class Attendance***

Attendance at class is essential for realizing the maximum benefit of your education. If you must be absent because of extenuating circumstances, please contact the instructor as soon as possible to discuss the situation. Attendance will contribute to the Participation portion of the class grade. By NTS policy if a student is absent four or more weeks of the semester, the professor may automatically fail the student.

Daily attendance records must be reported for those obtaining V.A. and Department of Education benefits. Students must make the professor aware if their attendance must be recorded.

### ***Course Calendar***

Date	Week	Activity/Assignment(s) Due
9/12	1	Syllabus and Introductory Matters
9/19	2	Introductory Matters and Matthew 1 Inductive Study Step 1 due September 16 Inductive Study Step 2 due September 19
9/26	3	Matthew 2 and 3 Inductive Study Step 3 due September 24 Inductive Study Step 4 due September 26
10/03	4	Matthew 4 and Introduction to the Sermon on the Mount
10/10	5	Matthew 5
10/17	6	Reading and Research Week – no assignments due
10/24	7	Matthew 6
10/31	8	Matthew 7 and 8 <i>The Sermon on the Mount Through the Centuries</i> Report due October 30
11/07	9	Matthew 8 and 9

		3 Sermon/Bible Study Outlines Assignment due November 7
11/14	10	Matthew 10 and 11 Powell Report due November 13
11/21	11	Matthew 12 and 13
11/28	12	Matthew 13
12/05	13	Matthew 16:13-28 and 18 Ministry Application Project Assignment due December 5
12/12	14	Matthew 28:17-20 and Summation Major Research Project Assignment due December 12

## ***Bibliography***

### **Standard Reference Works for Students of Matthew**

- Aune, David E. *The Westminster Dictionary of New Testament & Early Christian Literature & Rhetoric*. Louisville, KY: Westminster John Knox Press, 2003.
- Bauer, David R. *An Annotated Guide to Biblical Resources for Ministry*. Peabody, MA: Hendrickson Publishers, 2003.
- Beale, G.K. and Carson, D.A., eds. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids, MI: Baker Academic, 2007.
- Boring, M. Eugene; Berger, Klaus; Colpe, Carsten, eds. *Hellenistic Commentary to the New Testament*. Nashville, TN; Abingdon Press, 1995.
- Evans, Craig A. and Porter, Stanley, E., eds. *Dictionary of New Testament Background*. Downers Grove, IL: InterVarsity Press, 2000.
- Freedman, David Noel, ed. *The Anchor Bible Dictionary*, 5 vols. New York, NY: Doubleday, 1992
- Green, Joel B., McKnight, Scot, Marshall, I. Howard, eds. *Dictionary of Jesus and the Gospels*. Downers Grove, IL; InterVarsity Press, 1992.
- Keener, Craig, S. *The IVP Bible Background Commentary: New Testament*. Downers Grove, IL: InterVarsity Press, 1994.
- Marshall, I. Howard. *New Testament Theology: Many Witnesses, One Gospel*. Downers Grove, IL: InterVarsity Press, 2004.
- Neusner, Jacob and Green, William Scott, eds. *Dictionary of Judaism in the Biblical Period*. Peabody, MA: Hendrickson Publishers, 1996.
- Pilch, John J. and Malina, Bruce J. eds. *Biblical Social Values and Their Meaning: A Handbook*. Peabody, MA: Hendrickson Publishers, 1993.
- Sakenfeld, Katharine Doob, gen.ed. *The New Interpreter's Dictionary of the Bible*, 5 vols. Nashville, TN: Abingdon Press, 2006-2009.
- Vanhoozer, Kevin J. gen.ed. *Dictionary for Theological Interpretation of the Bible*. Grand Rapids, MI: Baker Academic, 2005.

### **Standard Commentaries on Matthew**

- Albright, W.F. and Mann, C.S. *Matthew*. The Anchor Bible. Garden City, N.Y.: Doubleday & Co. Inc., 1971.

- Allen, Willoughby C. *A Critical and Exegetical Commentary on the Gospel According to St. Matthew*. New York: Scribner's, 1907.
- Beare, Francis W. *The Gospel According to Matthew: Translation, Introduction, and Commentary*. 1st U.S. ed. San Francisco: Harper & Row, 1982.
- Blomberg, Craig L. *Matthew*. The New American Commentary. Nashville: Broadman Press, 1992.
- Boring, M. Eugene. "The Gospel of Matthew: Introduction, Commentary, and Reflections," *The New Interpreter's Bible*. Vol. VIII. Ed. Leander E. Keck, *et.al.* Nashville: Abingdon Press, 1995.
- Bratcher, Robert G. *A Translator's Guide to the Gospel of Matthew*. New York: United Bible Societies, 1981.
- Brown, Raymond E. *The Birth of the Messiah: A Commentary on the Infancy Narratives in the Gospels of Matthew and Luke*. New updated ed. Anchor Bible reference library, New York: Doubleday, 1993.
- Bruner, Frederick D. *The Christbook: A Historical/Theological Commentary: Matthew 1-12*. Waco: Word Books, 1987.
- \_\_\_\_\_. *Matthew: A Commentary. Vol. 2: The Churchbook, Matthew 13-28*. Dallas: Word Publishing, 1990.
- Carter, Warren. *Matthew and the Margins: A Socio-Political and Religious Reading*. Journal for the Study of the New Testament Supplement Series 204. Sheffield: Sheffield Academic Press, 2000.
- Davies, Margaret. *Matthew: Readings, a New Biblical Commentary*. Sheffield: JSOT, 1992.
- Davies, W.D. and Allison, Dale. *A Critical and Exegetical Commentary on the Gospel According to Saint Matthew: in Three Volumes*. The International Critical Commentary on the Holy Scriptures of the Old and New Testaments. Edinburgh: T.&T. Clark, 1988, 1991, 1997.
- Filson, Floyd V. *A Commentary on the Gospel According to St. Matthew*. New York: Harper, 1961.
- France, R.T. *Matthew*. Tyndale New Testament Commentaries. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1985.
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- Gundry, Robert H. *Matthew: A Commentary on His Handbook for a Mixed Church Under Persecution*. 2nd ed. Grand Rapids: Eerdmans, 1994. (First edition title: *Matthew: A Commentary on His Literary and Theological Art*)
- Hagner, Donald A. *Matthew*. Word Biblical Commentary; v. 33A and B. Dallas: Word Books, 1993, 1995.
- Hahn, Roger L. *Matthew: A Commentary for Bible Students*. Wesleyan Bible Commentary. Indianapolis, IN: Wesleyan Publishing House, 2007.
- Hare, Douglass R. A. *Matthew*. Interpretation, A Bible Commentary for Teaching and Preaching. Louisville: John Know Press, 1993.
- Harrington, Daniel J. *The Gospel of Matthew*. Sacra Pagina Series;1. Collegeville, MN: Liturgical Press, 1991.

- Hill, David. *The Gospel of Matthew*. New Century Bible. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1972.
- Keener, Craig S. *Matthew*. The IVP New Testament Commentary Series. Downers Grove, IL: InterVarsity Press, 1997.
- \_\_\_\_\_. *A Commentary on the Gospel of Matthew*. Grand Rapids: William B. Eerdmans Publishing Company, 1999.
- Kingsbury, Jack D. *Matthew*. 2nd ed., rev. and enl. Philadelphia: Fortress Press, 1986.
- Lachs, Samuel T. *A Rabbinic Commentary on the New Testament: The Gospels of Matthew, Mark, and Luke*. Hoboken, N.J.: KTAV Pub. House, 1987.
- Long, Thomas G. *Matthew*. Westminster Bible Companion. Louisville, KY: Westminster John Knox Press, 1997.
- Luz, Ulrich. *Matthew 1-7: A Commentary*. Trans. Wilhelm C. Linss. Minneapolis: Augsburg, 1989.
- \_\_\_\_\_. *Matthew 8-20: A Commentary*. Trans. James E. Crouch. Hermeneia – A Critical and Historical Commentary on the Bible. Minneapolis: Fortress Press, 2001.
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# THE INDUCTIVE METHOD

"In truth thou canst not read the scriptures too much;  
And what thou readest, thou canst not read too well;  
And what thou readest well, thou canst not too well understand;  
And what thou understandest well, thou canst not too well teach;  
And what thou teachest well, thou canst not too well live."

--Martin Luther

It is the privilege and responsibility of every student of the Bible to go directly to the Scriptures and discover there the message of the biblical text. The practice of running to a commentary before studying the Bible itself gives a definite direction to one's study and a cast to one's thinking which may lead to conclusions never intended by either the biblical author or the Holy Spirit. Further, that individual deprives himself or herself of the blessing of discovering eternal truths personally. After all, those who write the commentaries have to get their material in the same way any Bible student can get it. It should not be necessary for the student of Scripture to depend only on the research of another. This inductive method is one way to enable one to develop rapidly in the ability to do independent Bible study.

The inductive method proceeds from the circumference to the center, from fact to principle, from details to a synthesis, from factual evidence to conclusions, from the specific to the general, from the concrete to the abstract. It is zealous to gather all the pertinent evidence before drawing conclusions; it believes that no explanation is preferable to the wrong one; it prefers to defer a final decision until all the evidence is gathered rather than hazard a decision on slender evidence.

## Characteristics of the Inductive Method

1. The inductive method proceeds from the specific to the general, from observation to interpretation, from sight to insight, from analysis to synthesis, from letter to spirit, from literature to life.
2. It seeks to discover the individuality of the book as a whole.
3. It is intensive, unwilling to exchange extent for depth and accuracy.
4. It is direct, unwilling to substitute secondary knowledge for primary knowledge.
5. It is literary, recognizing that the content is cradled in literary forms.
6. It is patient, persistent, expectant, creative, reflective, and prayerful in approach.

## Procedure for Inductive Study

Gather your basic tools:

1. Bible - NRSV, RSV, or NASB
2. Set of colored pencils or a computer generated text with color marking capacity
3. Organized space for notes

### STEP One: First Reading

This should be a cursory, one-sitting reading of the whole book, not slowly, aloud if possible.

Don't slow down in your first reading; this will be a constant temptation.

After this reading jot down answers to such questions as these:

1. Your general first impressions of the book.
2. Atmosphere. This may be the atmosphere of the book as a whole, or of its separate parts. Atmosphere words such as "hate", "love", "activity", are tone or setting words. Aim at one-word identifications.
3. Key words and phrases. You may not find many of these in your first reading, but you will probably notice some.
4. Key persons and events.
5. Other observations that might seem striking to you.

### STEP Two: Second Reading

The second reading should proceed more slowly than the first, and yet not too slowly. With this reading things should begin to crystallize and fit into a pattern, though that pattern may still not be too clear.

During this second reading, record further observations as you read. Thus they will be more thorough and definitive than those of the first reading.

Be inquisitive; ask yourself questions - Who? What? When? Why? How?

The major purpose of your second reading is the creation of chapter titles, which should serve not as an outline of the book, but as clues to the content of each chapter. The sum of them represents a condensed picture of the general flow of the book's message. Characteristics of a good title are:

1. Preferably one word, not more than three.
2. Picturesque words if possible (exceptions: personal names like Stephen for Acts 7, or a geographical name).
3. Words taken directly from the text; not a paraphrase.
4. No duplication or similarity of titles.
5. Words which tell you where you are in the book.

Do not move to reading the next chapter of the book until you have a satisfactory title for the chapter you have read.

### STEP Three: Third Reading

Read the book this time for the purpose of marking themes, concepts, and special terminology. Use a scheme something like this or of your own design. Different books will produce different subjects to be marked.

- Green references to sin, rebellion, or spiritual failure.
- Blue references to significant persons.
- Purple references to governmental/political leaders, kings, etc.
- Orange references to Christ.
- Yellow references to names of God.
- Red questions underlined in red; promises boxed in red.
- Brown references to time.
- Black references to geographical locations.

Circle the question marks.

Record further observations as you read the book.

### STEP Four: Fourth Reading

The major purpose of this reading would be to identify the major divisions and paragraphs and topics within each chapter.

During this reading you should check the chapter divisions in the Bible you are using. Make no changes without good reasons.

Re-evaluate your chapter titles.

Develop a title or brief description of each paragraph. Use no more than 5 to 7 words for the paragraph title.

Develop major book division titles of one to three words each. There should be no more than 6 major divisions in any book of the Bible and many books will have no more than 3 or 4.

Finally, develop a theme or title for the whole book that you are studying. This should be related very definitely to the major divisions of the book.

Record the book title, the book divisions and titles, the chapter titles, and the paragraph titles on a rough worksheet or chart. Be sure you identify the book divisions by chapter and verse and the paragraphs by verse numbers.

### STEP Five: Further Reading

This does not involve another reading as such, but rather exhaustive study as time will permit.

Get acquainted with background material, biblical criticism, and problems relating to the book. Use scholarly commentaries which deal with word meanings and textual problems.

Reassess your divisional points.

Record on the work chart the concepts you choose as most important.

## STEP Six:

Construction of final chart. A good chart necessitates attention to the following rules:

1. Be simple - overcrowding obscures perspective; the chart should be self-explanatory.
2. Be neat - what is worth doing at all is worth doing well.
3. Be honest - never withhold relevant evidence in the interest of theory; endeavor to interpret evidence without prejudice or bias.
4. Be pictorial - present ideas, movements graphically; do not present bare statistics without indicating their significance; employ eye appeal.
5. Be thorough - Spare no pains to ascertain the distinctive message of the book being studied, nor to present it with greatest accuracy and effectiveness.
6. Be modest - no chart is ever finished or perfect; you will need room for improvement; there will be fresh insights later.

The chart represents a panoramic view of the book, together with some interpretation. Accordingly, there may well be an analysis of the book into its paragraphs, chapters, and sections, along with some indication of the relation of the parts to the whole.

Paragraph titles are simply descriptive labels to recall the content of a paragraph. Such titles give a spatial outline of the book; the usual topical outline provides a logical analysis - both are important.

Equipment: Heavy chart paper is preferable. Type or use ink on the chart. Colors may be used to indicate relationships, for example, related paragraphs may have the same color. Perhaps the most convenient form of a chart is that which uses letter size paper (8 1/2 x 11) hinged at the left side by scotch tape. A roll is often inconvenient to handle.

**Evaluation Form of a Bible Presentation by  
A Nazarene Theological Seminary Student**

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(Student Name) \_\_\_\_\_

**Date of Presentation** \_\_\_\_\_ **Church** \_\_\_\_\_

**Pastor** \_\_\_\_\_ **Church Phone** \_\_\_\_\_

**Biblical Passage** \_\_\_\_\_ **Setting** \_\_\_\_\_



Answer the following questions using this system: 5 = excellent, positive, very true  
4 = good, generally true, well-done  
3 = average, acceptable, okay  
2 = poor, weak, generally not true  
1 = terrible, not at all true

The student demonstrated knowledge of the biblical content of the passage. \_\_\_\_\_

The student taught me new truths about the meaning of the biblical passage. \_\_\_\_\_

The student made the biblical passage “come alive” to me. \_\_\_\_\_

The student communicated in a way I could understand clearly. \_\_\_\_\_

The student communicated so everyone present could understand. \_\_\_\_\_

I would like to hear more teaching of Scripture like this presentation. \_\_\_\_\_

Other comments you would like to make:

Your suggestions for improvement (of this assignment or of the student’s presentation)

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(Name)

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(Occupation)