

3. Let's study Micah chapter 3. Read the chapter repeatedly, looking for any of the second seven Laws of Structure listed above (you may or may not find all seven in any particular text). Note your observations below.
 - a. Repetition. Look for repeated words that point toward a theme, not simply multiple occasions of common words like "the" or "of."
 - b. Continuity. In this poetic literature, there will be an abundance of similar terms used repeatedly. For example, in 3:6, consider "night," "darkness," "sun will set" and "the day will go dark". What other examples do you find?
 - c. Summary. Do you see any summarizing statements?
 - d. Interchange. This chapter is structured around an interchange of alternating elements. Can you spot it?
 - e. Question and Answer. What questions are asked? Pay attention to when the question is asked in such a way that the answer is implied and assumed.
 - f. Pivot. Any examples of this?
 - g. Climax. I think there is an example of this in this chapter. Do you see it too? If so, how does a climax help to point out the author's emphasis?

Sermon Notes

"God's True Spokesman"
 Various texts in Micah
 July 1, 2018

Introduction

1. False Prophets

- a. _____ (2:6, 11)
- b. _____ (3:5, 11a)
- c. _____ (2:7; 3:11b)

2. God's True Spokesman

- a. _____ (1:8-9; 7:1-2)
- b. _____ (3:8)
- c. _____ (7:7)

Conclusion

Let's Pray:

Growth Group Homework

For the week of 07-01-18

Getting Started:

Keep an Overview of the Inductive Bible Study Process in Mind

There are three steps: observation, interpretation, and application.

1. Observation asks and answers the question: What do I see?
2. Interpretation asks and answers the question: What does it mean?
3. Application asks and answers the question: How does it work?

(Howard Hendricks repeated these questions so many times, I don't have a specific reference, but he's the one who taught them to me!)

Right now, we're still working on Observation skills. Stay with me, because you're about to hit pay dirt!

1. Picture a parent talking with her teenage child about something the parent feels is urgent for the child to know and understand. What communication clues or techniques does that parent use to communicate urgency or emphasis to their child?

How would the teenager know the main point of their parent's message?

Which of those clues or techniques are transferable to interpreting a Biblical author's main message?

Digging Deeper:

2. Stop and Pray. Paul prayed for the Colossians to "be filled with the knowledge of His will in all spiritual wisdom and understanding so that you may walk in a manner worthy of the Lord" (Col. 1:9-10). Probably a good checklist of things to ask for as you come to his Word!

Study Hint

"Detecting structure is a critical step in the Bible study process. When we get to Interpretation, we're going to ask, 'What does this text mean?' But we'll never be able to answer that question accurately until we've answered the observational question, 'What do I see?' Structure is the doorway to understanding an author's purpose." (Howard G. & William D. Hendricks, *Living By the Book*, Moody Press, Chicago, 1991, p. 119)

Knowing what to look for when reading is crucial. Here are some Laws of Structure for which you want to be on the lookout. Last week I gave you the first half of this list. Although we'll focus on the second half this week, I printed the whole list as a resource for you.

| Laws of Structure | Description |
|--------------------|--|
| Comparison | Two or more elements that are alike or similar (key terms: <i>like, as, too, also, than, likewise</i>) |
| Contrast | Two or more elements that are unlike or dissimilar (key terms: <i>but, yet, however</i>) |
| Reason | A basis or cause for some belief, action, fact, or event (key terms: <i>because, due to, for this reason</i>) |
| Purpose or Result | A declaration of the outcome, whether intended/desired ("purpose") or not ("result") (key terms: <i>so that, in order that, for the purpose of</i>) |
| Means | An agency, instrument, or method used to attain an end (key terms: <i>by, by means of, through</i>) |
| Cause & effect | One event, concept, or action that causes another (key terms: <i>therefore, so, then, as a result</i>) |
| Timing or Sequence | Order of succession (key terms: <i>then, after this, until, when</i>) |
| Repetition | The <i>same</i> terms or phrases used two or more times |
| Continuity | <i>Similar</i> terms or phrases used repeatedly |
| Summary | Opening or concluding abridged remarks on a subject or situation |
| Interchange | Exchanging or alternating certain elements |
| Question & Answer | The use of questions or questions and answers |
| Pivot | Sudden directional change that swings on one crucial central factor |
| Climax | A progression of events or ideas that climb to a certain high point before descending. |

(Adapted from Howard G. & William D. Hendricks, *Living By the Book*, Moody Press, Chicago, 1991, p. 49; Robert Traina, *Methodical Bible Study*, Francis Asbury Press, Grand Rapids, MI, 1985, pp. 50-52; Kay Arthur, *How to Study Your Bible*, Harvest House Publishers, Eugene, OR, 1994, p. 43-55).