

LESSON 7 Application— Studying by the Book Method

You are now ready to begin the actual application of synthetic study to Habakkuk. Once you have done a synthetic study, you can then go into as much detail in each verse as you have time for (intensive study), and you can relate and compare the book with other books in the Bible (extensive study). So, the synthetic method is not an *end* of Bible study, but a *beginning*. Our purpose is to teach you to do independent synthetic Bible study. This lesson will be a pattern to follow, and I hope you will choose another book of the Bible when it is completed and make the same application of your skills to that book.

Perhaps you should plan to do this lesson in more than one sitting. It involves repeated readings, note taking, and summarizing of material. The directions may look short, but they will take time to do. Just follow step by step and take as much time as you need to finish each step before going on to the next. Be sure to try to answer the study questions before looking up the answers we have given. There is more than one correct answer to some of them. Do not change your answers to conform to ours unless yours really need revising.

lesson outline

Steps in Observation

Step 1: Discovering the Main Theme

Step 2: Development of the Main Theme

Step 3: Terms, Atmosphere, and Literary Form

Step 4: Literary Devices and Progression

Outlining Habakkuk

Application

lesson objectives

When you finish this lesson you should be able to:

1. Follow the appropriate steps in observation for a synthetic study of Habakkuk.
2. Identify the main theme of Habakkuk by reading the entire book at one time.
3. Trace the development of the main theme of Habakkuk by reading the entire book at one time.
4. Point out terms (that need further study), atmosphere, and literary form in Habakkuk by reading the entire book at one time.
5. Use your knowledge of literary devices and literary progression to increase your understanding of the message of Habakkuk.
6. Make a preliminary outline of Habakkuk, and then develop it into an integrated outline.
7. Practice obedience to divine truth that you have discovered in order to gain a fuller understanding of God's Word.

learning activities

1. Read the opening section, outline, and objectives.
2. Learn the meanings of the key words that are new to you.

3. Follow each direction carefully as you study the lesson development and answer the study questions. There is no short cut to Bible study. The Bible has to be read to be studied.
4. Take the self-test at the end of the lesson. Check your answers.
5. Carefully review Unit 2 (Lessons 5-7), then complete the unit student report for Unit 2 and send it to your ICI instructor.

key words

arrogant
complaint

emerge
integrate

thematic
transition

lesson development

STEPS IN OBSERVATION

Objective 1. *Follow the appropriate steps in observation for a synthetic study of Habakkuk.*

The steps of the synthetic method are a repetition of the pattern: *read, observe, make notes as you go; read, observe, make notes as you go*. This continues until you have found all the information you set out to find, regardless of how many readings it takes. The whole idea is to gain familiarity with the book you are studying. Reading it through at one sitting each time you come to a reading step is the way to gain that familiarity.

Our instructions may tell you to read the book once to find certain information. If you do not find that information the first time, you may need to read it another time. The opposite is also true; you may be reading to find certain information, and at the same time see some other facts that are important to the study. You can note what you see at that time and perhaps omit one of the readings. You are going to be reading the book a number of times, anyway, so that you begin to *live* in the book. The end

result of your study should be that the book becomes a part of you—both in your Christian living and in your sharing of the Word with others.

Now if you read slowly, just plan to take more time than might otherwise be necessary. Actually, if you are a slow reader, it is a good idea to read the book *more*, not *less*. In that case, you may want to read Habakkuk through a time or two before you really start hunting for information, just to become familiar with the words and style of the book.

You are now ready to prepare a notebook page on which to write your observations as you read Habakkuk. Divide a sheet of notebook paper into four vertical columns, as you see in the drawing that follows. List the following items along the left side of the page, leaving about four lines of space between items: 1) Main Theme of Book; 2) Development (where the main theme appears); 3) Announcements Concerning Content (where the author says ahead of time what is coming next); 4) Terms; 5) Structure; 6) Atmosphere; 7) Literary Form; 8) Literary Devices; 9) Progression.

These items are the things you will be looking for as you read Habakkuk. As you find them, you will write them on this notebook page. Anything you find in chapter 1 will be placed in the chapter 1 column. Anything you find in chapter 2 will be placed in the chapter 2 column. Anything you find in chapter 3 will be placed in the chapter 3 column.

Step 1: Discovering the Main Theme

Objective 2. *Identify the main theme of Habakkuk by reading the entire book at one time.*

Prayerfully read the book of Habakkuk through at a single sitting to discover the main theme. This theme can be found as a thread running through all the chapters. You may need to read the book more than once before this theme becomes apparent to you. It is very important that you read it at a single sitting because *it is in the single sitting that the theme begins to emerge in your consciousness*. Sometimes if you break up your reading, you won't get the full impact of the book. So it

is a good procedure to read the book through at a single sitting to discover the main theme. *Now, lay aside this study book and read Habakkuk through.* When you are finished, continue in this study book.

If after reading Habakkuk you are not sure of the main theme, answer these questions: What topic or theme do the following verses all have in common: 1:2, 6, 8, 9, 12; 2:4, 6, 7, 9, 12, 15, 16, 17, 19; 3:1-15? What key verse in 2:1-4 supports the theme?

Application

2 Before you look ahead to the answer that is given, write the main theme of Habakkuk and reference for its key verse in your notebook.

Step 2: Development of the Main Theme

Objective 3. *Trace the development of the main theme in Habakkuk by reading the entire book at one time.*

Application

3 Trace the development of the main theme in Habakkuk as you look for references to judgment and punishment. Make notes of these references in your notebook. Condense what you find to a few words for each verse you list.

Announcements concerning content help to trace the main theme. Such announcements are statements that the author makes ahead of time, telling what is coming next. For example, the Gospel of Matthew begins with such an announcement: “This is the list of the ancestors of Jesus Christ, a descendant of . . . Abraham” (1:1). Here is an *announcement concerning content* and you are not surprised to find genealogy following it.

In 1 Corinthians 7:25 Paul says: “Now, concerning what you wrote about unmarried people.” That’s an announcement concerning content. It helps you to prepare for what’s coming, and gives you a clue as to the thematic development of the book. *Now, read Habakkuk through again at one sitting, looking for announcements concerning content.* Then do the following exercise.

Application

4 Write, in the proper rows of the columns on your notebook page, four brief *announcements concerning content* with their chapter and verse indications; then, compare your answers with ours. (If you did not find these announcements concerning content as you read Habakkuk again, check verses 1:1; 2:1; 2:4; 3:1 before doing this exercise.)

These announcements will help you (later in the lesson) to divide the book into meaningful sections for the outline.

Step 3: Terms, Atmosphere, and Literary Form

Objective 4. *Point out terms (that need further study), atmosphere, and literary form in Habakkuk by reading the entire book at one time.*

Answering the questions in this section may help you to focus on terms, atmosphere, and literary form. Read these questions *before* you read Habakkuk. *Then, read Habakkuk through again at one sitting, looking for terms (that need further study), atmosphere, and literary form.* Next, write out (in the proper rows and columns on your notebook page) answers to questions 5, 6, 7, and 8 and compare your answers with those suggested.

Application

5 *Terms.* Have you found any terms you do not understand? Have you found any terms that need special attention? Have you found any profound concepts that require further study? List them with their references in your notebook.

6 *Atmosphere.* Have you noticed any difference between the atmosphere of the first two chapters and the last chapter? *If you have not, read Habakkuk again and look specifically for the difference.* Choose a word that describes for you, the atmosphere or feeling you get from chapters 1 and 2, and then another word for chapter 3.

7 What is the *literary form* at the beginning of the book?

8 Where does the *literary form* change? To what does it change?

Step 4: Literary Devices and Progression

Objective 5. *Use your knowledge of literary devices and literary progression to increase your understanding of the message of Habakkuk.*

You are going to be looking for literary devices that we discussed in Lesson 5. You will have some questions to guide your observation. You're not going to be expecting to see every one of those devices, but you will find some that might help you understand Habakkuk as a whole. For example, if there is a pattern that you begin to notice throughout the book, it's obvious that to see its relationship to the whole book is important.

Consider the book of Colossians for a moment. In that epistle you have, in a very marked way, the pattern of *interchange or alternation*. Notice this pattern in these four passages from Colossians 2:20–3:10 which I have labeled A, B, A, B:

- A.** “You have died with Christ” (2:20).
- B.** “You have been raised to life with Christ” (3:1).
- A.** “You must put to death . . . earthly desires” (3:5).
- B.** “You . . . have put on the new self” (3:9-10).

These passages show implications of death with Christ and being alive with Christ. You can’t understand the book of Colossians unless you see the device of *interchange* in it. This device is vital! You have to see that A relates back to a former A, and that B relates back to a former B.

When looking for progression in literature, remember to look for *change*. You have learned about historical progression through the events of Israel’s journey from Egypt into the wilderness of Sinai. There are examples of ideological progressions from death to life. Habakkuk will have several ideological progressions. You will be looking for broad, overall changes from the beginning to the end. Now that you have read the book a number of times, you are beginning to become a little bit familiar with it!

The questions that follow will help you focus on literary devices and progression. Write the answer to each question in the correct row and column on your notebook. (If you need more space, continue on another page.) Read the questions *before* or *while* you read Habakkuk. Look at the answers *after* you have arrived at your own conclusions.

Application

- 9** What literary device is prominent in the first part of paragraph 1:2-4 and in the last part of paragraph 1:12-13?
- 10** Who is asking the questions in 1:2-4 and 1:12-13?
- 11** Who answers these questions and where (give references)?
- 12** What literary device is prominent throughout the question-answer- question-answer sequence that is found in 1:2-4; 1:5- 11; 1:12-17; and 2:2-20?

13 The book of Habakkuk begins with a questioning complaint (1:2-4). Try to compose one brief question in your own words that sums up this complaint.

14 Compose a brief statement in your own words that sums up the answer in 1:5-11 to this questioning complaint.

15 A second questioning complaint is found in 1:12-17. Remembering that evil was present even among the Israelites, compose a brief question in your own words that sums up this second complaint.

16 Compose a brief statement in your own words that sums up the answer in 2:2-20 to this second questioning complaint.

17 State the literary device and the words that express it in 2:6, 9, 15, and 19. Then state the words that express the same literary device in 3:17.

18 Name a literary device in 2:5 and another literary device in 2:8, explaining how the movements of these devices are opposite to each other.

19 What literary device does “but” suggest in 2:7?

20 Throughout chapter 3 there is an example of the literary device of *continuation*, with reference to the prophet’s personal outlook. 3:1-15 has a certain feeling or tone. 3:16 is a transition verse with a different tone, and 3:17-19 also changes. Read chapter 3 with these three divisions in mind. See if you can think of three words which describe the desirable development in this *continuation*.

21 Try to state a practical, spiritual lesson we can learn from the development of the device of *continuation* in chapter 3.

22 From the first part of the book to the last, there are at least four ideological progressions that can be seen. From your readings in Habakkuk thus far, can you complete the progressions that are found in the following passages?

- a** 2:4, 3:8, 3:18 From sin to
- b** 2:2, 3:16 From questioning to
- c** 2:4, 2:15-17 From wrong judgment to
- d** 2:2-4, 2:17, 3:2 From a call for wrath to

OUTLINING HABAKKUK

Objective 6. *Make a preliminary outline of Habakkuk, and then develop it into an integrated outline.*

Outlining Habakkuk will involve another reading of the book. Now, your goal is to develop a preliminary outline. *The structure of a book can be most easily found by writing a brief title for each paragraph of the book and noticing the relationship among those titles.* For the purpose of our outlining, I have divided Habakkuk into 19 paragraphs and have listed the chapter and verse designations for these paragraphs in the following exercise.

Application

23 List each of the following paragraph references on a separate line in your notebook. Read each paragraph carefully and think of a brief title that contains the “kernel” of meaning for that paragraph. Write the title next to the reference. (Write your title for each paragraph before looking at our title for it.)

1:1	1:12-17	2:9-11	3:1
1:2-4	2:1	2:12-14	3:2-15
1:5-7	2:2-4	2:15-17	3:16
1:8	2:5-6	2:18-19	3:17-19
1:9-11	2:7-8	2:20	

Notice how the *life of the righteous* (2:4), the *knowledge of God's glory* (2:14), and *His presence on earth* (2:20) provide a bright thread of faith that is woven into this tapestry of doom: faith that gives blessed hope for every believer.

In order to put your preliminary outline of paragraph titles into integrated outline form, look over these titles to see which ones will serve as main topics, which ones can be combined under a main topic as subtopics, and which ones can be combined as details under a subtopic (write combined topics in sequence—not on same line). Here is our pattern of designations and indentations for your finished outline:

I. Main Topic

A. Subtopic

1. Detail.

Note: There should be at least two designations at each level of indentation. If you can't find a B. to go with your A., then try to combine A. with the main topic; if you can't find a 2. to go with your 1., try to combine 1. with the subtopic.

Just in case you have access to other sources of Bible information, such as Bible dictionary or commentary, this would be an appropriate time to consult them and compare your outline with theirs. If you do consult another book, you are not wanting to find a reason to throw your outline away! You do not want to substitute someone else's outline, you want your own! If you compare your outline with another, you simply want to modify yours in places where it can be strengthened. The same applies to comparing the outline you make with the one in the textbook. Do not think yours has to be exactly like our example in the answer section.

Prepare a notebook page for your integrated outline. You will need about 18 lines. Usually, each of your paragraph titles will fit into one line of the outline; some will be main topics, some will be subtopics, and some will be details. Answering the questions in the next exercise should help you distinguish between main points and sub points. Reread each passage in Habakkuk and the paragraph title you have composed for it as

you answer the question concerning it (write your answers in your notebook).

Application

24 Consider 1:1; 2:1, and 3:1.

- a** What did you find in Exercise 4 that these verses contain?
- b** Since each of these three verses begins one of the three main sections of content in the book, what would be the obvious place in your integrated outline of the paragraph titles for them?
- c** What relationship do you think 1:8 and 1:9-11 have to 1:5-7?

25 Looking at your paragraph titles for chapter 1 and keeping your answers to *b* and *c* of the preceding exercise in mind, write your outline for chapter 1 in your notebook. Then compare it with ours.

26 Consider your paragraph titles for chapter 2.

- a** What are the verse references for the two paragraphs in this chapter that concern the greedy?
- b** Counting both paragraphs in chapter 2 on the greedy as one line in your outline, how many detail items will you have under the subtopic “Evil Destroyed but Righteous Saved” and what are they?

27 Looking at your paragraph titles for chapter 2 and keeping your answers to *a* and *b* of the preceding exercise in mind, write your outline for chapter 2 in your notebook. Then compare it with ours.

28 Keeping your paragraph titles for chapter 3 in mind, write your outline for chapter 3 in your notebook. Then compare it with ours.



The outline on your notebook page is now completed. If you want to extend this basic outline later, you have a good start. Details can be added as you come across them in your study.

APPLICATION

Objective 7. *Practice obedience to divine truth that you have discovered in order to gain a fuller understanding of God's Word.*

In Lesson 2 you learned that the basic steps in Bible study are: observe, interpret, summarize, evaluate, apply, and correlate. The lessons you have completed have centered on developing the skills you need for the early steps in study. Application is a little different from the other steps in that it involves more than skills you use. It involves attitude, will, relation to the Lord, and motive.


You have also learned that you should come to the Word of God with a reverent, prayerful attitude. It is God's message to man in general, but it is also God's message to you personally and to me personally. The Bible is different in that respect from all other books. Your intelligence and skill must be coupled with the help of the Holy Spirit to correctly interpret and apply the Scriptures. You must be born again through faith in Jesus Christ to be able to understand the Bible correctly. God's message is made clear through the enlightening of your heart by God's Spirit.

Application

29 Circle the letter of the correct ending. To correctly understand Scripture you must

- a) know Greek.
- b) be born again by faith in Jesus Christ.
- c) always rely on what other people say about it.

30 How are the following words related: observe, interpret, summarize, evaluate, apply, correlate?

- a) They are random words taken from Lesson 1.
 - b) They are six steps in Bible study.
 - c) They are interchangeable terms for leaning.
-
- 

If you are born again, and you have given these lessons thorough treatment, you have probably seen many ways in which the Scriptures apply to your life and circumstances. This application is a large part of the work and ministry of the Holy Spirit to you and for you. Jesus said: “The Helper, the Holy Spirit whom the Father will send in my name, will teach you everything and make you remember all that I have told you” (John 14:26). “When, however, the Spirit comes, who reveals the truth about God, he will lead you into all the truth. . . he will take what I say and tell it to you” (John 16:13-14).

Because God speaks to you personally as you read and study Scripture, no course you might take could lay before you all the situations and circumstances in which a given Scripture would apply to your life. God has something fresh to give you every time you open His Word!

There are ways in which you can cooperate with the Holy Spirit to understand the personal application of the Scriptures. It is that personal application of the Word that must be the end result of your study.

Application

- 31** Circle the letter in front of each true statement.
- a)** By studying a Bible course such as this one, you can learn the answers to all your questions about life.
 - b)** Any good Bible study course will reveal the solutions to all your problems.
 - c)** A Bible study course should show you how to get into the Word of God so that the Holy Spirit can speak to you personally through the Scripture.

Let’s consider some ways in which you can cooperate with God in receiving His personal message to you. There are positive things you can and should do to *increase the flow* of God’s enlightenment for your personal need, both recognized need and unrecognized need. This should be the end result of Bible study. *Ask yourself questions. Ask the Lord questions.*

Ask yourself questions that will purify your life, motives, and attitudes.

Am I living up to the light (understanding) I already have? You should be able to say “yes” to this question. If the Holy spirit reveals His will in your life and you refuse to obey His will, you will darken your heart. But, if you will live in obedience to the Word of truth you discover, you will always find more truth quickened to your heart. You will begin to understand deeper truth. The reason God reveals truth is because He is looking for obedience to it.

Application

32 Read the following Scriptures: James 1:23, 25; John 15:14; Matthew 5:19; 23 :3. What common theme do each of these show?

.....



So, it is in obedience to the understanding of Scripture that more understanding is obtained. This obedience includes a frequent confession of sins to the Lord. Yes, even believers must continually come to Christ for cleansing. First John 1:9 assures us that when we come, Jesus cleanses us. This cleansing removes barriers that would hinder us from understanding God’s truth.

The next questions you need to ask yourself are these: When I come to the Scriptures, do I have a believing attitude? Do I have a seeking attitude? Do I have an accepting attitude? Is my motive pure in seeking truth for my own life, rather than just being able to tell others what to do? These are important questions. Some people who study God’s Word like to pick and choose what they will believe. They foolishly refuse those truths that would make some changes in their way of living. Do not be like them. Accept all of God’s truth, even when it means you must conform your life to it in new ways.

Application

- 33** Fuller understanding of spiritual truth always comes through
- a) obedience to truth already known.
 - b) concentrated study of obscure Scriptures.
 - c) acceptance of selected parts of spiritual truth.
-

Ask the Lord questions and ask the Bible questions that will help you find the practical applications you need.

God's Laws and attitudes about things do not change. Since in the Old Testament God declared Himself to hate divorce (Malachi 2:16), you can be sure that He hates it just as much on the very date that you are reading this as He did when He spoke through Malachi. So, as you study Scripture, ask the Lord to show you the eternal truths that have been revealed in the passage. Ask the Lord these specific questions: "Is this something I should *believe*? Is this something I should *believe and act upon*? Is this something I should *apply in any way to my living*?" One well-known Bible teacher uses the phrase "comparable equivalents." By this he means, "What is there in my life situation today that corresponds to the biblical situation?" When studying the Bible, continually ask yourself, "HOW DOES THIS APPLY TO ME?"

Work through the following exercises to see some ways in which this search for practical application can be applied to Habakkuk. Answer in your notebook.

Application

- 34** Write a brief descriptive paragraph of life today in which you show comparable equivalents (as explained above) between situations we face and those described in Habakkuk 1:2-4 and 2:5.

35 Read Habakkuk 1:6; 2:2-4; 2:20; 3:19. What assurances can the child of God of our time receive from these verses?

36 Read Habakkuk 1:12; 3:16; 3:18; and 3:19. In order to be comforted by God as Habakkuk was, what heartfelt affirmations made by him in these verses must you make in your own heart? (Express your answer in your own words.)

self-test

MULTIPLE CHOICE. Circle the letter in front of the item in each question which is the best answer.

- 1** Steps in observation for a synthetic study of a book include
 - a)** reading but not writing.
 - b)** writing but not reading.
 - c)** reading and writing.
 - d)** neither reading nor writing.

- 2** The main theme of Habakkuk is
 - a)** limited to the first chapter.
 - b)** found in the second chapter only.
 - c)** limited to the third chapter.
 - d)** found in all of the chapters.

- 3** The thematic development of a book is anticipated through the author's announcements concerning
 - a)** atmosphere.
 - b)** content.
 - c)** progression.
 - d)** form.

- 4** Routine terms need
 - a)** less attention than other terms.
 - b)** more attention than other terms.
 - c)** as much attention as other terms.
 - d)** no attention at all.

- 5** Literary form in Habakkuk changes from
 - a)** poetry to drama.
 - b)** drama to poetry.
 - c)** parable to poetry.
 - d)** poetry to parable.

- 6** Atmosphere in Habakkuk is
 - a)** more positive at the end than at the beginning.
 - b)** less positive at the end than at the beginning.
 - c)** as positive at the beginning as at the end.
 - d)** not positive in any part of the book.

- 7** From questioning to confidence is a literary progression that is described as
- a)** doctrinal.
 - b)** biographical.
 - c)** ideological.
 - d)** historical.
- 8** A preliminary outline of a book consists of titles for
- a)** each chapter.
 - b)** the first and last chapters.
 - c)** the first paragraph in each chapter.
 - d)** all of the paragraphs.
- 9** The basic step in Bible study which deals most with personal relation to the Lord is
- a)** observation.
 - b)** evaluation.
 - c)** application.
 - d)** summarization.

Before you continue your study with Lesson 8, be sure to complete your unit student report for Unit 2 and return the answer sheet to your GU instructor.

answers to the study questions

- 1 Your answer. (Instructions for making your answer are in the study textbook.)
- 36 Lord, you are not only God but you are My God, Holy and eternal. I will quietly wait. I will be joyful and glad—not because things are right as yet but because God is my Savior. The Lord gives me strength and keeps me safe.
- 2 Answers may vary. Suggested main theme: *Judgment*, key verse: 2:4
- 35 The assurances that God is in control, will eventually make wrong situations right, and will give you strength to endure just as He gave it to Habakkuk.
- 3 Suggest answer (your answer may be different but just as good as this example):

1:2	“Save us.”
1:6	“Marching . . . to conquer.”
1:8-9	“Attacking . . . advance in . . . conquest.”
1:12	“So . . . they can punish.”
2:4	“Evil will not survive.”
2:6	“Conquerors . . . are doomed.”
2:9, 12, 15	“You are doomed.”
2:16	“Shame . . . drink . . . stagger.”
2:17	“You will be cut down.”
3:7	“People of Cushan afraid.”
- 34 In life today there is violence and trouble, just as then. There is quarreling and fighting. Laws often do not seem to be effective. Justice is often not done. Evil men seem to prosper. Greedy men are still proud and restless and wealth is still deceitful.
- 4

1:1	“The message that the Lord revealed.”
2:1	“Answer . . . to my complaint”
2:4	“This is the message.”
3:1	“This is a prayer.”
- 33 a) obedience to truth already known.

- 5** Suggested terms for further study. (You will undoubtedly think of others.):
 1:4 “Justice . . . perverted.”
 1:6 “I am bringing the Babylonians.”
 2:1 “Watchtower.”
 2:2 “Tablets.”
 2:6, 9, 12, 19 “Doomed.”
- 32** It is important to do what God’s Word says to do. (Answers may vary in wording but the idea should be similar.)
- 6** Atmosphere for chapters 1 and 2: *concern, fear, or questioning*. Atmosphere for chapter 3: *faith or positive attitude*.
- 31 c)** A Bible study course should show you how to get into the Word of God so that the Holy Spirit can speak to you personally through the Scripture.
- 7** Literary form at the beginning of the book: *drama*.
- 30 b)** They are six steps in Bible study.
- 8** In 3:1 the literary form changes to poetry (poetry that expresses prayer).
- 29 b)** be born again by faith in Jesus Christ.
- 28 III.** Introduction to Habakkuk’s Prayer (3:1)
A. Fear Expressed (3:2-15)
B. Fortitude Replaces Fear (3:16)
C. Faith Emerges (3:17-19)
- 9** Interrogation
- 27 II.** Waiting for God’s Answer (2:1)
A. Evil Destroyed but Righteous Saved (2:2-4)
 1. The Greedy (2:5-8)
 2. Arrogant Schemers (2:9-11)
 3. Murderous Crime (2:12-14)
 4. Punishment of Criminals (2:15-17)
 5. Uselessness of Idolatry (2:18-19)
B. God’s Presence (2:20)

10 Habakkuk or “man” is asking these questions.

26 a 5-6 and 7-8.

b Five: the greedy, arrogant schemers, murderous crime, punishment of criminals, and uselessness of idolatry.

11 God answers in 1:5-11 and 2:2-20

25 I. Introduction to God’s Message (1:1)

A. Complaint Against Evil men (1:2-4)

B. The Conquering Babylonians (1:5-7)

1. Babylonian Horses (1:8)

2. Babylonian Armies (1:9-11)

C. Greater Evil of Babylonians (1:12-17)

12 Interchange

24 a Announcements concerning content.

b Paragraph titles for 1:1; 2:1; and 3:1 will serve as the main topics of the outline.

c 1:8 and 1:9-11 seem to be details of the subtopic in 1:5-7, The Conquering Babylonians.

13 Suggested answer: Why are the wicked not punished?

23 1:1 Introduction to God’s Message

1:2-4 Complaint Against Evil Men

1:5-7 The Conquering Babylonians

1:8 Babylonian Horses

1:9-11 Babylonian Armies

1:12-17 Greater Evil of Babylonians

2:1 Waiting for God’s Answer

2:2-4 Evil Destroyed but Righteous Saved

2:5-6 Greedy Men

2:7-8 Greedy Men Plundered

2:9-11 Arrogant Schemers

2:12-14 Murderous Crime

2:15-17 Punishment of Criminals

2:18-19 Uselessness of Idolatry

2:20 God’s Presence

3:1 Introduction to Habakkuk’s Prayer

3:2-15 Fear Expressed

3:16 Fortitude Replaces Fear

3:17-19 Faith Emerges

- 14** The wicked will be punished.
- 22** **a** salvation.
b confidence.
c right judgment.
d a plea for mercy.
- 15** Why is it that the “more” wicked are used to punish the “less” wicked?
- 21** What is feared must be endured through faith in God!
- 16** The “more” wicked will also be punished.
- 20** 3:1-15 fear, 3:16 fortitude, 3:17-19 faith.
- 17** In 2:6, 9, 12, 14, and 19, *repetition* is seen in “you are doomed”; in 3:17 *repetition* is seen in “even though”.
- 19** Contrast
- 18** *Causation* in 2:5 moves from cause to effect while *substantiation* in 2:8 moves from effect to cause.



UNIT THREE

Other Methods Of Study

Lessons

- 8 Biographical Method of Study
- 9 Topical Method of Study
- 10 Devotional Method of Study