



“He put out the form of a hand and took me by a lock of my head, and the Spirit lifted me up between earth and heaven and brought me in visions of God to Jerusalem...”

Ezekiel 8:3

Packet by: Erik Borlaug

Embry Hills / Segment 1 / 2020

This belongs to: _____

1. Repeated Words/Phrases

It is one thing to see a repeated word such as, “the” and “a.” However, when you see a unique word/phrase repeated even twice, it is very important to understanding the message. Oftentimes unique words that are repeated become a key to understanding the main point of a text.

2. How the Text Begins & Ends

Sometimes a text will begin and end with the same concept, and the verses in between help fill in that concept. Other times a text will begin with one concept and end with another, and there is a logical flow that the verses in between explain.

3. Contrasts (Look especially for the word, “but” to see contrasts)

All throughout the Scripture, contrasts help us see major differences in people and concepts. If you put a square or circle around words that draw a contrast, it will help you understand the argument of the text.

4. Poetic Imagery (Focus on the words, “as” and “like” to see imagery)

Scripture is filled with poetic imagery – even the New Testament! Whenever you see the words, “as” and “like” you will often find a way to imagine what is being said. For example, James 1:6 says, “...*for the one who doubts is like a wave of the sea that is driven and tossed by the wind.*” James wants us to imagine someone who prays while doubting. To help us get the image, he wants us to picture a wave on the sea that is tossed everywhere. The word, “like” is what clues us in to the fact that poetic language is being used to imagine the concept. It is not the case that every single time “like” or “as” are used that poetry is involved.

5. Important Linking Words

- a. “Therefore” – draws a conclusion from things previously said.
- b. “And” – connects two words, concepts, and ideas.
- c. “Because”, “for”, and “so that” – explains a reason for something stated.
- d. “If” – describes something that is conditional.

6. Commands

Another tool for observing a text is simply to look for the things that are commanded. Whenever you see something that we are commanded to do, the surrounding verses often help us understand how to obey it or why we ought to obey.

Class Schedule

Class 1	Intro & Ezekiel 1-3	Sunday	Grant
Class 2	Ezekiel 4-7	Wednesday	Grant
Class 3	Ezekiel 8-11	Sunday	Erik
Class 4	Ezekiel 12-14	Wednesday	Erik
Class 5	Ezekiel 15-16	Sunday	Grant
Class 6	Ezekiel 17-19	Wednesday	Erik
Class 7	Ezekiel 20-22	Sunday	Erik
Class 8	Ezekiel 23-24	Wednesday	Erik
Class 9	Ezekiel 25-32	Sunday	Erik
Class 10	Ezekiel 33-34	Wednesday	Grant
Class 11	Ezekiel 35-37	Sunday	Erik
Class 12	Ezekiel 38-39	Wednesday	Erik
Class 13	Ezekiel 40-48	Sunday	Erik

Lesson 1A – Introduction to Ezekiel

1. Author
 - a. What does Ezekiel 1:1-3 tell us about Ezekiel?

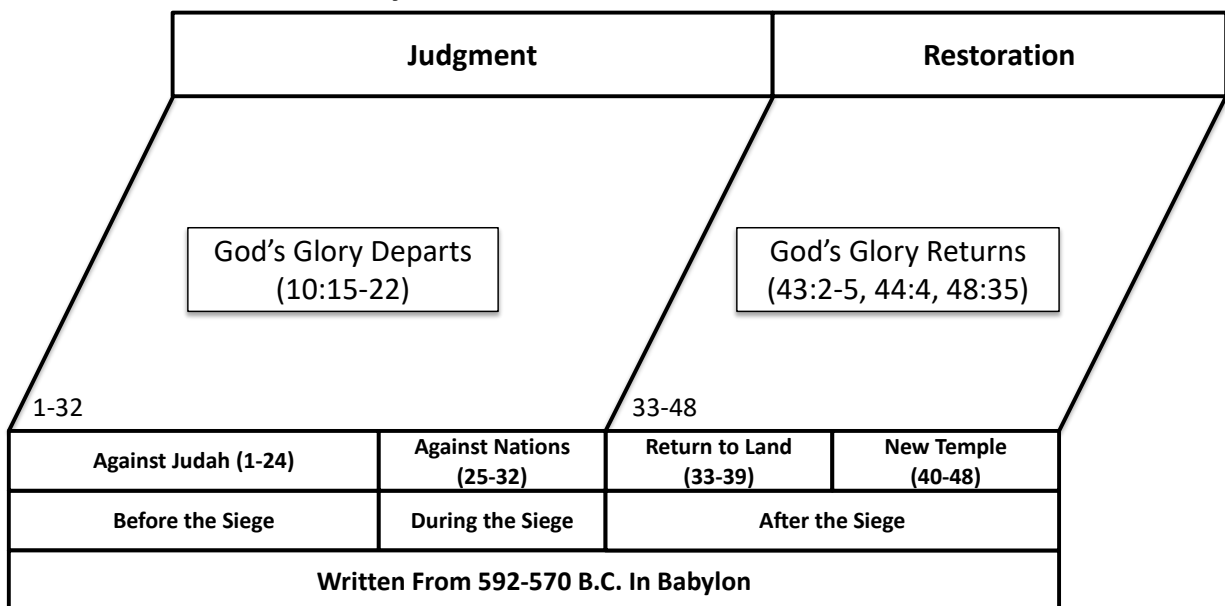
 - b. What do we learn about Ezekiel’s personal life from Ezekiel 24:15-27?

2. Audience
 - a. What does Ezekiel 1:1-3 tell us about the audience?

 - b. How did the audience consider Ezekiel’s preaching in 33:30-33?

3. How would you change or add to the chart below?

Ezekiel The Glory of the Lord



Lesson 1B – Ezekiel 1-3

4. What do you think are the main ideas/themes of Ezekiel 1-3?

5. Breaking Down the Text
 - a. Ezekiel 1:4-28
 - i. Why do you think the words, “like” and “likeness” are repeated so many times?

 - ii. In what ways would this vision be especially helpful to the Israelites in captivity?

 - iii. Where else do we read about creatures like the ones in verses 5-11?

 - b. Ezekiel 2:1-3:27
 - i. What is Ezekiel told about the audience to whom he will preach?

 - ii. Why does Ezekiel need to eat the scroll?

 - iii. Why do you think Ezekiel was bitter in 3:14?

6. In what ways does Ezekiel 1-3 challenge you to grow?