



“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 12 – Ezekiel 38-39

1. What do you think are the main ideas/themes of Ezekiel 38-39?
  
2. Breaking Down the Text
  - a. Ezekiel 38
    - i. What do verses 3-4 tell us about the outcome of “Gog” and “Magog”?
  
    - ii. What does it mean that Israel will “dwell securely” when the attack comes? (vs. 11, 14)
  
    - iii. How will God “vindicate” His holiness? (vs. 16)
  
  - b. Ezekiel 39
    - i. How much fire wood will Israel gain from the weapons of the enemies?
  
    - ii. How long will it take to bury the enemies when they are defeated?
  
    - iii. How does verse 25 contrast from Ezekiel 5:11?
  
    - iv. Is this describing a literal battle? Why or why not?
  
3. In what ways does Ezekiel 38-39 challenge you to grow?