

WORKSHEET 5

How to Think the Passage through

—without breaking your brain

Stop to Take It All in

The Pause that Really Refreshes

Alexander Fleming had an unprofessional habit: he failed to disinfect cultures of bacteria when leaving on vacations from his laboratory. But instead of ruining his experiments, the unexpected results vaulted him to the top of his profession; for when he returned to check his cultures, he found them contaminated with *Penicillium* molds which killed the bacteria. Seventeen years later, the Scottish bacteriologist shared the 1945 Nobel Prize for Physiology or Medicine with Howard Florey and Ernst Chain who established the therapeutic use of Penicillin as an antibiotic.

History credits Fleming with the discovery of Penicillin, but you might say more accurately that Penicillin found him. Science calls this amusing phenomenon—serendipity—the accidental discovery of something pleasant, valuable, or useful. Countless inventions, cures, and other marvels of science and technology—from silly putty to vaccines—owe their “coming out” to chance.

Even so, the most remarkable finds and breakthroughs took time and painstaking research—the patient offspring of persistent brainpower rather than overnight brainstorms. Take, for instance, the discovery of Pluto’s moon Charon in 1978. James Christy, an American astronomer was observing the remote planet with the 26” Alvan Clark refractor at the United States Naval Observatory in Northwest Washington, D.C. The veteran planetary expert was about to discard what he considered a defective photographic plate of Pluto, when his Star Scan machine broke down. While the device underwent repair, Christy had the time to study the plate again and discovered others in the observatory archives dating back to 1965 with the same defect—a slight bulge on one side of the planet’s photographic image. Highly magnified enlargements of the plates convinced Christy that the bulge was actually a large moon. Based on the orbit determined from the plates, Christy later predicted and observed a series of mutual eclipses of Pluto and Charon—that confirmed Charon’s identity!

Things normally come at us too quickly to be fully appreciated along the way. We need time to process what whizzed past us at the speed of life. In Christy’s case, he needed a change of pace to break his routine; others, like Hans Christian Oersted, need time off to restart their efforts.

The father of electromagnetism, Oersted also delivered his brainchild after an interruption. While preparing for an evening lecture at Copenhagen University, the Danish physicist noticed a compass needle deflected from magnetic north as he switched a battery on and off. The unexpected results convinced him that electricity and magnetism share a direct relationship, yet he did not try to explain what happened at the time of discovery. Three months later he launched more intense investigations, and shortly after that published his findings—an electric current produces a magnetic field as it flows through a wire.

Like Christy and Oersted, Bible students need to reflect on what they got from the text in order to think a passage through. That’s the best, and for most of us—the only way to take in everything that came our way at the speed of thought while we probed the text. Whether you need a change of pace, or a delay to give the passage time to sink in—reflection is the pause that really refreshes.

QUIKTOOLS for the job

- Prayer to connect and stay connected with Christ throughout your study
- All Color-tagged TextSheets
- Completed Worksheets 3, 4
- QuikSteps Bookmark
- A Study Bible
- Worksheet 5

QUIKSTEPS for the job

- Reflect on the text

QUIKSKILLS for the job

- How to let passages explain themselves

The **QUIKSTUDY MODEL**: Now is the time to check your peels for clues that connect them with the rest of the Bible

QUIKSAMPLE [Step-by-step, Reflection on the passage]

STEP 1

Review what you have learned so far

Round up the information you need to **reflect** on the passage:

- **Look over** Worksheets 3, 4 and **refer back** to the tagged TextSheets for helpful background
- **Separate** what you recognize from what you don't; read the text until you can say:
 - ➔ "This reminds me of..."
 - ➔ "I can identify with this because..."
- When you recognize anything in the passage that you have seen before in other passages, **STOP!**
- Go back to the verse triggered by your memory
- Reread and review it to refresh your memory of what it means
- Then reflect:
 - ➔ Think deeply and carefully about the two passages
 - ➔ Look for similarities or differences that help one to shed light on the other
 - ➔ Compare what the passage you are studying teaches, with lessons you have already learned on the same subject from the other passage

While **scanning** the rest of Jude, I came across something in verse 15 that **reminded** me of Rev 20:11-15

Lesson and Warning

From Prophecy

14 Even **Enoch, the seventh from Adam, prophesied about these people,** saying, "Look, **the Lord is returning** with many thousands of His holy ones, 15 to **execute judgment** against everyone, to **convict** the **ungodly** among them of all the **ungodly** things they've done in an **ungodly** way, and **ungodly sinners** of all the harsh things they have said against **Him.**"

Jude quotes true prediction from popular book, 1 Enoch Supreme Authority; come or go
To do; justice
To convince; irreverent
Irreverent
The Irreverent who fall short of God's mark

STEP 2

When you recognize something

- **Compare** the lesson of the text with what you already know
- **Evaluate** what you know by what the text teaches; either:
 - ➔ It will **confirm** what you already know, or **correct** it

Here is how I made the **connection** between Jude 14, 15 and Revelation 20:11-15:

As I read this passage, Jude 15 **reminded** me of the great white throne judgment in the book of Revelation, but I couldn't **remember** where John mentions it. So I looked in the **margin** of my Study Bible and noticed a **reference** beside Jude 15 to Revelation 20:11-15; I could just as easily have looked up "great white throne" in my **concordance** to locate the same text. Both verses present God as **everyone's** judge—and **executioner** of the ungodly—those whose names were not found written in the book of life (Rev 20:15); and in so doing, Jude 15 **backed up** something I **already** knew. Had Jude 15 **corrected** rather than **confirmed** what I previously understood, I would have **explored** it as something **new** to **learn** from the passage.

I used the top of Worksheet 5 to write about this thrilling rediscovery:

REFLECT ON THE PASSAGE	
Now is the time to connect what you learned from the passage with the rest of the Bible	
Did the passage back-up something you already knew?	Did the passage show you something that you didn't know?
<p><i>Revelation 20:11-15 says that that everyone faces judgment in the end and that only those written in the book of life will escape destruction.</i></p> <p><i>Jude 15 confirms this by saying that God will judge everyone in the end, and that He will only bring convictions against the ungodly—those who are guilty of ungodly behavior and speech.</i></p>	

On the other hand

While **scanning** the text of Jude, I came across something **new** to me in verses 4, 11

Lesson/Warning	4 because certain people , who were condemned in writing a long time ago, have slipped in unnoticed , ungodly people , who turn God's grace into a license for reckless behavior and deny our only Master and Lord .	Decision against a criminal Settle in stealthily; irreverent Pervert God's forgiveness & power to overcome sin into permission to sin; & contradict
Warnings and Lessons	Woe to them because they have followed Cain's path rushed headlong into Balaam's mistake for profit and annihilated themselves in Korah's rebellion ;	Symbolic leaders of wickedness; to travel; to gush To destroy fully; standard figure of rebellion against law

STEP 3

When the text teaches something different from what you already know, or you don't recognize anything

- **Consider** it something **new** to **explore** and **learn**
- **Review** it until you can **explain** it in your own words

Here is how I **learned** something **new** from Jude 4, 11

As I read about the "**ungodly**" in Jude 11, I remembered that Jude had **previously** called those who slipped into the church, "**ungodly**" because they use God's grace as an excuse for sinning (Jude 4). Jude associates the "**ungodly**" gatecrashers of Jude 4 with the same sins as three of Israel's most infamous **antiheroes**: Cain, Balaam, and Korah. He wanted his readers to see that, though they knew it was wrong, those who excused their sins, still **repeat** the mistakes of the past.

REFLECT ON THE PASSAGE	
Now is the time to connect what you learned from the passage with the rest of the Bible	
Did the passage back-up something you already knew?	Did the passage show you something that you didn't know?
	<p><i>The ungodly people who slipped in unnoticed also turned God's grace into a license for reckless behavior, contradicting the Lordship of Jesus in their lives.</i></p> <p><i>Such a lifestyle has its consequences. According to Jude, they followed in Cain's footsteps, rushed headlong into Balaam's mistake for profit, and annihilated themselves in Korah's rebellion. In other words, those who excuse their sins—tend to repeat the mistakes of the past.</i></p>

When you can't remember other verses in the Bible related to your passage, you may find verses that are:

- In the same book, among those that answered your questions while probing the passage
- In the margin of your study Bible, among those suggested there by the publisher
- In Strong's Concordance, among those listed under words, people, places, or things that you tagged in the passage

How to confirm that passages are related to the one you are studying

Let the Bible rather than theology or tradition, link the passage with the rest of God's Word, because the Holy Spirit"

- Led the Bible writers to quote, refer to, borrow from, or base what they said on—earlier writers, and
- Thereby set up inspired connections between them and their writings
- To recognize an inspired connection:
 1. Match up the topics, personalities, places, activities, or occasions in both verses
 2. If they do match, go on to match up:
 - What the personalities either do or what happens to them
 - What happens in or what happens because of the topics, places, or occasions

For example, let's verify a connection between Jonah 1:17 and Matthew 12:40

- Do the topics, personalities, places, activities, or occasions match?
 - Yes: both verses feature Jonah and the big fish
- Do what these personalities do or happens to them also match?
 - Yes: in both verses, the fish swallows Jonah and Jonah ends up 3 days and 3 nights in the fish's belly
- When all the items match, the verses are connected by divine inspiration and qualify for comparison

QUIKSKETCH

Nothing matches the thrill of **discovering** treasure—except for the sheer pleasure of **depositing** a scriptural fortune in your spiritual memory bank. If you **dig** hunting for buried treasure, then you'll **really get into** settling what you've learned from the passage among the trove of truths you have already collected from the Bible. After all, Howard Carter did spend more time savoring what he found at Tut's tomb than he did searching for it.

As you consider each gem, Worksheet 5 will **test** to see what it has added to your stash, either: (1) **backup** for something you already knew, or (2) something **fresh**. Then you will know **where** to store it among the priceless thoughts God has already given to you and also **how** to bring it—to life