**Misreading Scripture**

**Introduction**

**Objective: The goal of this introduction is to introduce to shed light on the ways that western readers often misunderstand the cultural dynamics of the Bible.**

1. Exercise #1: Read Revelation 3:14-16.
2. Define the following words based on your cultural context.
3. Hot:
4. Cold:
5. Lukewarm:
6. Based on the text and defining what the above words, what was John’s true intent of this scripture?

**The Problem**

***“Because we believe the Bible is God’s Word to us, no matter where on the planet or when in history we read it, we tend to read Scripture in our own when and where, in a way that makes sense on our terms.”***

1. Define Worldview:
2. Look at the picture of the iceberg and identify the area of the iceberg that exemplifies your worldview.
3. Explain the phrase, “what goes without being said.”
4. When a piece of the puzzle is left out, something has gone without being said. How do you respond in these situations? How do you fill in the gap?
5. Exercise #2. Read Luke 15: 11-24. Repeat the parable to me.
6. If our cultural context and assumptions can cause us to overlook a \_\_\_\_\_\_\_\_\_, what else do we fail to notice?
7. What presuppositions guided your reading and interpretation of the text?
8. What have you discovered about yourself because of this exercise?

**Misreading Scripture**

**Introduction Part II**

**Objective: The goal of this introduction is to introduce to shed light on the ways that western readers often misunderstand the cultural dynamics of the Bible.**

1. Look at 1 Timothy 2:12-13 and explain the text in detail.
2. What is your interpretation of the text?
3. What does Paul focus on?
4. What new discoveries did you make concerning the text?
5. What does the law of Primogeniture state?
6. Based upon your understanding of this law, compare and contrast 1 Timothy 2:12-13 and Genesis 37:3.
7. What did you take for granted versus what Paul’s readers took for granted? What lesson did you learn from this oversight?
8. Exercise: Randy remembers grading his first multiple-choice exam in Indonesia. He was surprised by how many students left answered unmarked. He asked the first student he handed back the exam, “why didn’t he answer question three?” The student responded, “I didn’t know the answer.” Randy asked, “Why didn’t you guess?” The student replied, “What if I accidentally guessed the correct answer? I would be implying that I knew the answer when I did not. That would be lying.”
9. Explain your observations of this story and explaining your view.
10. What risk do you see in opening yourself up to new readings of the Scripture?
11. How ready are you to remove some cultural blinders and better read the text?
12. Take a moment to think through any biblical passages or issues you hope to understand better after taking this class.
13. One cultural difference we need to discuss is Language.
14. What is it about language that causes barriers in interpretation of Scripture?
15. How can we become better readers and interpreters of Scripture through a proper understanding of language differences?

**Lesson Three**

**Serving Two Masters (Mores)**

1. Define Mores and explain the role they play in interpretation of the Scriptures?
2. Explain why mores are “accepted without question.”
3. Explain how mores embody “the fundamental moral views of a group.”
4. If mores change over time, explain the “generation gap” this change creates.
5. List “mores” that block your understanding of the Bible based on you current understanding of mores.
6. If some words are neutral, what determines the connotation of a word?
7. Think about mores you have held for years. How do conflicting mores prevent the reader from correctly interpreting Scripture?
8. What happens when the reader projects their mores onto the Bible?
9. How does a view of the world dualistically play into the equation of leading Westerners to the temptation of compromise?
10. What danger do we face when we attempt to make our mores universal rules?

**Lesson Four Serving Two Masters (Sex)**

1. Consider the mores of sex, food, and money. How are these mores affected by our cultural blinders?
2. Look at the story of Lot in Sodom and Gomorrah (Genesis 19:1-9). How do mores play in the interpretation of this story across cultures?
3. Let’s look at 1 Cor. 7:1-35). Examine how cultural blinders lead to misinterpretation of Scripture. (Group exercise)
4. How does Thomas experience in the east (Indonesia) differ from Paul’s experience in the West (Corinth)?
5. Examine the story of the couple that called off their marriage/wedding because of Thomas’ teachings.
6. Identify the cultural blinders that lead to this decision.
7. Why would this be perceived as a appropriation of Scripture blinded by mores?
8. Compare and contrast the belief system within the proper context of the following text:
9. Genesis 2:24
10. Ephesians 5:31

**Lesson Five Serving Two Masters (Money)**

1. Compare and contrast Westerners and Non-Westerners view of wealth or money? 2 Thessalonians 3:10.
2. Look