

MIDWESTERN BAPTIST THEOLOGICAL SEMINARY

*Final Lesson Plan*

A PROJECT

SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR THE COURSE

DR34080 TEACHING PRINCIPLES AND METHODS IN HIGHER EDUCATION

BY

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KANSAS CITY, MISSOURI

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**U-HT 460 Biblical Theology**

11:30am - 2:20pm / Tuesday

3 credit hours

Spring 2021

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**I. ORIENTATION**

This is a 3-hour class period in which the lesson on the Primary Methods of Biblical Theology will be taught.

**II. Course Description**

An introduction to the discipline of Biblical Theology including theoretical foundations and practical application.

**III. Course Objectives**

Students who complete this course will be able to:

1. Create a cogent and comprehensive definition of biblical theology. (*Bloom's Taxonomy Levels I & II*)
2. Define the four primary methods of biblical theology. (*Bloom's Taxonomy Level III*)
3. Utilize the metanarrative of Scripture to interpret smaller portions of the Scripture. (*Bloom's Taxonomy Levels III, IV, & V*)
4. Exegetically trace, demonstrate, and describe biblical theological patterns and themes within an individual book. (*Bloom's Taxonomy Levels II, III, IV, & V*)
5. Exegetically examine and construct biblical theological patterns and themes as they span the whole Old and New Testament. (*Bloom's Taxonomy Levels IV, V & VI*)

Date	Lecture	BT Project Build-up	Book Review Due	Assignment Due	Reading Due
1/2/2021	Biblical Theological Methods	Produce a functional outline of book	Group 1: Goldsworthy, Intro	Reflection 2	Köstenberger, 1-13 Köstenberger, 14-27

\*This is the third class meeting of the course

#### **IV. LESSON PLAN LEARNING OBJECTIVES:**

By the end of this lesson, students will be able to:

1. Create a cogent and comprehensive definition of biblical theology. (Course Objective 1 - Bloom's Level I & II)
2. Identify and articulate how the relationships of Biblical Theology, hermeneutics, Systematic Theology and exegesis are integrated. (Course Objective 2 – Bloom's Level III)
3. Utilize the metanarrative of Scripture to interpret smaller portions of the Scripture. (Course Objective 3 – Bloom's level III)

#### **MATERIALS REQUIRED FOR THE LESSON (CLASS)**

- A modern translation of the Bible. This must be a physical copy, not one on your phone, tablet, etc.
- Paper
- Laptop –according to Syllabus Requirements (can be checked out through the Library)
- Köstenberger, Andreas. “The Promise of Biblical Theology: What Biblical Theology Is and What It Isn’t.” In *Midwestern Journal for Theology* 17.1 (2018): 1-13. (read prior to class)
- Köstenberger, Andreas. “The Practice of Biblical Theology: How Is Biblical Theology Done?” In *Midwestern Journal for Theology* 17.1 (2018): 14-27. (read prior to class)
- Goldsworthy, Graeme. *The Son of God and the New Creation*. Wheaton, IL: Crossway, 2015. (read prior to class)

#### **FOUNDATIONAL KNOWLEDGE**

- Students will need to have clear-working definitions for hermeneutics, exegesis, Biblical Theology, Systematic Theology (These should be developed in the previous classwork and through the assigned reading).
- Students will acquire the knowledge of the relationship of Biblical Theology and Systematic Theology by reading the assigned works of Köstenberger and Goldsworthy prior to the class.

#### **SETTING THE STAGE - Write-Pair-Share (55 Minutes)**

##### **WRITE: (20 minutes)**

Students will begin by writing a Reading Reflection on the Methods of Biblical Theology that come from the reading assignment. The following questions will be presented on a handout for them to choose 4 to answer.

**Key questions for Reading Reflection on Dr. Köstenberger’s lectures (your assigned reading): You must write a reflection on number 6 and then answer at least 3 of the other questions (4 reflections in total) in the 20 minutes allotted.**

1. His understanding of the meaning of Biblical Theology, what it is and what it is not? What does Köstenberger consider the goal of Biblical Theology to be? (Looking for the

importance of BT being the theology of the writers themselves and their focus on their historical context, beliefs, and convictions. It is not a personal reconstruction of the theology determined by the reader, church, or denomination. The goal of BT is to understand the theology of the Bible in its own terms before placing the theology into systematic categories.)

2. Identify at least two key people who have had significant impact on Biblical Theology and their contributions. (Looking for Gabler, Childs, Barr, and Schlatter)
3. How ought Biblical Theology and Systematic Theology relate? (Looking for the following ideas: Parent/Child relationship, Biblical Theology is based on introductory matters that lead to Systematic Theology, do Biblical Theology first, Systematic Theology last. Systematic Theology safeguards one's exegesis. Biblical Theology helps one guard from imposing questions and presuppositions on the text that often arise from a systematic approach.)
4. Dr. Köstenberger identifies the impact that one's personal presuppositions can have on Biblical Theology. What three areas does he list as being aware of and why does he conclude they are significant? (Looking for the following ideas: views on Scripture, introductory matters, and use of history. These are not necessarily problems if one is well grounded, however, this takes study, dialogue, and critique to be able to reconstruct a good Biblical Theology)
5. Köstenberger identifies four steps to establish a method of Biblical Theology, What are those 4 steps and how do they relate? (There are three basic ingredients beginning with historical analysis of the setting of the text, inductively studying the text in its own terms, studying the description of the text: the author's beliefs and convictions. These together produce an interpreter with the foundation to apply the information in a relative way for a contemporary audience.)
6. Identify the four ways of engaging in Biblical Theology. (1. Major themes – book by book, 2. Central themes through Scripture, 3. Single center of Scripture, 4. Metanarrative)
7. Dr. Köstenberger identifies four steps that are essential to engage in the practice of Biblical Theology, what are those steps? (1. Read and re-read the book identifying themes and emphases, 2. Identify the passage(s) where the theme is prominent, 3. Consider how the theme appears in patterns, placement, repetition, etc., 4. Develop a hierarchy from the previous step.)

**PAIR: (5 minutes)**

Students will have 5 minutes to prepare a 1-2 minute summary after completing their Reading Reflection, by gathering in groups of 3 (designate a spokesperson to report the answer) and answer the following question:

**Discuss the following: What are the two most important principles that Dr. Köstenberger addressed about BT and why do you consider them to be the most important principles? (there are no wrong answers)**

### **SHARE: (30 minutes)**

Have the groups take turns reporting on their discussions (the 1-2 minute summary from the PAIR exercise) while encouraging the entire class to engage in the discussion. It is appropriate for the professor to provide guidance and amplification in the discussion.

- What were the key principles that you discussed from the reading and why?
- How might we agree with those conclusions and how might we graciously challenge the thoughts?

(Lesson Plan Learning Objective 1 and 2) (this will likely produce a variety of answers from the various group perspectives. The activity will require the students to retrieve and repeat information (Bloom's I), summarize, relate, paraphrase, comment, and express ideas (Bloom's II), and examine, judge, and choose information (Bloom's III)).

During this time of class discussion, make sure to amplify Dr. Köstenberger's ideas in his lecture (the student's reading) regarding the four methods of engaging in BT. It is important to identify the connection of the methods to the course assignment in which the students focus on a book of the Bible. Be certain to mention that later in this class period they will work together in groups and together practice these methods.

[Feedback is afforded in two ways: 1) self-assessment as students reflect and engage with other students in discussion (Pair) 2) summative feedback as reflections are interacted with and engaged by class discussion.]

### **(5 minute break)**

AMPLIFYING THE LESSON (according to the class syllabus, students will present a report in class on Goldsworthy's book) *(30 minutes)*

Group 1 will present on the introduction of Goldsworthy's book. (Book Review Assignment - 15 minutes) Feedback is afforded in two ways: 1) Professor's comments will be recorded during the presentation and returned at the end of class, 2) Formative feedback will come in further discussion as the presentation on Goldsworthy's book will prompt class discussion moderated by the professor. (15 minutes of presentation, followed by 15 minutes of discussion) (Lesson Plan Learning Objective 3)

Key questions for discussion following the presentation *(15 minutes)*:

What are some of the similar ideas and methods that Köstenberger and Goldsworthy emphasize? (Centrality of Biblical Themes to do BT, the importance of the metanarrative of Scripture, the approach to interpretation is framed by the Bible itself.)

Looking at the Table of Contents in Goldsworthy's book, what can we anticipate the focus and direction of this work taking? (Goldsworthy is going to explore a specific theme and the metanarrative aspects of that theme. He will not be employing the methods that Köstenberger suggests by an in-depth look at an individual book.)

What are distinctions between the two that might be noted upon further reflection?  
(Goldsworthy immediately focuses on the theme of Son of God, whereas Köstenberger maintains a broader focus on methodology.)

PRESENTATION OF NEW MATERIAL (30 Minutes) Lecture on Biblical Theology: (Utilizing information from *A Biblical Theology of the Old Testament*, Zuck, Merrill, and Bock, *Invitation to Biblical Interpretation*, Köstenberger and Patterson, and *New Testament Theology*, Guthrie.)

- Introduction of new terms
  - Diachronic – change over a period of time – relates to Biblical Theology
  - Synchronic – reference without consideration of historical aspects – relates to Systematic Theology
  - Inductive Bible Study Method – Biblical Theology
  - Deductive Study Method – leads to Systematic Theology
- We begin with OT Theology because it is the source for NT Theology with its
  - Structures
  - Themes
  - TheologyGive examples of the above elements (structure of redemption, Adam, priests, covenant, salvation, sin, etc)
- Present the history and development of Biblical Theology
- NT Theology's relationship to OT Theology and their relationship to higher criticism.
  - Reformers: plain meaning of the text
  - Post-Reformation: lack of consideration of historical background
  - Modern Higher Criticism: dogmatic differentiated to biblical theology - Gabler
  - Historical-critical method - sceptical attitude towards the historical Jesus and his teaching in the gospels – Bultmann.
  - Result was BT became nothing more than a history of Israel.
  - Crisis declared in 1970 by Brevard Childs, and Hans Frei – they sought out the value in the canonization of Scripture and literary nature of the Bible.
- Identify the importance of inductive approach to Biblical Theology for the Old Testament. (Reducing one's tendency to rely on presuppositions.)
  - Who?
  - What?
  - Where?
  - When?
  - Why?
  - How?As you do, make note of:
  - Words repeated multiple times in a passage
  - Anything that can be put into a list

- Words that indicate a change in topic or time
- Words that contrast one thing against another
- Words that indicate cause and effect
- The NT use of the OT Scriptures
  - Structures, themes, theology
  - References to the OT and the uneven spread throughout the NT
  - The question of warrant – why does the NT writer employ the OT?
    - Prediction/fulfillment
    - Allegory
    - Introductory formulas
    - Theological themes
    - Appropriation – the OT sets the stage for the NT writer to use the passage.

### **(5 minute break)**

### **PUTTING THINGS INTO PRACTICE (50 Minutes)**

#### **Individual Practice (10 minutes)**

1. Students will write their own definition of Biblical Theology and include a brief summary of Biblical Theology's relationship to other disciplines as learned in the lesson and lecture. This should be between 200-250 words. They will be able to use their notes to assist them. (Lesson Plan Learning Objective 1) This assignment will be turned in as a record of who is present and for feedback on the student's learning from the lecture.

#### **Group Practice (20 minutes)**

2. Students who are assigned the same book for their project will be grouped together to discuss and apply the principles of Biblical Theology and Inductive methods to the assigned book of the Bible. Each group is to designate a spokesperson who will share their discoveries and insights with the class. They will consider the following questions:
  - How do we correctly consider the methods of Köstenberger as we interpret this book?
  - What structures, themes, and patterns stand out in the book?
  - What key theological concepts are present?
  - How do we begin to see application of the previous ideas, themes, and theological concepts for our audience?

Encourage the groups to focus on the 4 methods of Biblical Theology from Köstenberger and how the key questions of Inductive Bible Study can and should be used in developing the lesson plans for the assignment. They should identify structure, themes, and theological concepts to be explored as they will be working to develop the lesson plan for their Bible Study / Sunday School curriculum. (Lesson Plan Learning Objective 2) (20 minutes)

#### **Discussion of outcomes from the Group Practice (20 minutes)**

3. Spokespersons from each Group will identify their book and summarize their group's findings with the class. (There are 4 books assigned so there is time for about 5 minutes of summary and input per group.) (This will enhance the perspectives and understanding of the application of the concepts allowing the professor to give feedback and guidance to the students about their understanding of the concepts and encourage their progress and success toward the completion of the course assignment. It will be important to make sure to help them identify structures found in each book, themes, and theological concepts. This will also afford evaluation as to how the students are understanding and able to apply the knowledge of this lesson. The group discussion and presentation afford a means to clearly identify the success of the lesson in reaching Bloom's Levels I-3 regarding the material in this lesson. If the lesson has fallen short the issues can be addressed in future lessons.) (Lesson Plan Learning Objective 3)

Closing Remarks to emphasizing the topics and cover the needed preparation for the next class and how the lessons are building together. (*10 minutes*)