

## Script Module 9: Subject Sentences and Divisions

We are coming to the final steps in our study and worksheet preparation. We now have before us two very important steps that must be firmly executed and firmly implanted in our minds so as to gather the entire scope of why we are studying. We know that repetition is the best memory aid for us and that using it develops our understanding beyond what is seen at the surface to the deeper meanings that are often subtle. It is important for us to realize that in this day and age many churches and Sunday Schools are not preparing students who are capable of reading but also understanding the entire scope of the Word of God. This has happened because the literature that is being published is being used across the board for any number of congregations and for any number of students and also because the student quarterlies are filled with commentaries of different authors, different translations, skits, crafts, activities to accomplish the task of teaching. Add to this the idea that it is generally expected by the majority of Christians that it is the pastor's and Sunday School teacher's responsibility to do the study and the student is just to come and be "entertained." Thus the church is failing to teach the truth of Eph 4:12 "equip the saints for the work of ministry." If the recent study that was released by a current Sunday School board saying Christians are illiterate is correct, what then can we assume? We can then assume that the leaders are failing in their task to equip. This leads to dependence and harkens back to the middle ages when only the priests could read and interpret scripture. We must move beyond that and to do that we must dig in and seek truth. That comes with reading, re-reading and reading a third or even a fourth time. We must develop such a hunger for God's Word that we are part of the equipping process not part of the dependence process.

You have now done the majority of the work in the passage we have been working through and now are ready to define the passage by giving it a "title" and breaking it down into segments. This will help us should we have the time/opportunity to share this passage in a teaching scenario and/or with a colleague or even a neighbor. God wants us to use His Word.

**Slide Two:** There are several reasons noted for why we want to have a "title" or subject sentence. On slide two you will note that I have listed for you six reasons for the task before us. Let's look at each one:

1. Recalling the passage intent/purpose/place. When you write a subject sentence or "title" you are bringing back to your memory where this account took place, perhaps the main teaching of the passage, its reason for even being included in the Bible at this point in time. As Paul taught Timothy in 2 Tim 1: 13 it helps us hold to the standard of sound words. In other words it will give us a foundation and as John wrote in Revelation to the 7 Churches, will assist them in being conquerors or overcomers when trials come. As we develop this step it will then provide for us opportunities to teach others, note that is equipping, with the truths that God has entrusted to your care. This is then a responsible step for all of us to take.
2. Directs one's thoughts to the author's purpose at that point in time and also for you the reader/student in your time frame. The Word of God was faithful then

and will be faithful now and will not falter. It is the same yesterday as it is today. In that same passage of 2 Timothy, Paul wants Timothy to be prepared so he can teach others. This sounds like equipping again! Paul wanted Timothy to know that when his time is over and he is lifted heavenward there will be others to take over and lead the new congregants and believers. So in this study we must know what the author meant in the time he wrote and also see the important truths that we can use “now.” Do you notice how the word equipping is a repeating refrain?

3. It is what defines a teacher’s point. If you teach you need a starting point and a summary for your students. What better way than having a “title” to share with the class so as to direct their thinking. It is the same as a warm up exercise but more directed.
4. It is also what the learner needs for focusing. Why is the student in need of learning? Why does he need to understand? What is in this passage that he can recall later after he leaves the lesson? A “title” subject sentence will assist in that endeavor.
5. It defines the 5W’s and H questions all in one scope. It does this by utilizing the tool of sequence. You as the student or any other student can then recall the passage simply by asking those questions.
6. If you are a teacher it certainly aids in keeping the discussion on track. We all have been in classes where one student tends to distract the lesson by recalling experiences of no importance or no connection to the lesson at hand. Having a “title” subject sentence offers to the teacher a gracious way of getting the topic back on track.

**Slide Three:** The challenge comes with the use of only 10 words. But, the more you work at this step you will find that it will come easier with each passage you do. Make it a game and you will find that you not only will master this step but also enjoy it. The key is no more than 10 words; all words must come from the passage; and must be in sequential order. Sometimes this seems rather tedious but if you do it with excellence you will gain the ability to see scripture in your mind and are more apt to recall it. How often have we heard this question from parents to children: what did you learn in Sunday School today? What is the most common answer? I don’t remember or I don’t know. This is surely a frustration to parents and teachers alike. Just think; if you had a “title” subject sentence that you could refer to all through the lesson how much it would then be a part of the memory assistance factor.

**Slide 4:** On this slide are some questions to ask of yourself as you study. You may choose other questions but these are five questions that are most easily remembered. Try not to overburden yourself with more than these five and you will be able to adjust your thinking and your understanding.

**Slide Five** are some other ideas for you to consider as you are studying. Often we forget that these are a part of God’s marvelous talent of helping us to recall what He wants us to hide in our hearts. He then gives us picture clues which we use to explain truths, recall hidden ideas, and explain ideas to others. Here are five different ideas for

you to consider and explained each. As you read each day look for those ideas and come back to this slide when you are “stumped” in your understanding. It could be that one or more of these ideas is presented by the Holy Spirit.

**Slide Six:** Sample Idea.

**Slide Seven:** Slide 7 is a review for you of the the 5W’s and H questions and given you ideas from Matthew 14 that would be gleaned. As you read passages always keep asking those questions so the Holy Spirit can glean the truths that are often subtle as well as those in plain view. Look for the comparisons and the truths that come about when you list those ideas. For example how does Peter’s fear and doubt work together to reveal his feeble faith?

**Slide Eight:** On slide 8 let’s talk about the sequence of the account. God is careful to give us the step by step action plan. God is not the author of confusion but is articulate and careful to keep us in tune with His ideas, His truths. Not all passages fall so neatly into this design as Matthew 14 but learn from those passages that do, so that when you find one that does not fit easily, you can utilize the techniques.

**Slide Nine:** These are samples! You can now write your own. Try it and see what you can do. Then try a different passage to practice and hone your skill. A good idea is to take your daily Bible reading and work it through in your journal. For example 1 Cor 12-14 was one day’s reading. That passage is all about the use of spiritual gifts. One verse in particular stands out: vs. 25 that we are to meet the needs of others. The reason given is that without that step our gifts are not only hidden but the body has to look elsewhere for those gifts if we refuse to utilize them. What a warning! So a good subject sentence for that passage would be: Utilized spiritual gifts meet a church’s needs. Or Spiritual gifts are gifts, use them or lose them.

**Slide Ten** is for your encouragement. Go and work on a passage and see how you do!

**Slide Eleven:** Now from all of the work you have done, let’s stop and give a high five or a Praise! You have earned a gold star for stepping up and doing the work. It is this author’s hope you are feeling good about this work even if it is hard.

**Slide Twelve:** Now let’s turn our attention to the Divisions. You have worked on this step as you have been reading, re-reading and reading again. By now you have the picture in your mind. If you do not, use these 5 reminders of why you are working on this! Our challenge is to see the passage in its sequence. Remember that scripture you printed out? Now is the time to take your pencil and draw lines between where you think the breaks should come. After you have worked your scripture page, go to your Bible and see if your translation agrees with what you have decided. If it does not, do not worry. The Holy Spirit is mentoring and teaching you just as he taught those who did the translation. Use this as your stepping stone to excellence; practice, practice, practice.

This slide is a reminder slide of the steps we have outlined previously. Now is the time to actually write a mini-title for each of the segments you have decided to use as the breaks in your scripture. It is not needed but often if you begin with the same word in each segment it will help you get the flow of ideas. For example in your chapter that you read you noted in the sample that each division began with the word “Jesus”. That helps to cement the idea that Jesus was in charge, that He is the focal idea/person and that He is using this experience to teach us all about dependence and faith in contrast to fear and doubt. Or you may have gleaned a totally different idea than this author did and that is ok as well. Once you have gleaned your ideas, write them or type in the appropriate column. Put the subject sentence at the top and the segments below and just above the Principles section.

**Slide Thirteen:** You are doing great. We have just two last sections to do. So let’s push on ahead to finish this study sheet and see how it can be used to develop curriculum for a Sunday School Class. Are you ready? You do know what push stands for right? If not ...stay tuned to the next lesson