

# THE MIGRATION OF ABRAHAM

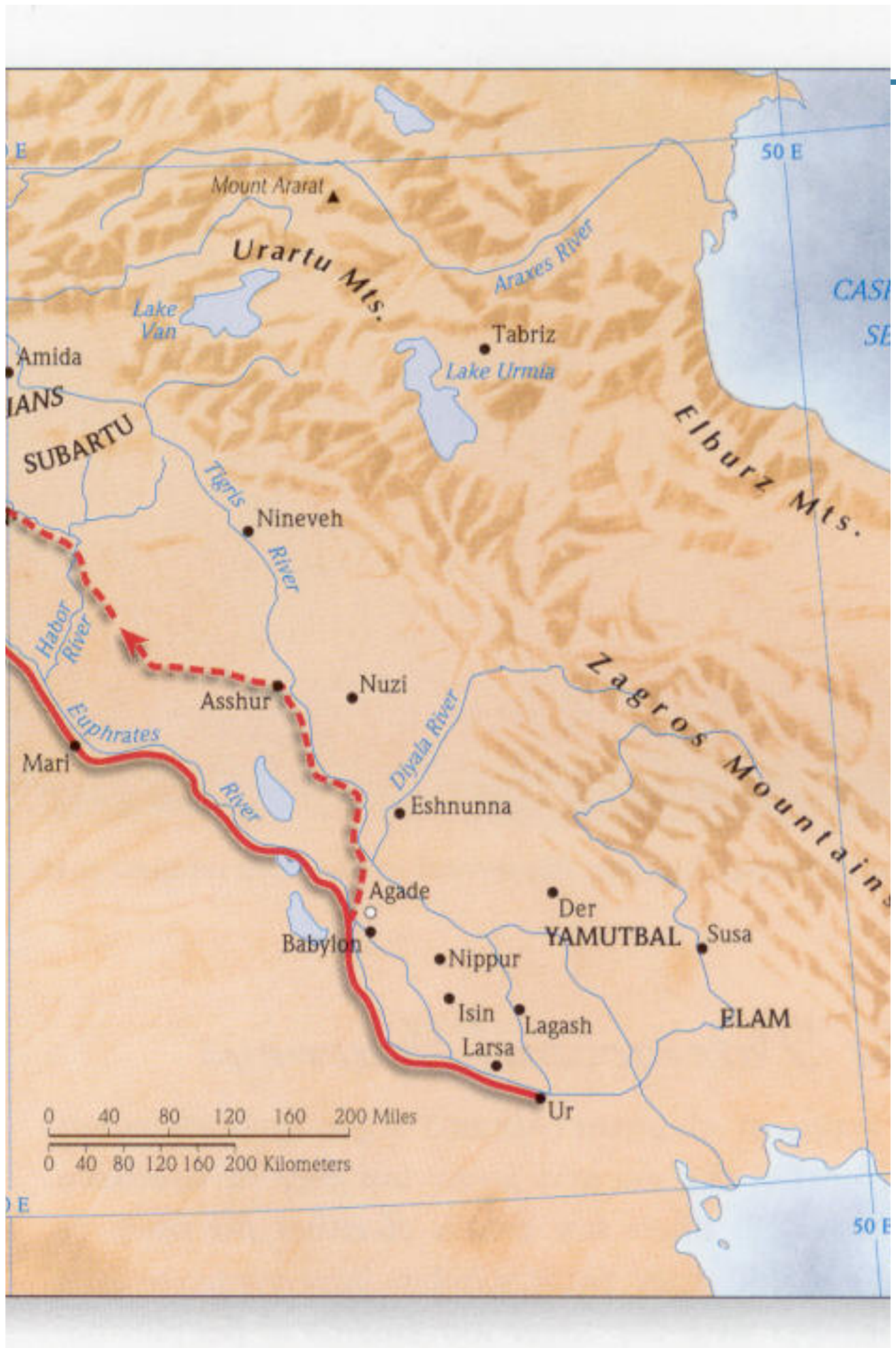
GEN. 11:27-12:9

- City
- City (uncertain location)
- ▲ Mountain peak
- ← Abraham's migration route
- ← - - - Abraham's alternative migration route



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# ABRAHAM IN CANAAN

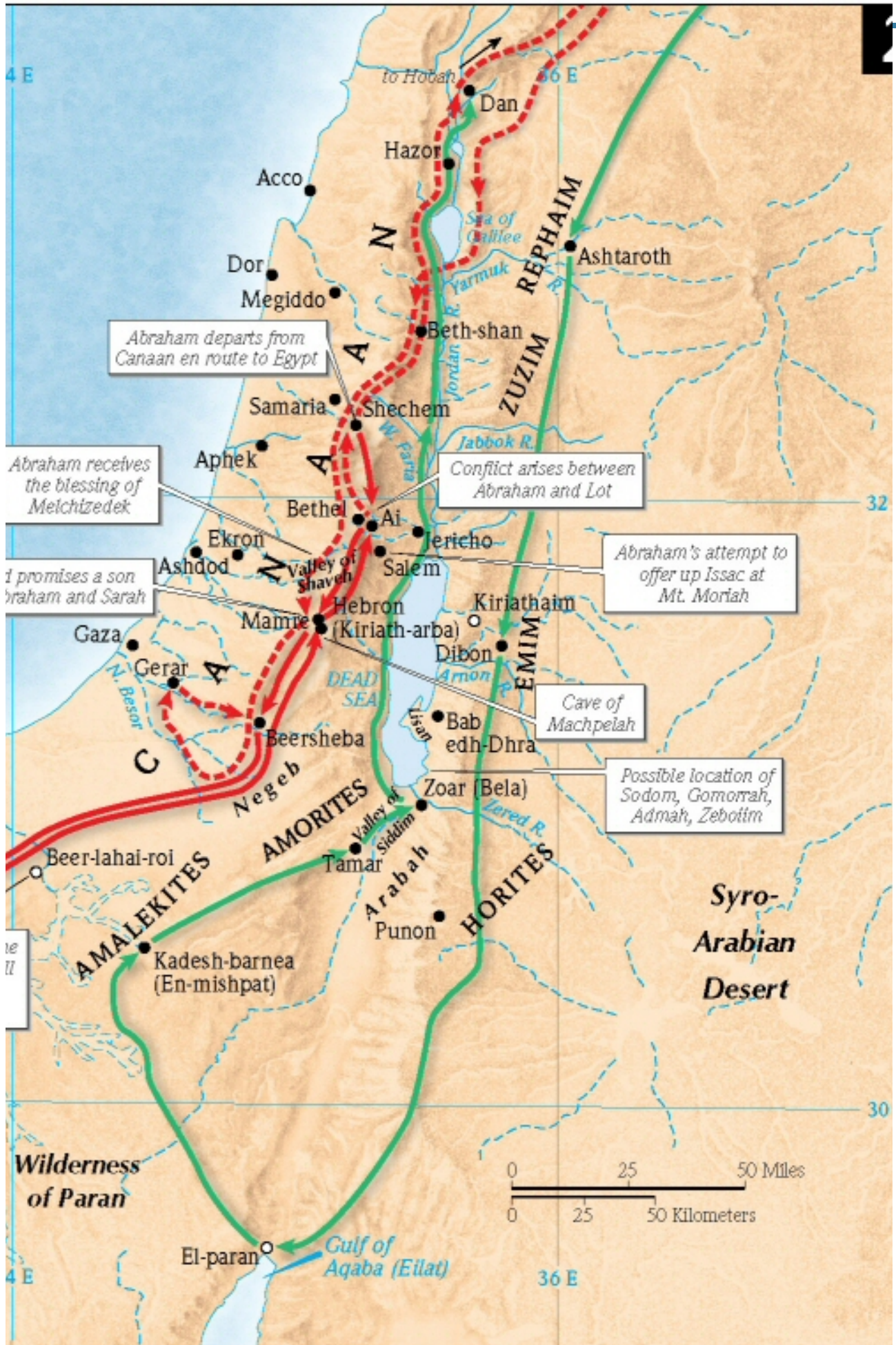
GEN. 12:10-14:24; GEN. 18-22

- City
- City (uncertain location)
- ← Abraham's migration to Egypt and return to Canaan
- ←- - Abraham's route of battle with enemy kings
- ← Military route of the kings from the north in Gen. 14



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One of several wells at Beersheba.

# The Faith of Abraham

## ***Part 1 of 3***

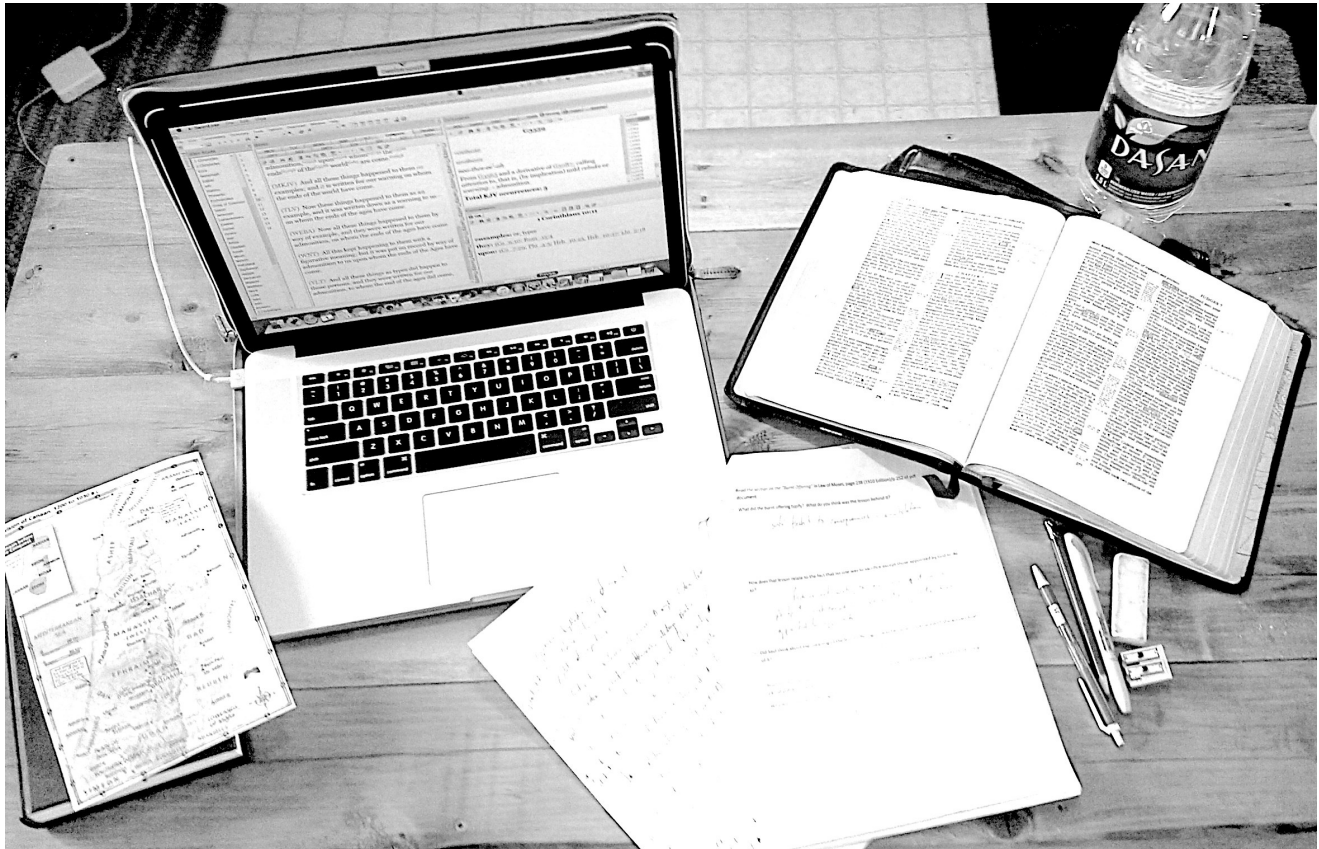
Summer Study Campout: July 4-8, 2018

Due: June 23, 2018 (part 1, 2 and 3)

RSVP by May 27, 2018 to [glendonrhoades@gmail.com](mailto:glendonrhoades@gmail.com)

NAME:

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A Recommended Study Setup. From right: Bible, pen/pencil/highlighter, workbook, scratch paper, laptop w/ e-Sword, maps and other resource books.

## WORKBOOK INFO

### Objective

An in-depth study of Abraham's life.

### Goals

- Develop stronger **Bible study habits**
- Become more effective in **use of study resources**
- Deepen understanding of the **lessons and principles** in the story of Abraham
- **Build relationships with others** around Bible study

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## Requirements

**All parts of the workbook must be completed by the due date in order to attend.** Note that the due date is 10 days *prior to* the start of the campout. If you feel you may not meet the due date, let the organizers know where you are in the workbook right away.

## Resources You'll Need:

**All resources are available in digital form from [www.nevercease.org](http://www.nevercease.org)>resources**

- **BIBLE**, preferably one with cross references and marginal notes. Space for notes beside the text is great, too. King James Version is preferable, with other versions to compare against.
- **Workbook, parts 1, 2, & 3, printed.** All can be downloaded at [www.nevercease.org](http://www.nevercease.org)>workbook and campout 2018. Part 1 is put out early, so that plenty of time can be given to the study. Part 2 and 3 will be put on the site in the next few months, God willing.
- Biblical resources:
  - **Strong's** concordance
  - \***ISBE** (International Standard Bible Encyclopedia)
  - **TSK** (Treasury of Scriptural Knowledge)

\*note that the **e-Sword** software (free download) has Strong's, ISBE and TSK as modules. ISBE must be downloaded through the module downloader in e-Sword. Click the "Download" menu, and select "Dictionaries". The "e-Sword Module Downloader" window should appear; select ISBE and anything else you'd like to add, then click the "Download" menu at the top of this window and select "Start".

- **Maps of the Middle East** (see first two pages of workbook)
- **Elpis Israel**, John Thomas
- **Chronikon Hebraikon**, John Thomas
- **Eureka**, Vol 1-3, John Thomas

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## STUDY SETUP

*This is a large study; it will take lots of time to work through. If you have a good study setup, you'll make good progress, and learn lots with the time you put in. If you have a poor setup, **you may spend 3 or 4 times as long on the study, and still not learn as much** as if you'd used a good setup. Get a good setup and you'll learn more, enjoy it more, and waste less time.*

**Use a print Bible, and have it open to the story of Abraham.** Having a Bible as part of your workspace means that you can easily glance back at any passage in the story with a turn of the head. Using a digital Bible on the same device you are using for research limits your ability to do this.

**Use a laptop** (or at least a tablet) for e-Sword. Small devices like cell phones are great for convenience and portability, but when you sit down to do a serious study, set it aside and use a laptop or desktop computer if you can. I find looking things up on a laptop about **3 times** as effective as looking them up on a phone, because you can see the passage in question, TSK, ISBE and Strong's *all at the same time*, without losing your place between screens. Less confusion=better study.

**Keep other resources handy.** Keep your workbook, a good map, scratch paper, and other books you are using for resource close by, so that you can easily look things up without losing your train of thought.

## HELP

The best thing you can do is **start early**. If you start early, and find you're having trouble, you have time to get help, and time to overcome learning curves. This is a challenging workbook, and a big study - particularly if it's the first time you've done serious Bible study. Don't be intimidated, but give yourself plenty of time, and I'll be happy to help you with difficulties that arise. Email me with questions or issues and I'll try to answer them or we'll set up a time to talk online or by phone. *Don't wait until the last second to ask for help!*

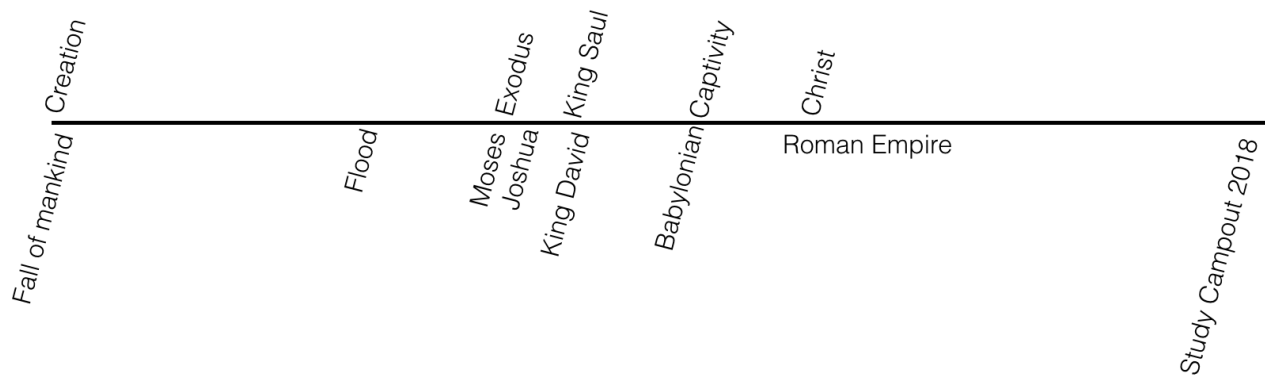
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## SECTION 1A: BACKGROUND

1. **Familiarize yourself with the general events of Genesis 1-8.** These chapters provide the *wider context* for the story of Abraham (you don't need to read these chapters, but look through them enough to know what stories are in them).



- 1.1. Where does this story fall in the history of the Bible? Draw an arrow in the appropriate place on the timeline above.
- 1.2. Was Israel a nation yet?
- 1.3. Has the flood happened yet?
- 1.4. Is everyone on earth related to one another at the time of Abraham?
- 1.5. Who is their most recent common ancestor?
- 1.6. Has the law of Moses been given yet?
- 1.7. Who wrote Genesis?

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1.8. When, approximately, would Genesis have been written?

1.9. **Read Gen 8:20 - Gen 11:32.** These chapters give the *immediate context* to the life of Abraham and introduce us to him and his family. Use this space for notes.

1.10. Where did the Tarshish descendants live?

1.11. Where did Canaan come from?

1.12. Have we already been told something about Canaan, prior to Gen 10? What?

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1.13. What was said about Shem and Japheth at that point?

1.14. Who was Nimrod (Gen 10)? *As you do this workbook, note where you got your answers. Facts about Nimrod might come from other parts of scripture (simply note the chapter and verse next to the fact), might come from a Bible Encyclopedia like the International Standard Bible Encyclopedia (simply put "ISBE" next to the fact), or might come from another book like Elpis Israel<sup>1</sup> (simply put "E.I. p 82" next to the fact). Your answers should look something like this as much as possible:*

Nimrod was a legendary, mighty hunter (Gen 10:9).

He descended from Cush and Ham, son of Noah (Smith's; also Gen 10:6-7).

It is thought that he hunted men, rather than beasts (E.I. pg. xix).

1.15. What does his name mean?<sup>2</sup>

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<sup>1</sup> Elpis Israel and many other resources can be downloaded from [www.nevercease.org](http://www.nevercease.org). Just click the "Resources" tab, then "Digital Library" and select the book.

<sup>2</sup> Strong's Concordance isn't very helpful here. Try using a Bible dictionary like Smith's or a Bible encyclopedia like ISBE (both available through e-Sword).

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1.16. Locate and mark the land of Nimrod's cities on the map (front of wkbk). see Gen 10:10-12. List the cities here (unless you already did above):

1.17. Find the meaning of the name "Babel" in Hebrew.

1.18. Why was this name used?

1.19. "Babel" has another meaning in the "Semitic language", i.e. the language family of the middle east to which Chaldee, Arabic and Hebrew belong. What else might the name have meant to Semitic peoples?

1.20. Why was the name appropriate for the city for ancient Semitic peoples of that area?

1.21. Anything else worth noting about Babel?

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1.22. What does the name “Shinar” mean?

1.23. What does Shinar mean in Hebrew<sup>3</sup>?

1.24. Who or what was Asshur (Gen 10:11)?

1.25. Where was the land of Canaan? Describe its boundaries, and mark the cities mentioned as Canaan’s territory (Gen 10) on your map.

1.26. What does it mean in vs 25 when it says “the name of the one was Peleg; for in his days was the earth divided”?

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<sup>3</sup> You may have found with e-Sword that *Shinar* is also mentioned in Zechariah 5:11. Eureka has a section in Volume 1 dedicated to “The Apocalypse in Zechariah”. Search the digital copy (pdf) of Eureka Volume 1 for the word “Shinar”. The pdf is available for download from [www.nevercease.org](http://www.nevercease.org); click on “Resources”, then “Digital Library” and select Eureka. **Always consider the context when searching through a pdf.**

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1.27. Gen 11:2 says in the KJV “they journeyed from the east”. However, the margin says “they journeyed *eastward*”. Do some research and use maps to find which is most likely correct.

*\*\*Note that the provided maps are not inspired. Some locations are disputed, and you should note the conclusions of your research on your maps.*

1.28. Are the events of Gen 10 and 11 *chronological*? I.e. do the events of Gen 11 begin *after* the events of Gen 10 have ended, or is Gen 11 telling the story of an event that happened sometime *during* the generations that Gen 10 outlined?

1.29. Gen 11:3 says “they had brick for stone”. What are stones likened to in scripture?

1.30. What is the difference between brick and stone? (Think ancient brick)

1.31. What do you think is the significance of the phrase “they had brick for (instead of) stone”?

1.32. “...and slime they had for mortar.” Was this the same “slime” as Noah used on the ark?

1.33. What does the original word for “slime” in Gen 11:3 indicate?

1.34. What might be the significance of this?

1.35. Gen 11:4 indicates two reasons for building the tower. What are they? What is the significance?

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1.36. It would be worth contrasting this first of man's huge works with the first building for God. Look at Solomon's building of a great temple for God in 2 Samuel 7. What was the primary purpose of Solomon's temple? Do you see a poetic contrast here with the tower of Babel?

1.37. Does God approve of the one-ness or unity of the people of earth in vs 6? Why might He not?

1.38. Are we commanded to be at unity with one another?



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1.39. Why the difference in God's desire for the followers of Christ and for the world at large?

1.40. Do some research on the European Union Parliament Building. Note any interesting findings.

1.41. What is the EU parliament's motto? Note any interesting coincidences and their significance.

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1.42. Gen 11:7-8 says God interfered directly with this work by confounding their language.

Do some research on languages of the world, and the different language families from which all languages come. Try to understand what a “language family” is and how related languages may have come about. Note your findings.

1.43. We’ve already seen there were at least a couple different meanings for the name “Babel”, as well as “Shinar”. What language or language family do these meanings come from?

1.44. Do you think that the confounding of the languages in Gen 11:7-8 could refer to languages *within* a language family, or does it refer to the *origination of the different language families*? Why?

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1.45. What do we learn from Gen 11:9? How major of an event was this in man's history?

1.46. What do we learn about the world of Nimrod from the tower of Babel? Compare it with modern society. What principles did it exhibit? Was it a good representation of Noah's faith, from whom the whole society had come?

1.47. How many generations after Noah did this tower take place?

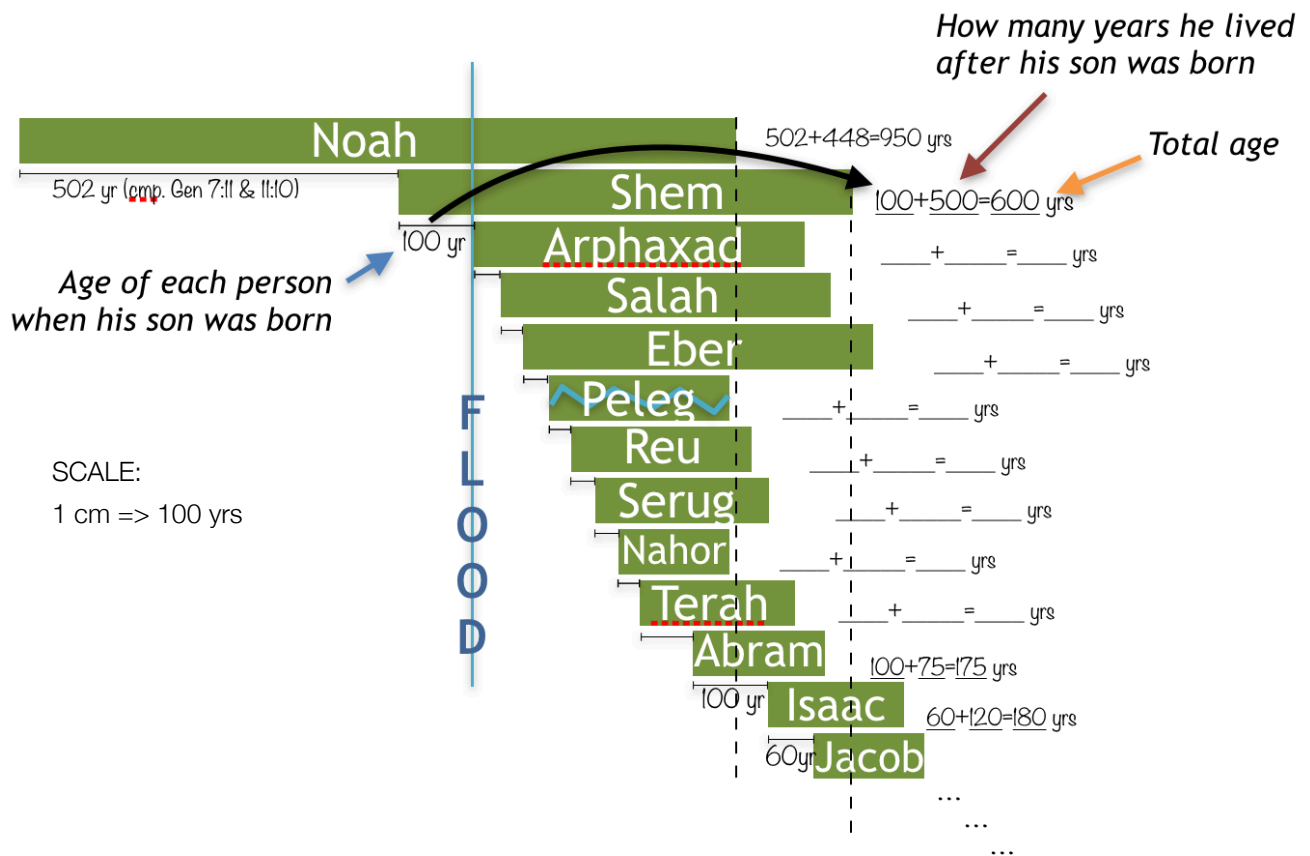
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## Genealogies of Genesis 11:10-32

- 1.48. Go through the genealogies in Gen 11:10-26, 32. Could you calculate the total age each person lived from these verses?
- 1.49. Calculate the total lifespan in years of Shem (vs10-11).
- 1.50. Calculate the total lifespan in years of Arphaxad (vs11-12).
- 1.51. Calculate the total lifespan in years of Salah (vs12-13).
- 1.52. Can you calculate how old Shem was when he became a grandfather?
- 1.53. Can you calculate how old Shem was when he became a *great* grandfather?
- 1.54. (Yes/No) Can you see how it would be possible to make a chart of these lives if we plotted each lifespan to scale? Then we'd immediately be able to see how many generations of his great, great, great, etc. grandchildren Shem got to see.

1.55. These lifespans have been plotted to scale. Each horizontal band shows the life of the person in relation to their descendants.

You need to fill in the ages given in Gen 11, and do the addition to get the total age lived. The first few have been done for you. For example: Shem was 100 yrs old when he had Arphaxad. He lived 500 yrs after Arphaxad's birth. That makes him 600 yrs old when he dies.



1.56. Was Abram alive when Noah died? If so, how old was he when Noah died?

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1.57. Do you think Noah was still alive when Nimrod began his kingdom and the tower of Babel was built?

1.58. How many generations after Noah was Nimrod? Circle the equivalent generation from Shem's line in the chart above.

1.59. Do you think Nimrod would have been alive during Abram's life?

1.60. Where was Ur in relation to Nimrod's kingdom?

1.61. Do you think what we've learned about Nimrod, his kingdom, and the tower of Babel give us a good idea of what society Abram lived in?

1.62. Did Shem or Abram die first?

1.63. About how old were people having their first child by Abram's time? (Remember that Abram was considered old when he had his first child, because Sarai was barren)

1.64. Was Noah still alive when the "earth was divided" in the days of Peleg (Gen 10:25)? Is this the same Peleg as Gen 11:16-17?

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1.65. How does this compare with the genealogy of Christ in Luke 3?

1.66. Can you find any explanation as to the difference? Note your sources.

1.67. This concludes Section 1A. **Re-read Gen 10-11:26** with the understanding you've gained about the events and characters in it. Investigate any questions or interesting points you haven't looked into yet and use the space below for them. Or summarize the big picture and what you are taking away from this section. Add pages if needed.

Extra Notes:

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## SECTION 1B: OVERVIEW OF THE STORY OF ABRAHAM

- 1.68. **Read Genesis 11:27 - Genesis 25 (13 chapters).** This provides you with an overview of the whole life of Abraham. When finished, you should know, in general terms, the *whole* story of Abraham. This is important to do before digging in too deeply.

*You can think about this study like studying a map. The first thing you do when you pull out a map is figure out what continent or country in the world it's giving a picture of - Africa? Asia? North America? the moon? We could call this the **wider context**. Next, figure out what region within that continent or country you're looking at (let's say it's in North America - but is the map of part of Texas or New England?). This is the **immediate context**. Next you look over the map and gain a familiarity with it, to get an **overview** of the situation - the rivers, the coastlines maybe, the large cities and major routes - that's what you're doing now by reading the life of Abraham through. You're getting an idea of the major events and milestones in Abraham's life. Next, we'll go through it **in detail** - once we've got the overview. In reading a map, we perhaps do all this subconsciously in a matter of seconds. With an in-depth Bible study, it takes longer, but the process is basically the same.*

- 1.69. With your Bible closed, list the events of Abraham's life in order, as best you can. I.e., recount the story's major events in bullet form. (Add pages if needed)



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*This concludes Section 1: Background and Overview.*

*Do you know how to do your own study? I.e. without a workbook?  
It's obviously a good thing to be able to do a study on any topic in scriptures.*

*Think about what we've done so far:*

- We've located the story in scripture, and looked through the 10 or so chapters before it to gain a wider context.*
- Then we looked at a couple chapters before the story begins in more detail to get the immediate context.*
- Now we've begun our study by getting an overview of the whole story.*
- Next, we'll begin back at the beginning of Abraham's story and look at it in-depth.*

*This is the basic framework for any study.*

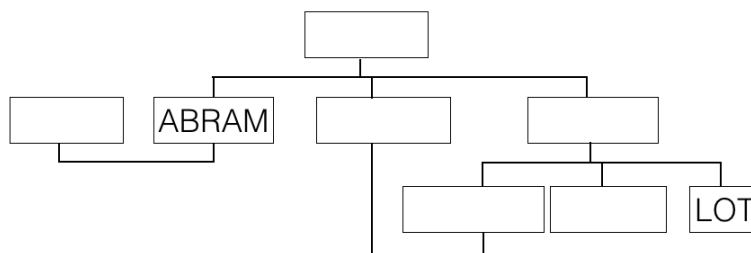
*\*\*For some study topics (e.g. the atonement, or roles of brothers/sisters, or angels, etc.) there will be several shorter passages that we must go through this process with, but the process is still basically the*

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## SECTION 2: ABRAM'S CALL

2. **Read carefully Genesis 11:27-12:9.** As you read, make notes of interesting points or things you'd like to look up.

- 2.1. Draw out the family tree given in Gen 11:27-32.



- 2.2. Note any thoughts you have about the family tree.

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2.3. Where else in scripture is Terah mentioned?

2.4. What do we learn about him from these places?

2.5. How old was Abram when he left Haran?

2.5.1. How old was Terah when Abram was born? Are you sure?

2.5.2. How old was Terah when Abram left Haran? Are you sure?

2.5.3. How old was Terah when he died?

2.5.4. Does this agree with Acts 7:4?

2.6. How does John Thomas explain this in *Chronikon Hebraikon*<sup>4</sup>?

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<sup>4</sup> If you don't have *Chronikon Hebraikon* on your bookshelf, you can download the pdf file from [www.nevercease.org>resources>digital library](http://www.nevercease.org/resources/digital%20library). It is a booklet on the Chronology of the Old Testament. Unlike ISBE and some other sources, it is based on the belief that all of scripture is infallible and therefore scriptural dates are treated correctly.

Once you've looked at a section in detail, and developed a conclusion on it, it's a good idea to check that conclusion against what other people have found, particularly well-studied individuals who understand the gospel correctly.

Often, their conclusions may differ from yours based on details of a different study on a different topic altogether. At first glance, the two topics are unrelated; only if you've done the other study will you see how it relates to this one.

An example of this is Nimrod. Studying Genesis 10 seems obvious, but a study of Daniel or Revelations will give us a much, much better idea of the system of things that Nimrod developed - this is the beginning of Nebuchadnezzar's Babylon, and the basis for "Babylon the great" in Revelations.

This underscores the importance of being a well-rounded scholar of the Bible. You can never fully understand one story or one topic without the rest. It's why the daily readings are so important, and it's why we should try not to pick and choose our favourite topics and leave the other ones to other people to study. Everything's related.

2.7. About how far on the journey from Ur to Canaan did Terah make it?

2.8. Find the meanings of the names in Abram's family:

<b>NAME:</b>	Terah	<b>Abram</b>	Nahor	Haran
<b>MEANING:</b>				
<b>NAME:</b>	Lot	<b>Sarai</b>	Milcah	Iscah
<b>MEANING:</b>				

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2.9. Note any thoughts you have on the significances of these names. What might they indicate to us about the person, or what might God be telling us in the story with these names?

2.10. Compare or contrast verse 30 with Abram's name.

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2.11. Do we know anything about Sarai's family from other place in scripture? I.e. who was her father or mother, etc.?

2.12. In Gen 11:31, Terah takes much of his family "to go into the land of Canaan". Any thoughts on why?

2.13. Was Haran (the city) still in Nimrod's kingdom?

2.14. Would Haran (the city) be considered in the land of Canaan?

2.15. What does the original word for "dwelt there" in vs 31 indicate? That they were there passing through, or that they had stopped their journey to Canaan there?

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2.16. Do you see a parallel between Gen 11:31 and Gen 12:5? Compare and/or contrast the two verses.

2.17. What was Lot's relation to Abram and Sarai?

2.18. Given the fact that Sarai was barren, might there have been a very special bond with Lot?

2.18.1. Would he have constituted an heir if Sarai had no other children?

2.19. What three things was Abram to leave behind in Gen 12:1?

2.20. Look at the original for "country". What was Abram supposed to leave, do you think?

2.21. Look into the phrase "from thy kindred". What is being said in this phrase, and what would be involved in Abram leaving it? (We know Abram's kindred from the genealogies, right?)

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2.22. What would “from thy father’s house” indicate?

2.23. Was Canaan from the same line as Abraham?

2.24. We’ve seen that Nimrod’s kingdom was quite advanced by the time of Abram. Both the scriptures and historical records indicate this. Was the land of Canaan settled? Who lived there?

2.25. What do we know about these people?

2.26. About how far was it from Ur to Haran?

2.26.1. From Ur to Canaan?

2.27. “A day’s journey” was often considered about 20 miles. How long might such a journey have taken?



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2.28. Gen 12:2-3 contain the first of the promises to Abram, and the basis for our hope.  
What did this promise include at this point?

2.29. Look at the original for “make thy name great”. Anything interesting?

2.30. What does it mean when it says Abraham would be a blessing?

2.31. What does it mean when it says God would bless those who bless and curse those who curse, etc.?

2.32. Can you find any other places in scripture that use this wording; perhaps a place that gives an example of it happening?

2.33. How might all families of the earth be blessed in Abram?

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2.34. **Read Galatians 3.** It's not that long and it's Paul's exposition on this promise to Abraham. Make note of your findings. Why does he say this promise is relevant to us? What connects us to it?

2.35. Did Abram know where he was going when he left Haran?

2.36. What does Hebrews 11 tell us about Abram's leaving of his native land?

2.37. What does Gen 12:5 indicate about Abram's stay in Haran?

2.37.1. About his belongings?

2.37.2. About his commitment to leaving?

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2.38. Have a look at Josh 24:1-2, 14-15. What is the “flood” (KJV) referring to?

2.39. When did Abram leave these gods behind?

2.40. Abram hasn’t been referred to as a Hebrew yet, but it’s probably a good time to consider this name. What does Hebrew mean?

2.41. How would this apply to Abram?

2.42. Where is Sichem (vs 6)?

2.43. Where (and what) is the “plain of Moreh” (KJV)?

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2.44. What is the original word for “plain” here?

2.45. What does “Moreh” mean?

2.46. What happens here?

2.47. Is the “seed” of vs 7 singular or plural? Prove with sources.

2.48. Is this Abram's first altar (vs 7)?

2.49. What is this promise saying to Abram? I.e. who is his seed and how will the land be inherited by him/them?

2.50. List the things promised to Abram so far:

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2.51. Where is Bethel? Find on the map the region Abram pitches his tent and builds the altar of vs 8.

2.52. What does it mean that Abram “called on the name of the Lord” after building the altar?

2.53. Any idea where “the south” is that Abram is traveling towards? (check out the original word; is it on your maps?)

2.54. Would you consider this the end of the fertile crescent? The frontier of civilization?

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2.55. Re-read Gen 11:27 - Gen 12:9. Look up anything that you still find interesting or intriguing or confusing. Make sure you've looked into everything you noted when you read it at the beginning of this section. Use the space below for notes.

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2.56. How much of the questions in this section did you have in mind when you first started this section and made note of interesting things in Gen 11:27-12:9?

*This concludes Section 2: Abram's call*

*Once you've looked at a section in detail, it's always a good idea to **re-read** that section, with what you've learned in mind. This is where you make connections, and the story comes alive. It's also usually when all the little facts you've found out combine to make the lessons of the story much deeper and more powerful. It's the lessons of the story that are really valuable.*

*Often as you're re-reading a section, you'll find several more things you need to look into, or perhaps a problem with a conclusion you've come to. That's alright. It's great, actually. It means that re-reading the section has added significantly to what you've gained from the study.*

*The expression "He/she can't see the forest for the trees" is used to describe someone who's lost in the small details and isn't seeing the big picture. They've missed the point because they're only view of the topic is through a microscope. It's important to keep the big picture in mind all through a study. How do the details we're looking closely at fit with the whole story. Much of the error related to scriptures comes from people who are studying in-depth, but not keeping the big picture in mind.*

*Reading the whole story before looking at sections in-depth helps with this. Re-reading after looking at the details also helps.*

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*Congratulations! This concludes Part 1 of the workbook.*

*Keep up the good work! God willing, there will be 2 more parts (Part 2 and Part 3) upcoming. It's hard to say exactly how involved a study will get until you've done it, but you're probably roughly 1/3 done with the required workbook study.*

*Check [www.nevercease.org](http://www.nevercease.org)>"Workbook & Campout 2018" for Parts 2 & 3 of the Abraham workbook for 2018*





Water buffalo oxen on the fertile Nile River valley of Egypt

# The Faith of Abraham

## ***Part 2 of 3***

Summer Study Campout: July 4-8, 2018

Due: June 23, 2018 (part 1, 2 and 3)

RSVP by May 27, 2018 to [glendonrhoades@gmail.com](mailto:glendonrhoades@gmail.com)

NAME:

Before beginning Part 2, do a quick resource review. What resources (things like atlases, bible dictionaries, lexicons, concordances, marginal cross references, books, etc.) have you used? Which ones have you thought about using, and would be helpful, but haven't used yet?

Resources used (circle most helpful ones)	Haven't used, but would be helpful

Have you used all of the resources recommended in the resource list and footnotes of part 1 of the workbook (pg iii, 3, 5, 19)?

What can you do to make using these resources easier for the rest of the workbook? Try to do a couple of things to improve your study habits, so you'll be more efficient (e.g. download another Bible dictionary in e-Sword, find the book of maps that's put away somewhere, etc.).

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## SECTION 3: ABRAM AND SARAI IN EGYPT

3. **Read carefully Genesis 12:10-20.** As you read, make notes of interesting points or things you'd like to look up.

3.1. Why would God send a famine on the land he told Abram to sojourn in, after Abram had faithfully obeyed and gone there (vs 10)?

3.2. Can you think of a similar example in a believer's life today?

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3.3. What does the phrase “went down” mean (vs 10)?

3.4. What does the name “Egypt” mean?

3.5. Do some research on Egypt and note interesting findings below:

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3.6. When did Abram decide on his plan to call Sarai his sister? I.e. before leaving Canaan, or in Egypt, or ... ?<sup>5</sup>

3.7. How beautiful (outwardly) do you think Sarai was? Support your answer.

3.8. Who was Abram afraid would kill him to take his wife?

3.9. Research the Egyptian culture (esp. around marriage) and note interesting findings:  
(add pages if needed)

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<sup>5</sup> Hint: Gen 12 isn't the only instance where this is mentioned.

---

3.10. Look at Abram's words to Sarai in vs 11-13. What are Abram's thoughts about the people of Egypt?

3.11. Was it lying to say Sarai was his sister?

3.12. What is Abram using to guarantee his safety?

3.13. What dangers might be associated with Abram's 'game plan'?

---

3.14. Who was Abram concerned for at this point?

3.15. Do you find the phrases “kill” and “save alive” in vs 13 interesting? What do they bring to mind?

3.16. How about the phrase “my soul shall live because of thee”? Are there other passages in scripture that carry a similar idea?

---

3.17. What does the phrase “very fair” mean in the original (vs 14)?

3.18. What does the existence of a Pharaoh tell us about Egypt’s civilization at this time?

3.19. Who were the “princes of Pharaoh” in vs 15?

3.20. How does Sarai’s name relate to the Hebrew word for “prince”?



---

3.21. What was the significance of Sarai being “taken into Pharaoh’s house” (vs 15)?

3.22. Did this constitute marriage to Pharaoh?

3.23. Why is Abram being treated well by Pharaoh in vs 16?

3.24. Did the Egyptians typically give a dowry when marrying a wife?

---

3.25. Was fornication common among Egyptians, i.e., if Sarai was described in such a way as to make people think she was unmarried, might she be approached inappropriately by the men of Egypt, even if they didn't intend to marry her?

3.26. From what we know from history, how did the Egyptians view adultery?

3.27. Why does vs 16 say "and he had sheep, and oxen, ..." etc.?

3.28. Where did these animals and servants come from?

---

3.29. Can we know if Abram had any servants before this point?

3.30. Are there any mention of Abram's servants from Egypt after this point?

3.31. Abram gets riches because of Pharaoh's attraction to Sarai. How does Pharaoh and his house fare?

3.32. Are there any indications of what kind of plagues came on Pharaoh's house?

3.33. What is the original word for "plagued" in vs 17? What does it mean?

---

3.34. Is there perhaps a play on words here with Sarai being taken into Pharaoh's house?

3.35. How do you think Pharaoh finds out that Sarai is Abram's wife?

3.36. How does Pharaoh react when he finds he's been deceived by Abram?

3.37. Does he do as Abram had feared now that he knows Sarai is actually Abram's wife?

3.38. What are your ideas as to why not?

---

3.39. Did Pharaoh take Sarai as his wife? Or was he only intending to?

3.40. What is the result of Pharaoh's discussion with Abram?

3.41. What does it mean that "Pharaoh commanded his men concerning him"?

3.42. Does it seem that God wanted Abram in Egypt?

3.43. Was Egypt part of the land of Canaan?

---

3.44. There are some very relevant cross references to this event in 1 Chronicles and Psalms. If you haven't already explored them, look them up and note findings:

3.45. Were there consequences on Abram for his actions in Egypt?

---

3.46. Summarize your thoughts on what Abram did in this section. Was it right or wrong? What were the consequences of it? Did it work out for good or bad at the time? How about in the long run?

---

3.47. Re-read Gen 12:10-20. Look up anything that you still find interesting or intriguing or confusing. Make sure you've looked into everything you noted when you read it at the beginning of this section. Use the space below for notes.



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## SECTION 4: ABRAM AND LOT SEPARATE

4. **Read carefully Genesis 13.** As you read, make notes of interesting points or things you'd like to look up.

4.1. Where is "the south" that Abram went to?

4.2. Who is with Abram at this point?

4.3. What are the original words for the phrase "very rich"?

---

4.4. Where else in scripture is this unusual word for “rich” used? Note anything interesting about its usage and meaning.

4.5. Why might Abram’s riches be described as a burden at this point?

4.6. Why was he so rich now? Had he always been?

4.7. Where does Abram go next (after being in “the south”)? Locate on map.

4.8. Does Abram already know this place? Has he lived there before?

---

4.9. Where did Lot get his wealth (vs 5)?

4.10. Why do the scriptures say “the land was not able to bear them”? What is being conveyed by the Hebrew words?

4.11. What is the meaning of “strife” in vs 7?

4.12. From a natural standpoint, why would Abram’s and Lot’s herdmen be striving with one another?

4.13. Had this been a problem in the past when they lived at Bethel? Or anywhere else?

---

4.14. Does Abraham act rightly in his response to the situation in vs 8? Prove with verses.

4.15. From a security standpoint, what is the situation in vs 7 for Abram and Lot?

4.16. How many times in this chapter is the idea of Abram and Lot living separately brought up? List the verses.

---

4.17. How would Abram have felt about sending Lot away? What kind of relationship do you think Abram had with Lot? Are we given any indication of how Abram felt about it later on?

4.18. Did this separation help Lot or hurt him?

4.19. Was this Lot's "moving out" phase in life? I.e., had he ever lived away from his parents or guardians before this?

---

4.20. Any ideas how old Lot was at this point? Was he married? Old enough to be married? Had he had children?

4.21. Any ideas how old Abram was at this point? Old enough to be a father? Grandfather? Great grandfather?

4.22. What area did Lot choose to go to? Locate this on your maps; you may need to reference a topographical map or Google Earth.

4.23. Why did he choose this place?

4.24. Where in this area did Lot choose to live?

---

4.25. Why is vs 13 added at this point? I.e., why might we be told this *now* if Genesis 18:20 is going to talk about it anyway?

4.26. Where is it recorded that Abram chooses to live at this point? Is this significant?

---

4.27. This was a huge transition point in Lot's life. Take a few minutes to put yourself in Lot's shoes, knowing what you do about his life so far. What do you think he was feeling and thinking at this point? This is a question for your own reflection. Put down thoughts you'd like to remember.

4.28. This was also a huge point in Abram's life. Take a few minutes to put yourself in *his* shoes. What emotions/thoughts/concerns would he be having at this point? Again, this is a question for your own reflection. Put down thoughts you'd like to remember.



---

4.29. Can you contrast Abram's way of life right now with Lot's?

ABRAM

LOT

4.30. What is "the garden of the Lord" in vs 10?

---

4.31. Is the plain of Jordan well-watered now, like “the garden of the Lord”? See if you can find some photos for yourself, or speak with someone who’s been there.

4.32. What additional promises are given to Abram at this point?

4.33. How do these compare with his earlier promises? What things are the same or similar, what things are new?

---

4.34. Why would God choose this point in Abram's life to give him this set of promises?

4.35. Why might the promises here begin with the phrase "lift up now thine eyes" (vs 14)?

4.36. Where would Abram have been when God says to "look from the place where thou art" (vs 14)?

4.37. Any significance to looking "northward, and southward, and eastward, and westward"?

---

4.38. Who specifically is the land promised to be given to?

4.39. Who are Abram's seed? Confirm with scriptural passages.

4.40. Why might "the dust of the earth" be used here? What are the connotations of this metaphor (i.e. how is dust used in scripture)?

4.41. Was this a conditional promise? I.e. was there something that Abram had to do in order for God to fulfil this promise (conditional), or was it "no strings attached" (unconditional)?

---

4.42. What did God invite/command Abram to do in regards the land he was promised?

4.43. What is the “plain of Mamre” (vs 18)?

4.44. What does “Mamre” mean?

4.45. What is the meaning of Hebron?

4.46. What is the meaning of the phrase in Hebrew language for “the plain of Jordan” that Lot chose?

4.47. Add to your contrast chart b/t Abram and Lot if you wish.

---

4.48. Re-read Gen 13. Look up anything that you still find interesting or intriguing or confusing. Make sure you've looked into everything you noted when you read it at the beginning of this section. Use the space below for notes.

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## SECTION 5: ABRAM RESCUES LOT

5. **Read carefully Genesis 14.** As you read, make notes of interesting points or things you'd like to look up.

5.1. When does this chapter take place in Abram's life<sup>6</sup>?

5.2. Were Abram, Sarai and Lot in the land of Canaan when servitude to Chedorlaomer began (vs 4)? If not, where were they?

---

<sup>6</sup> hint: Look for Abram's ages before and after this event. You'll probably find it helpful to mark the ages of Abram and Sarai in your Bible wherever they appear.

5.3. Look up the meanings of the names in vs 1-2:

NAME (PERSON)	MEANING	NAME (PLACE)	MEANING
AMRAPHEL		(king of) SHINAR	
ARIOCH		(king of) ELLASAR	
CHEDORLAOMER		(king of) ELAM	
TIDAL		(king of) NATIONS	
▲ <i>...these made war with...</i> ▼			
BERA		(king of) SODOM	
BIRSHA		(king of) GOMORRAH	
SHINAB		(king of) ADMAH	
SHEMEBER		(king of) ZEBOIIM	
		(and king of) BELA	
		(which is) ZOAR	



---

5.4. Locate these places on your maps.<sup>7</sup>

5.5. Note any significant findings or thoughts on these characters and places (distances between, history of areas to characters of our study, fertility of land, major routes, etc.)

5.6. What is the “vale of Siddim” in this account (vs 3)? What is a “vale”?

---

<sup>7</sup> There is a very interesting presentation by a Christadelphian archaeologist on the locations of Sodom, Gomorrah and her sister-cities on YouTube called “Archaeologist Leen Ritmeyer Digging up Sodom”, on “the Christadelphian Watchman” channel.  
[https://www.youtube.com/watch?v=KLq7OXXe5\\_A](https://www.youtube.com/watch?v=KLq7OXXe5_A)

---

5.7. Verse 4-8 give the background of this battle. Who are the “they” of vs 4?

5.8. Who were the “Rephaims”?

5.9. Who were the “Zuzims”?

5.10. Who were the “Emims”?

5.11. Who were the Horites?

---

5.12. How would you describe these 4 peoples as far as doing battle with them is concerned?

5.13. Judging from their conquest of these peoples, how strong do you think *Chedorloamer's* army was?

5.14. Locate and mark Ashteroth-Karnaim, of the Rephaims, on your map as a battle.

5.15. Locate and mark Ham, of the Zuzims, on your map as a battle.

5.16. Locate and mark Shaveh-Kiriathaim, of the Emims, on your map as a battle.

5.17. Locate and mark Mt Seir, of the Horites, on your map as a battle. Also locate El-paran on your map.

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5.18. Locate and mark “Enmishpat, which is Kadesh” on your map as a battle.

5.19. Locate and mark “the country of the Amalekites” on your map.

5.20. Locate and mark Hazezontamar on your map as a battle.

5.21. Draw out roughly the path of Chedorlaomer’s conquest up to vs7.

5.22. Can you figure out where the “vale of Siddim” is, in which the king of Sodom and his allies met Chedorlaomer and his allies in battle? Note information below and mark your conclusions on your map.

---

5.23. Why might the kings with Chedorlaomer be mentioned in the order they are in vs 1, and then Chedorlaomer be mentioned as if he's the leader in vs 5 and 9?

5.24. Who had more kings? Sodom and her allies or Chedorlaomer and his allies?

5.25. What are the "slimepits" in the vale of Siddim of vs 10? Do some research and use the space below for notes.

5.26. Where is "the mountain" that the remainder of Sodom and Gomorrah fled to?

---

5.27. Where was Lot living at this point? Was he living here before (in chapter 13)?

5.28. Vs 12 says Lot and all his goods were taken. What do we know about Lot's goods so far?

5.29. Do we know if Lot was married at this point? Did he have children?<sup>8</sup>

5.30. Where were Chedorlaomer and his allies going now (vs 11)?

5.31. Where is Abram at? Locate on map.

---

<sup>8</sup> You can do some math from Abram's ages before and after this event, and his age immediately before Sodom's destruction in Gen 19 to get some idea.

---

5.32. Why does it call Abram “the Hebrew” here (vs 13)?

5.33. Who were Eschol and Aner? What was their relation to Abram?

5.34. How did they relate to the peoples of the land?

5.35. Why does it say Abram heard that “his brother” was taken captive (v14)?

5.36. How many people did Abram arm for battle?

5.37. What does the phrase “his trained servants” mean?

---

5.38. Where is Dan? Add this to your route of Chedorlaomer's conquest.

5.39. What do we know about Abram's attack strategy?<sup>9</sup>

5.40. Vs 16 says that Abram brought back "all the goods". What goods are being referred to?

5.41. It also says he brought back all Lot's goods and the women and people, i.e. the captives. What does this tell us about the outcome of Abram's battle with Chedorlaomer and his allies?

---

<sup>9</sup> If you've done past workbooks, you might find a parallel between this attack and another you've studied.



---

5.42. What sort of odds would Abram have had of beating Chedorlaomer, naturally speaking? Think about what we know of the army of Chedorlaomer, and what we know of Abram's band of men.

5.43. Where was the king of Sodom all this time? Was this a new king? What happened to the king in the battle with Chedorlaomer?

5.44. Where is "the valley of Shaveh, which is the king's dale"?

5.45. Who is this Melchizedek?

5.46. What is the significance of Melchizedek's name?

---

5.47. What is the significance of his kingship of “Salem”? What is “Salem”?

5.48. What is the significance of him being priest of the most high God?

5.49. What is the significance of him blessing Abram?

5.50. Do the words of Melchizedek sound similar to any other highly significant words in scripture?

5.51. What are “tithes” (vs 20)?

---

5.52. What is the significance of Abram giving tithes to Melchizedek? Or did Melchizedek give the tithes to Abram?

5.53. You did look for Melchizedek in other parts of scripture, right? Where else in the Old Testament and in the New Testament is he mentioned? What do we learn from these places (if you haven't already explained above)?

5.54. Contrast Abram's interactions with Melchizedek, king of Salem, with Abram's interactions with the king of Sodom.

---

5.55. What is Abram talking about when he says “save only the portion which the young men have eaten, and the portion of the men which went with me...”?

5.56. What do you think Abram’s relationship to Aner, Eschol and Mamre tells us about these men? Were they part of Abram’s miraculous defeat of Chedorlaomer?

5.57. What ‘types’ do you think are in this chapter. Explore them using cross-references and comparisons.

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5.58. What are the big lessons in this chapter? Try to use cross-references and examples.

---

5.59. Re-read Gen 14. Look up anything that you still find interesting or intriguing or confusing. Make sure you've looked into everything you noted when you read it at the beginning of this section. Use the space below for notes.

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*Congratulations! This concludes Part 2 of the workbook!*

*Keep up the good work! God willing, there will be 1 more part (Part 3) upcoming. You're probably roughly 2/3 done with the required workbook study.*

*Check [www.nevercease.org](http://www.nevercease.org)>"Workbook & Campout 2018" for Parts 3 of the Abraham workbook for 2018*



Road to Jericho through the Judeean hills

# The Faith of Abraham

## ***Part 3 of 3***

Summer Study Campout: July 4-8, 2018

Due: June 23, 2018 (part 1, 2 and 3)

RSVP by May 27, 2018 to [glendonrhoades@gmail.com](mailto:glendonrhoades@gmail.com)

NAME:



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This portion of the workbook will rely on you more than the first two parts. Even if this is your first study, you should be getting the hang of things, by now. Think about the ways you've solved questions and studied passages up to this point. These are powerful tools:

- Using your context and comparing verses through the story
- Comparing different translations
- Using cross references that take you to other parts of scripture that shed light on this story (like Acts 7, Heb 11, 1 Peter 3)
- Searching for names, words, or phrases in a searchable bible, e.g. e-Sword
- Looking at the definition of the original word and where else that word is used in scriptures
- Looking up places or people or words in a dictionary or encyclopedia to get information from archaeology, history, geography, etc.
- Marking up a map with your findings and using it to draw conclusions.

You can use any combination of these to solve questions or dig deeper into the meaning of a passage. You've no doubt used these methods over and over to get to this point.

*Part 3 questions are more open-ended.* Try to use the methods of study you've developed in the more specific questions of the last two parts to solve the open-ended questions of this part of the workbook. This is very similar to the sort of Bible study you'll be doing as you research topics without the aid of a workbook.

Remember to make a note of where you found facts, so you're ready for discussion later on! Happy studies, and great job so far!

*P.S.: Yes, you can rush through this part of the workbook, just like you can with any study you do on your own. There's a rule that always applies, though: **How much you get out of a study is directly proportional to how much you put into a study.***

*Give it as much time and diligence as you reasonably can (but do try to make the deadline - June 23rd).*

*And if you're struggling to make the deadline, please let me know as soon as possible. We're willing to help if we can, and we certainly don't want any uncomfortable situations at the start of the campout.*

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## SECTION 6: THE COVENANT OFFERING AND PROPHECY

6. **Read carefully Genesis 15.** As you read, make notes of interesting points or things you'd like to look up. Add a page or two if needed

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6.1. God appears to Abram again in vs 1. How many times has God appeared to Abram since he came into the land of Canaan from Ur? In how many years?

6.2. Study God's message to Abram.

(Think about: What is He saying? Why would He say this now? What relation does it have to the past events? To the events of this chapter? Are there other places in scripture where something similar happens? How do they compare with this one?)

---

6.3. Study Abram's response in vs 2-3. (Think about: What is Abram's primary concern? Does his concern relate to what God has just said? Who is Eliezer? Where's Damascus? How is he with Abram? Do we know anything else about him? What is the meaning of this phrase "one born in my house is my heir"?)

---

6.4. What is the import of vs 4? (Think about: Can this include spiritual seed, or is God saying that literal lineage from Abram is essential to be heir to the promises? Who is this heir? Does it apply to anyone else? Is there a way to make ourselves part of the literal seed of Abram? Where do scriptures speak of these things? Does the New Testament speak of them?)

---

6.5. Study the promise God gives in vs 5. (Think about: Is this new? How does it compare with what God has already promised? Why might He have used stars for comparison?)

---

6.6. What is vs 6 really saying? (Think about: What is the meaning of “believed” here? What is the meaning of the word “counted” here? What is the meaning of “righteousness” here? What do scriptures tell us about this later on? How does this apply to us? To salvation in Christ?)

---

6.7. Does vs 7 change your idea of when Abram was called? Or God's involvement in his journey?

6.8. What is Abram asking for in vs 8? Why? (Look at God's use of "tokens" of a covenant in other places in scripture. Would he be pleased or displeased with someone asking for confirmation of a promise?)



---

6.9. Study out Abram's "offering" in vs 9-11. (Think about: Why these animals? Why the ages of them? Are they similar to other sacrifices? How are they different? How were they offered? Why does Abram guard them from birds? Cross-references?)

---

6.10. What is the meaning and significance of vs 12? (Think about: What are the meanings of the original words for “deep sleep”, “horror”, “great darkness”, etc., and what is this phrase saying? Is this similar to other events in scripture that might explain the significance of this instance?)

6.11. Study the prophecy given to Abram (vs 13-16) from perspective of chronology. (Think about: What precisely is it saying? When does the 400 yrs start? When does it end? Can we get a date of the exodus from this? Does your interpretation agree with other parts of scripture that give the time of this period?) Add a page of calculations/ notes if needed.

---

6.12. Why would God talk about the Amorites in vs 16? (Think about: Do we know anything about them from before this point? Why does God hold them accountable? What is said about them later?)

---

6.13. Study the promise of vs 18. (Think about: Is this new? How does it compare with other promises? Can we map out this region? Any significance to its boundaries?)

6.14. Look into the nations of vs 19-20. (Think about: Anything interesting about where they came from, their cultures, their relation to Abram or to Noah's sons? Have they been involved in the life of Abram already? How does Israel interact with them later on?)

---

6.15. Re-read Gen 15. Look up anything that you still find interesting or intriguing or confusing. Make sure you've looked into everything you noted when you read it at the beginning of this section. Use the space below for notes.

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## SECTION 7: HAGAR BEARS A SON

7. **Read carefully Genesis 16.** As you read, make notes of interesting points or things you'd like to look up. Add a page or two if needed

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7.1. Have we already been told that Sarai couldn't have children? Why might we be told again at the beginning of this chapter? What's the significance?

7.2. Do some research on Hagar. (Think about: Where did she come from? When? What does her name mean? Do we know anything else about her from other parts of scripture?)

---

7.3. Study Sarai's words to Abram. (Think about: What is she saying? How is she saying it, and why that way? Why is she doing this, and why right *now*? What are the implications of this for Sarai? How do you think she was feeling at this point?)



---

7.4. Is the last phrase of vs 2 significant? How? (Think about: When was the last time in scripture that this phrase was used? When is the next time it's used? Does the word for voice indicate anything about how Sarai spoke?)

7.5. What can we learn from vs 3? (Consider the structure of the verse, and the repetitive descriptors it gives. Think about: What is it emphasizing? What is the emotion here? How old is Abram? How old is Sarai? What part of their lives are they in? How long had they been waiting for God's promises to come true? How might that have affected them?) Add a page if needed.

---

7.6. Abram is able to have a child with Hagar. What does this tell us about Abram and Sarai's trouble having children? How would that make Sarai feel? How does Hagar look at her now? What does it mean that "her mistress was despised in her eyes? Any cross references that shed light on this situation?

---

7.7. How does Sarai respond to this? (Think about: What is the attitude or tone of her words in vs 5? Is this out of character for Sarai? Why does she describe the situation the way that she does? What is her emphasis? What might the text be indicating about her emotions?)

7.8. What is Abram's response, and what is the result of it? (Think about: How does it affect the roles of Abram, Sarai and Hagar in this family unit? Was it right for him to do this? Was he placating Sarai, or was he clearly defining the roles of Sarai and Hagar?)

---

7.9. What happened in the end of vs 6? (Think about: What does Sarai actually do to Hagar? Note the original word. Where is Hagar going? Was she known for fleeing?)

7.10. Where does the angel find Hagar? (Think about: Can you locate this place? Was it a spring, or a well, or a creek, or what? Did anything significant happen here before or after?)

---

7.11. Examine the exchange between the angel and Hagar in vs 8-9. (Think about: How does the angel address Hagar? How does Hagar refer to Sarai while speaking to the angel? Does Hagar answer the question? What does the angel command? What does the word “submit” mean? Is this original word familiar?)

---

7.12. Does Hagar get a promise similar to Abram's? Why? (Compare and contrast the promise to Hagar with that to Abram. Think about: What's missing? What's the same? Essentially, what part of the promises to Abram will the seed of Hagar inherit? What parts will they not?)

7.13. What do we learn about Ishmael while he's still in the womb (vs 11-12)?

---

7.14. What seems to be Hagar's relation to God at this point? (Think about: Does she have a different relation to Him than she had before? What is her feeling about the encounter with the angel? What's the significance of the well's name? The significance of the cities that define its location?)

---

7.15. How big of an event would Ishmael's birth have been for Abram? (Think about: Was Abram the age of a father, grandfather, or great grandfather at this point? What would the significance of Ishmael's name have been for Abram? Does Abram indicate his feelings for Ishmael later in the record?)

7.16. Does the record seem to indicate that this was viewed as Sarai's child, as planned in vs 2? (Think about: Was it Sarai's intention that the child be hers? Did Sarai own the child?)



---

7.17. Explore any other parts of scripture that shed light on the story of Hagar bearing Ishmael. (What happens to Ishmael? What do we know about his descendants and their relation to Israel? Is the prophecy concerning him fulfilled (v12)? How do the scriptures view Hagar? What do they use her as a type of? Why?)

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7.18. Re-read Gen 16. Look up anything that you still find interesting or intriguing or confusing. Make sure you've looked into everything you noted when you read it at the beginning of this section. Use the space below for notes.

- 
- 7.19. Read Gen 17 to gain the context of the events following what we've just considered.
- 7.20. How do the additional promises in this chapter relate to the birth of Ishmael to Abram by Hagar?
- 7.21. How does this chapter relate to Sarai? Is there any room left for doubt about her relation to the promises to Abram? I.e., could anyone say that the promises to Abram were to come through a different woman than Sarai?

---

7.22. Are there any other points in chapter 17 that seem to expand our understanding of the previous chapters?

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## SECTION 8: CONCLUSION AND REVIEW

This section is very important for preparing for the campout. For those not going to the campout, it's important for retention of the study, and for marking your Bible with facts you've gathered.

This section looks short, but it does involve a lot, and it's important stuff. This is where all the study you've done becomes useful.

There are three main objectives here:

- Pick out discussion points - fascinating parts of the story; parts you didn't quite get to the bottom of.
- Mark up facts in your Bible margin
- Summarize the main themes and lessons that you're taking away from the study.

If you come to the next study campout (hopefully we'll have another!), you will be able to use these points, summaries and Bible markings to re-orient yourself before starting into the later part of Abram's life. It will probably save you 1-2 sections of the next workbook, or many hours of re-studying in preparation for a talk or discussion about Abram in the future.

### 8. **Review quickly the chapters we've studied, in your Bible - Genesis 11-16.**

These chapters should come alive for you now that you've studied them out in depth. Try to imagine the story as you look through it. You can listen to these chapters if you find you concentrate better that way.

We're not trying to learn anything new by doing this. We're trying to put together all that we've learned as we read. What you've learned about the characters in Abram's story in the last few chapters should impact the way you read the first few chapters about Abram. Relish this reading - it is the culmination of your study!

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## 8.1. Bible Marking

If you've got a Bible with good margins (the space around the text), you can use this for making very short notes on the sort of facts that will remind you of what you've found studying out Abram. Anything you've thought of as you re-read the chapters can go in your margins now. The best practice is usually to keep notes very short, and try to focus on facts and cross references.

For example, in Gen 11:4, it would be very hard to fit this in your margin:

*"Babel was the start of a huge system of false religion that ran from then down to New Testament times and all the way to the return of Christ. Babel means confusion as vs 9 says, but it was probably named Babel with the meaning of "Gate of the gods". It was called Babylon later and conquered Judah and destroyed the Temple, and it's called Babylon the Great in symbol in Revelations. This refers to the Catholic Roman empire that ruled the world after the time of the apostles."*

Instead of all that, try putting this in your margin:

*"Babel means 'Gate of the gods', but also 'confusion'. see 2 Kings 25; Rev 17:5, 18"*

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## 8.2. **Workbook Review and Discussion Prep**

At every campout, when we get in our discussion groups, campers struggle to find the points they wanted to talk about! It's crazy to think you've spent months studying and can't think of anything to share! The workbook is around 100 pages long, and *you just can't seem to find the stuff you were most excited about*. There are so many things you've looked at!

Save yourself that disappointment. This is the biggest part of Section 8:

Get yourself a coloured pen or highlighter - anything that will stand out on your pages. Go back through your workbook. Look over the answers you've put down. Anything you see that you want to talk about at the campout, underline it, highlight it, circle it - whatever will make it really stand out when we get to the discussion groups. If you had a question or a connection that you never figured out and that is pretty significant to the story, mark a big question mark next to it in bright colour.

When you get to the campout, bring it up and we'll see what the others have found. Maybe you can get your answer. That's the point of having discussion! You've got something to bring to the table, and so does everyone else there. We're all sharing the wealth, so we'll all come away with even more than we found on our own! It's an awesome feeling.

Keep in mind your Bible marking as you do this! Many of the most interesting things in your workbook you will want to make note of in your margin. Bring your Bible marking gear to the campout, because you'll probably find lots more you want to note!



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We've looked at the first part of Abram's life. There is still much more to study in Abram's life (ch 17-25), but we will draw this year's study to a close here. If Christ remains away for another two years, perhaps we will continue Abram's life for the next study campout.

## **Congratulations! This completes the mandatory portion of the workbook!**

**Send me an email to let me know you've finished!** We'll check that workbooks are completed as you arrive to the campout, God willing.

I hope you've found it very helpful and that by God's grace you have many more great studies in the future!

The next few pages are things you'll find helpful as you get ready for the campout.



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# Summer Study Campout Info:

(Also on [nevercease.org](http://nevercease.org), check online for updates to information)



## DESCRIPTION:

**The Summer Study Campout is a workbook-based study weekend.**

***The workbook must be completed by everyone attending prior to the***

***campout.*** The idea of this campout is for folks to take time to look into the topic, do in-depth personal Bible study around it, and then meet up with others who've done the same to discuss what we've learned and share our enthusiasm for the lessons from the topic. While we've planned a few talks and workshops, the completed workbook on the study topic is the centre of the campout.

**The camping setup** will be primitive and rely on the skills and work of the campers. The more you put into it, the more you'll get out of it!

## WORKBOOK:

**The workbook (parts 1, 2, & 3) must be completed before June 23, 2016.**

**If you have any problems with the workbook, or have trouble finishing by the June 23 deadline, contact an organizer IMMEDIATELY.** We should be able to work with you some if you're having trouble finishing, but you must let us know soon. We don't want the uncomfortable situation of turning away a camper with an incomplete workbook.

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## MEALS:

Ingredients will be provided for groups to cook simple meals over campfires. Setting up camp kitchens will be part of the schedule of events for the first day.

## ACCOMMODATIONS:

Wild camping! Accommodations are tents (no RV's or car camping) brought by the attendees. Everyone will be divided into camp groups of (probably) 3-4. Each group is given an area to develop into a campsite of 2-3 tents and a cooking area. Campers in the same group may choose to share tents. Please bring sleeping bags and mats or cots. If you need help getting camping supplies, let us

know as soon as possible, as there is a limited amount available to lend out.

We will try to let you know who else is in your camp group a couple weeks before the campout, so you can plan to share tents if you'd like.

Everyone is expected to get involved and make the camping projects and group activity (e.g. setting up tents, tables, campfires, cooking, etc.) a source of camaraderie. This should be a great opportunity for developing stronger Bible study habits and building some strong relationships around the Truth and practical life activities.

All plans are according to the Lord's will and subject to adjustment.

## RSVP:

The deadline for filling out and returning the **RSVP form** was May 27, 2018. If you are attending the campout and haven't filled out a form, contact me immediately!!

[glendonrhoades@gmail.com](mailto:glendonrhoades@gmail.com)

## THINGS TO BRING:

- Tent
- Sleeping bag or blanket
- Sleeping pad or cot
- Toiletries
- Flashlight or lantern
- Clothes suitable for hiking
- Modest swimsuits or swimming clothes
- Outfit for Sunday meeting
- Bath towel (or 2)
- Hoodie and jacket (waterproof, preferably)
- Insect repellent
- Sunscreen
- \$30 for meals (optional)
- COMPLETED WORKBOOK (not optional)
- Study resources
- Sturdy pants x2 for bush trekking in mosquito country
- Sturdy shoes for bush trekking
- hoodie or long-sleeves for mosquitos
- cap/hat