

FINAL PROJECT

EXPANDED ANALYTICAL OUTLINE TEMPLATE

Title of Document: **Insert the Title of the Document Here**

*This assignment is intended to help you develop skills in reading historical documents closely and critically, identifying strategies for how to analyze documents effectively from the different eras of crises (or between crises). **You may not be able to answer all these questions, but as you pick and choose which ones best help you to unpack the source's significance, remember to push yourself to make well-informed connections. Do not leave anything blank! Provide a brief statement as to why you were unable to answer the question/respond to the prompt.***

You will be using the Bible and scholarly, academic sources in this Expanded Analytical Outline. Your required textbooks provide bibliographies of modern, well-researched and documented resources for you to use, and you should also make use of electronic versions of such works available online through the Nyack Library.

Preferred Resources:

- **Course Texts**
- Evans, Craig A. *Ancient Texts for New Testament Studies: A Guide to the Background Literature*. Grand Rapids: Baker Academic, 2011. **(I have created pdfs of chapters 1, 2, 4, and 5 and placed them in Resources within our E360 course page).**
- Helyer, Larry R. *Exploring Jewish Literature of the Second Temple Period: A Guide for New Testament Students*. Downers Grove: IVP, 2002.
- Nickelsburg, George W. E., and Michael E. Stone, eds. *Early Judaism: Text and Documents on Faith and Piety, Revised Edition*. Revised. Minneapolis, MN: Fortress Press, 2009.
- Nickelsburg, George W.E. *Jewish Literature Between The Bible And The Mishnah*. 2nd ed. Minneapolis: Fortress Press, 2005.

You will not be making use of other online, public-domain commentaries and/or teaching/preaching websites, such as, but not limited to, the following:

1. Barnes' Notes, Matthew Henry's Commentary, Adam Clarke's Commentary, Jamieson-Fausset-Brown (JFB) Bible Commentary, etc.
2. Other similar commentaries from the 1700s, 1800s, and early 1900s
3. Online Sermon, Preaching, Teaching, or Bible-reference websites.

If you have any doubt about whether you should or should not use a source, please contact me *before using it*, and I will be happy to provide you with some guidance. In general, if you cannot determine the author, the date, and/or the publisher, then the source is not appropriate for your use in this Analytical Outline.

For all information that you include from another source, such as your textbooks, the *New Oxford Annotated Bible with the Apocrypha*, a modern commentary, a modern Bible dictionary, etc., you will cite the source using footnotes in accordance with the Turabian style manual.

Here are what the footnotes for your required texts should look like, with ### representing the page number(s) you would insert (*feel free to cut and paste them into your footnotes when needed*):

Notes (Appear as Footnotes at bottom of page in which the material is quoted/paraphrased or referred to, **but NOT in the footer!**)—The ### should be replaced with the proper page number in the source.

Michael Coogan et al., eds., *The New Oxford Annotated Bible with Apocrypha: New Revised Standard Version*, 5th ed. (Oxford University Press, 2018), ###.

Craig A. Evans, *Ancient Texts for New Testament Studies: A Guide to the Background Literature* (Grand Rapids: Baker Academic, 2011), ###.

Lester L. Grabbe, *An Introduction to Second Temple Judaism: History And Religion Of The Jews In The Time Of Nehemiah, The Maccabees, Hillel, And Jesus* (New York: T&T Clark, 2010), ###.

Joel B. Green and Lee Martin McDonald, eds., *The World of the New Testament* (Grand Rapids: Baker Academic, 2017), ###.

Larry R. Helyer, *Exploring Jewish Literature of the Second Temple Period: A Guide for New Testament Students* (Downers Grove, IL: IVP Academic, 2002), ###.

George W. E. Nickelsburg and Michael E. Stone, eds., *Early Judaism: Text and Documents on Faith and Piety, Revised Edition*, Revised. (Minneapolis, MN: Fortress Press, 2009), ###.

More Notes for chapters/sections within a book, such as the chapters within *The World of the New Testament* (Appear as Footnotes at bottom of page **but NOT in footer!**)—The ### should be replaced with the proper page number in the source:

C.D. Elledge, “The Dead Sea Scrolls,” in *The World of the New Testament*, ed. Joel B. Green and Lee Martin McDonald (Grand Rapids: Baker Academic, 2017), ###.

Daniel Gurtner, “Noncanonical Jewish Writings,” in *The World of the New Testament*, ed. Joel B. Green and Lee Martin McDonald (Grand Rapids: Baker Academic, 2017), ###.

Michelle Lee-Barnewall, “Pharisees, Sadducees, and Essenes,” in *The World of the New Testament*, ed. Joel B. Green and Lee Martin McDonald (Grand Rapids: Baker Academic, 2017), ###.

Nathan MacDonald, “Monotheism,” in *The World of the New Testament*, ed. Joel B. Green and Lee Martin McDonald (Grand Rapids: Baker Academic, 2017), ###.

Archie T. Wright, “Jewish Identity, Beliefs, and Practices,” in *The World of the New Testament*, ed. Joel B. Green and Lee Martin McDonald (Grand Rapids: Baker Academic, 2017), ###.

Hypothesized Dating of the Original Document, the Author of the Original Document, the Audience, and the Original Context:

What do we know about the author and the time when this original text was written?

Remember to properly cite (using Turabian-style footnotes) the scholars/historians from whom you obtained this information.

- A. **Dating of Document:** *(This answer may include a range of dates hypothesized by other historians.)*
 - **Approximate Date:** _____
- B. **Likely Author(s)/Editor(s) of Document:**
- C. **Provide background information about the likely author(s)/editor(s) or group that produced the document. (For example, where were they likely located, what was their social, cultural, religious, and historical context, who were their friends/allies and opponents/enemies, what were they fighting against or for, how were they looked at and/or being treated by those around them, etc.?)**

What was going on in the Jewish world and the locality when this text was created?

- A. List major events, with dates or date ranges, such as Greek/Roman invasion or Seleucid/Ptolemaic rule:
 -
- B. List key historic figures such as Alexander the Great or Judas Maccabeus
 -

Identify the Audience

- A. Who was the **Intended Audience**? (Was it for the faithful, the powerful, the everyday person, women, men, etc.? Make an informed guess (hypothesis) about who the intended audience might be and be ready to support your answer.
 1. **Identity/Description of the Intended Audience:**
 2. **What Evidence leads you to this conclusion?**

Are the contents of this text **prescriptive** or **descriptive**?

- A. **Descriptive historical data:** Provides a description of event, people, and knowledge from the past. The author may include speeches, letters, or other sources to describe the events. It is not primarily intended to suggest or command a course of action, adherence to a belief, loyalty to people, practices, etc. It is primarily intended to document happenings/events and inform readers/hearers.
- B. **Prescriptive:** May provide all of the sorts of information that a descriptive document would, but also intends to persuade, direct, or otherwise influence the readers/hearers to believe something, pursue or keep from pursuing a course of action, maintain loyalty to a person, a cause, a believe, a nation, etc., and/or resist a person, an inside or outside influence, etc. Whether the text is a narrative, poem, wisdom, law, etc., it can provide a rich source of information, but it requires extra critical-thinking efforts to determine what it can teach us about the past. Prescriptive is designed to regulate behavior either through correction or encouragement.
- C. **Prescriptive or Descriptive?** _____
- D. **What is your evidence for coming to this conclusion? What specific things do you see in the document that support this view?** Include detailed references, such as chapter and verse references, to indicate where these things are found in the primary document.
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Detailed Analytical Outline, including Structural Divisions and/or Main Portions found within the primary document.

Describe in detail what you see (use an outline format). Your outline should begin with the first chapter:verse (CC:VV) of the reading/document, and end with the last verse of your reading. Each portion that you identify should have a verse range noted, such as (1:1-5), (1:6-20), all the way through the outline with the last portion identified ending with the last verse of the reading/document.

Identify the main divisions (focus on change of themes, characters, events, etc.)

It should end up looking something like this:

- A. Informative title and description of this Division (Chapter CC: Verse VV-Chapter CC: Verse VV through CC:VV) (for example, 1:1-20)
 1. First Portion (C:V-C:V) (1:1-5)
 2. Section Portion (C:V-C:V) (1:6-10)
 3. Third Portion (C:V-C:V) (1:11-15)
 4. Fourth Portion (C:V-C:V) (1:16-20)
 5. Etc.
- B. Next Main Division (Chapter CC: Verse VV-Chapter CC: Verse VV through CC:VV)
 1. First Portion (C:V-C:V)
 2. Section Portion (C:V-C:V)
 3. Third Portion (C:V-C:V)
 4. Fourth Portion (C:V-C:V)
 5. Etc.
- C. Etc.

Key Theological Themes/Topics

- A. Is there a detectable theological point of view?
 -
- B. What do you see that you did not expect?
 -
- C. What powerful words and ideas are expressed?
 -
- D. What questions does it raise?
 -
- E. Does the section provide a challenge to certain behaviors or attitudes?
 -
- F. What biases or stereotypes do you see?
 -
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Key Theological Perspectives (e.g., regarding God, Gentile rule, sin, judgment, etc.)

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Analytical skills*Connections*

- What do you think the author's purpose was for writing this text? Why did this person write this document?
 -
- What conclusions can you draw about what the author means or is trying to get across to his or her audience? What is your strongest evidence for those conclusions?
 -
- In what way does this document confirm and/or challenge your assumptions about the past?
 -
- How does this document relate to our understanding of Second Temple Judaism?
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- How does this document relate to the canonical text, that is, the Old Testament writings which the church recognizes as being scripture?
 - Are there any recollections of or references to important events in the OT? If so, which ones, and how are they presented?
 - Are there any references to or stories about any main characters from the OT? If so, which ones, and how are they presented?
- How does this document relate to the New Testament writings?
 - Does it give any helpful background information that helps us understand what we see in the NT? If so, what information?
 - Are there any things mentioned in this document that are also mentioned or referred to in the NT? If so, what things?

Four (4) to five (5) paragraph summary conclusion that:

1. ***states explicitly what you learned about Second Temple Judaism from this document that challenges, informs, and/or expands your understanding of either Judaism or the New Testament, and***
2. ***draws out the importance of studying primary documents for NT studies.***

Replace this text with your Summary Conclusion.

- Identify at least three (3) clear questions that have arisen from this study that could use further investigation.
 - 1.
 - 2.
 - 3.