

significance of the repeated phrase “And the evening and the morning were the (n<sup>th</sup>) day?”

- Do you notice a logical progression in the days of creation?
- What do you think of the progression from good (1:10), to very good (1:31), to not good (2:18)? Or would it be more appropriate to say from good to not good to very good?
- Why is the 6<sup>th</sup> day of creation repeated in chapter 2? What are the main points of emphasis that are added?
- What was different about the creation of man in contrast with the animals?
- Why did God make all the animals out of the ground? 2:19
- What was the significance of Adam naming everything?
- While God rested and blessed the 7<sup>th</sup> day, what day of life was it for Adam and Eve? What might be the significance of that?
- What does it mean for a man and wife to become “one flesh”?
- Think about the contrast between the tree of knowledge of good and evil and the tree of life. If everything was “very good” why did God plant a tree of knowledge of evil in the garden?

#### Days 9-14

Continue daily reading of chapters 1 and 2. Memorize your chosen verses.

Read Patriarchs and Prophets chapters 1 and 2.

Write a summary (2 pages?) of your new insights or most important revelations regarding Genesis chapters 1 and 2. Include specific applications. How will this Scripture and your deeper understanding of it affect you and the way you live your life? What is God calling for you to do differently in response to His word in your heart?

Share your thoughts with at least two other Christians and solicit their feedback. Revise your summary as needed.



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Cedar Plan

Lesson One

Genesis 1–2

# Introduction

We will be studying Genesis chapters 1-4 in some depth over the next few months. We will go through it twice. The first time will be focused on the most direct meaning of the text, sometimes called an exegetical study, and the second time through we will be following up on some topical studies relevant to some important details in the text.

As you learn to study deeply you will want to cultivate both of these seemingly contradictory pairs of approaches to the text:

## **The idea of reading with fresh eyes, as if reading for the first time.**

Read the text for itself. What was the intent of the writer and the meaning for the original readers? What is the most direct message the text is trying to convey?

**The sense of knowing the place.** Become so familiar with the text that you know your way around instinctively, like the house you live in. Read to see the connection of truth and ideas between this passage and the whole of Scripture, indeed the whole of God's creation.

The most powerful "lens" for this integrated approach to study is known as the "Great Controversy" Theme. It is a uniquely Adventist Christian (a.k.a. Biblical) world view. Every world view, religion, or philosophy addresses at least four interconnected issues:

- **Creation** - a story of how things came to exist.
- **Fall** - an explanation of the existence of evil and suffering.
- **Redemption** – a way of dealing with guilt.
- **Recreation** – a story of how things will be made better.

As we go through Scripture, remember that every story, every theme, and every topic is a part of this overarching narrative, and that every teaching of Scripture finds its center and beauty in Christ and His love and ministry on our behalf. You want to be able to clearly explain how your understanding of a passage or doctrine shows the love of God and relates to the cross of Christ.

*Each lesson is designed to take about two weeks to complete. The next lesson will be introduced at the next meeting. See the meeting schedule at <https://villagesda.org/reading-plan/>.*

## What You Will Need for This Study

- Your primary study Bible
- Easy reading Bible version
- Concordance
- A notebook (paper or electronic)
- *Patriarchs and Prophets*

## Assignments

### Days 1-4

Read Genesis chapters 1-4 daily. After the first several readings in your primary study Bible, you may consider reading other versions as well.

As you read each day, begin by asking the Holy Spirit to guide you. Then as you read, make notes of things that you notice. Note words or phrases that stand out as particularly important, or questions you have about something in the story. If there are any words you don't understand look them up in a good dictionary.

We will be coming back to do some topical studies on the Godhead, gender, the Sabbath, and the mark on Cain.

### Days 5-8

Continue reading chapters 1 and 2 daily. Choose a verse or two to memorize. It should be a passage that is most meaningful to you as you study, or perhaps something significant that you had not noticed before.

Look up the following Hebrew words in your concordance. (Strong's numbers in parenthesis) Record your observations:

- "God" (H430) in 1:1. What is the Hebrew word and what is important about it?
- "image" (H6754) and "likeness" (H1823) 1:26, 27. Consider what it means that God made man in His image.
- "soul" (H5315) in 2:7. What different ways is it translated in the book of Genesis in your translations? What is the significance of how it is translated here? How does this affect our understanding of what God did in verse 7?

Consider these thought questions and write a short answer in your notebook:

- Why did God create darkness before light? What is the