**Workshop 2 Homework:**

**Day 1**

From the word study work we did together in Workshop, **add the research you collected** in your notes about **Saul/Paul** to your **Character Study Worksheet**. (Or circle back around to that work, do the research, take your notes, and then add it to the worksheet.)

**Complete your research of Colossae** by finishing the **Word Study** work we began together and the research you started in the **Encyclopedia/Dictionary of BLB.** Add what you learn about the context of Colossae to your **Context Study Worksheet***.*

**If you’ve forgotten how to navigate BLB for this extended research:**

From the **Top menu choose STUDY**

In the box that pops up**, choose ENCYCLOPEDIAS/DICTIONARIES**

In the Alphabetical Listing choose **C (for Colossae)**

Then drill down in the **C alphabetical list** and **choose CO (for Colossae)**

**Scroll to the entries** **for Colossae** (do NOT read the entry for “Colossians”!)

**Consider the implications of what you now know about the people reading Paul’s letter. We talked about this just a bit. Can you anticipate how their context might affect how they hear Paul’s message – or even what they might need to hear?** If not, it’s early still. No worries.Continue to build your understanding of these people through your homework and think about the impact of their context on what they need to hear and how they might receive Paul’s message.

**Day 2**

**Skim the rest of the letter to the Colossians. What other recipients and places are mentioned?** Note the addresses where you find them mentioned.

**Investigate these other people/places using the same methods you used for Colossae:**

-**What does the immediate context tell you first?** Make a first guess, or note your first impression.

-**In your Study Bible, or on BLB are there any cross-references related to these people/places?** **Where else is their name mentioned in Scripture?** Read those passages and take notes.

-**Do a Word Study for the meaning of the names.** Take notes

-**Research the people/places using your Encyclopedia/Dictionary.** Take notes.

- **Using your Study Bible (or BLB), find the Map Index and search for the places** and note anything interesting.

**\*This work should not take you more than an hour unless you want it to.**

**Day 3**

**Using BLB, search for the passages in Acts that tell the story of Paul’s encounters in Ephesus** – one of Colossae’s neighbors, and another recipient of a Prison Epistle. (Use BLB and search ‘Ephesus’.) **Read** those passages to get a feel for Paul’s relationship with those neighbors. **Take notes**.

**Day 4**

**Do a Plain Reading of Ephesians** as you did for Philippians last week, noting any similarities to Colossians that jump out as you read.

**Day 5**

**Work through a Context Study Worksheet or create your own summary** for the research you gathered about Colossae’s neighbors. You can print spare copies of the worksheet from the Packet on our Resources page here: <https://fellowshipnwa.org/page/951?Item=6373>

**CONT…**

**Consider what you learned in your research and reading.** What influences might Colossae’s neighbors have on the culture of Colossae? Is there one neighbor that might influence Colossae more than the others? Which, why, and how? How might their influence affect what we are reading here in Paul’s message to the Colossians? Just make some reasonable assumptions based on your research, but if you’re not able to answer, that’s fine. Just keep thinking and asking the Lord to bring insight. **(Read through the instructions for the Context Study Worksheet for other guided questions.)**

After doing this background work you can think a bit more deeply about the **Literary Context.** We discovered that Acts tells us the backstory of Paul and many of the people and places he mentions in his letter to the Colossians. We also know that the letter to Ephesus, Philippi, and Philemon will impact this one and vice/versa. Not only that, but by reading all the Prison Epistles, we get a sense of where Paul’s mind, heart, theology… and writing style are at this point. Some scholars question the validity of this letter as his, and comparing all the letters from the same period help them draw a conclusion about that. We can do the same work, perhaps at a more basic level, but we can still learn to “hear” Paul’s voice and message and check for consistency if we are patient. This is the larger work involved in the study of **Literary Context**. We will not have time to talk about or really look at the other letters together, (the Prison Epistles, nor Paul’s whole canon) but each letter will have some influence on our text (and v/v). Again, we have to limit scope in our time together, but **you don’t**! Pursue what interests you! You now have the basic skills to follow the questions you have been asking.

**Update what you can on your Epistle Summary Worksheet.**

In the **General Steps for Exegesis, carefully read the section titled “Interrogate and Annotate”, and on page two, the section that begins “Consider the Grammar clues… Key Words”.**

**(LOOK HOW FAR YOU’VE COME IN THE PROCESS OF EXEGESIS IN JUST TWO WEEKS!! Congratulate yourself!)**