Singapore Bible College John Wong

22-April-2020 Message 1 of 2

1 Kings 14:21-31 NASB 15 Minutes

**Butterfly Effect of Idolatry**

***1 Kings 14:21-31***

**Topic:** Consequences of Idolatry

**Subject:** The reason we should not worship idols

**Complement:** Worshipping idols instead of God has dire consequences.

**Purpose:** The listeners will consider the repercussions of any idolatry in their lives and others.

# Introduction

### Interest: Have you heard of the butterfly effect? Have you heard of the phrase, “a moment on the lips, a lifetime on the hips”?

#### The butterfly effect theory is that a small change can affect something else larger later in time. And the adage of a “moment on the lips, a lifetime on the hips” speaks of the consequences of eating fatty foods and how difficult this is to remedy.

#### Such is the sin and idolatry in our lives—no matter how small, it can affect the various facets of our lives.

### Need: Are you pursuing even a small sin that can lead you away from God?

### Subject: Today we will see the reasons not to worship idols.

### Background: The sins of Solomon and his intermarriage with Canaanite woman led to his downfall. But what about his son Rehoboam, who was born to Solomon’s Ammonite wife Naamah? What kind of effect did this pagan marriage have on the kingdom?

### Preview: 2 Kings 14:21-31 show four different consequences of idolatry—such as intermarriage.

(Let us see how worshipping of idols made God feel. What is this first consequence of idolatry?)

# I. Idol worship puts us at odds with God (14:21-24).

## Rehoboam’s paganism began with his Ammonite mother (14:21).

### We see that God chose Jerusalem for Rehoboam to rule, keeping true to his covenant that David’s descendants would remain as rulers in the land.

### But being born to a pagan mother was utter disobedience on Solomon’s part.

### But what can our own idols be? It is anything or anyone that takes the place of God in our hearts. Sometimes, we do not even know it, or even worse, we know of it and continue to idolize it.

## The people of Judah worshiped other gods in wickedness (14:22-24).

### We also see that he misled the people of Judah into such great sin.

### This made God angry, but ultimately it spoiled the relationship with God and broke the covenantal laws/10 commandments.

### **ILL 1:** It is like breaking a law in SBC, but you are given grace to stay on. However instead of repenting, you continue to break the laws, and lead others to do the same as you do. Do you think the dean or principal would be happy? Your relationship with the school is negatively affected.

(How does the worship of idols affect one’s worship to God?)

# II. The worship of idols affects one’s authenticity of worshipping God (14:27-28).

## Rehoboam’s inauthentic worship was continued by making bronze shields (14:27).

### Now we come to this interesting verse about ceremonial shields, at first it seems as though Rehoboam is worshipping God even though it is with bronze shields.

### However, he used the ceremonial shields to represent his worship to God. He could have been influenced by his father Solomon or that he mistook the shields as the means of worship to God.

## Rehoboam’s worship was inauthentic as it was based on appearances (14:28).

### This ceremonial form of worship was not even based on the laws and correct way of worshipping God. It was just a ceremony for show and was not authentic.

### ILL 2: It is the same with us, when we go to church to worship God. Are we more concerned about the way we dress, taking our Sunday best as a ceremonial show to show our worship? Or do we act holy and speak the lingo of the church to seem holy and worshipful? Are we truly worshipping from our heart?

### There are times in my church where I hear people praying using the KJV language of “thy and thous” in their prayers. Why? Does it make it sound more holy? Is it a true extension of one’s authentic worship to God or do they just want to pray a holy sounding prayer?

(What does the worship of idols result in?)

# III. The worship of idols results in punishment from God (14:25-26, 29-30).

## God sent the Egyptian King, Shishak to conquer Jerusalem (14:25-26).

### Finally, God’s wrath had reached a point where he had to teach Rehoboam a lesson, and had Shishak come and conquer Jerusalem. But God’s promise to David still held true and Rehoboam was still allowed to rule, but he became a vessel to King Shishak.

### Jerusalem was not destroyed, as the prophet Shemaiah led the leader to repent of their idolatry, so God spared them.

### God allowed Rehoboam to go under the rule of Shishak to teach him what it is like to be under a foreign power instead of God.

## There was no peace between the Northern and Southern Kingdoms (14:29-30).

### As both kingdoms were in disobedience to God, they had no peace. They refused to submit to God will and tried to take things into their own hands.

### ILL 3: Sometimes, we wonder if we sin against God, would He punish us? Most of the times, our falling away from God is what brings in the punishment as we are pushing God away in our sin. So, God let us go our way and we end up in trouble. But He is ready to receive us back. Do not let the idolatry in your heart cause you to stray away from God and then into oblivion when God sends punishment to chastise us and bring us back. It is like what our Asian parents like to do when we want to do things against their sound instructions. They would say “do it some more, get hurt, serves you right!” It is when we get hurt, then we realize that we should have just followed our parents’ instructions.

(Does the worship of idols only affect your own self?)

# IV. The worship of idols can influence others to do the same (14:21, 31)

## Rehoboam’s Ammonite mother could have influenced him in idolatry (14:21, 31).

### Solomon’s disobedience towards God by his intermarrying of Canaanite women brought in idol worship into Israel. Rehoboam would have been brought up by his mother to have idol worship as a norm.

### His observation of his father worshipping idols would have also led him to believe that idol worship as alright along with ceremonial worship to God.

## Rehoboam’s influence on his son, Abijam led him to worship idols (2 Kings 15:3).

### We can also see if we turn to the next chapter, that Rehoboam’s own idolatry affected his own son as well.

### ILL 4: Can you see how one’s own idolatry can affect others? Your children, your friends, people who look up to you in ministry. If you have idols in your heart, it will show as you would be pursuing it more than God, and people who know you well could be influenced to the same. Especially, those under your care, or simply your children. If you are idolizing something and pursuing it more than God, then your children would think that its ok to pursue other things rather than God. Linking to that, your worship of God is not authentic and slowly you may slip away, until it just becomes a ceremony. And the things that you take for worship are all the outward forms of worship to keep up appearances. But your children can see through it because they see you pursuing other things besides God, and just pretending to be holy on Sundays.

(So, the reason why we should not worship idols is because……)

# Conclusion

### Worshipping idols instead of God has far-reaching dire consequences (Main idea).

### Main Points

#### The worship of idols puts us at odds with God (14:22-24).

#### The worship of idols affects the authenticity of worshipping God (14:27-28).

#### The worship of idols results in punishments and degeneration (14:21, 25-26, 29-31).

#### The worship of idols can influence others to do the same (14:21,31).

### Exhortation/Application

#### Are you worshipping other idols?

###### Idols are things that take the place of God in your heart.

###### Are you approaching God in worship more for the hope of Him granting you something that you desire?

###### Have you placed your love for someone forbidden over your love for God?

#### Is your worship authentic? Are you truly worshipping God or going through the motions?

#### Will your current state have any repercussions on the people around you?

#### Beware of the consequences of idolatry as it can incur God’s wrath and punishment, or influence others into idolatry as well.

# Study Questions (Step 1)

# Context: What did the author record just prior to this passage?

### An account of King Jeroboam of the Northern Kingdom was recorded.

### It was about how he sent his wife to the prophet Ahijah to find out whether his son would die or not.

### The end of Jeroboam’s reign recorded and summarized.

# Purpose: Why is this passage in the Bible?

### This passage is to record the deeds of the kings, and God’s judgment on Judah based on whether they were righteous or evil. This passage focuses on Rehoboam’s reign to show his wickedness started the split of United Israel and the decline of the Southern Kingdom of Judah.

# Background: What historical context helps us understand this passage?

### The Kingdom of Israel was split into 2 with the Northern Kingdom of Israel under King Jeroboam, and the Southern Kingdom under King Rehoboam. The split was caused by Rehoboam who refused to listen to the advice of the elders and increased the taxes of the people. God’s covenant with King David that included a promise that David’s lineage would rule regardless of their obedience.

### God punished Judah by sending King Shishak of Egypt who conquered Judah with an allied army.

### Rehoboam had built many fortresses but because he forsook the law of God, king Shishak defeated Rehoboam.

### King Shishak plundered the temple in Jerusalem and the palace and took gold ceremonial shields that were made by King Solomon.

### King Shishak spared King Rehoboam and allowed them to be his servants because of God’s covenant to David. Jerusalem was also spared destruction because the prophet Shemaiah led the leaders of Judah to repent of their evil ways. (2 Chronicles 12:7-8)

# Sources Used

### Guzik, David. “1 Kings Chapter 1.” *Enduring Word*. Last modified June 13, 2018. Accessed April 13, 2021. https://enduringword.com/bible-commentary/1-kings-1/.

### *1 Kings 14:21 Commentaries*. Biblehub, n.d. Accessed April 13, 2021. https://biblehub.com/commentaries/1\_kings/14-21.htm.

### Campbell, Donna. “1 Kings 14:21-31 There Is No Substitute for The LORD.” *DC Books*. Last modified January 10, 2015. Accessed April 13, 2021. https://www.donnalcampbell.com/salt--light-devotionals/1-kings-1421-31-there-is-no-substitute-for-the-lord.

### GotQuestions.org. “What Is the Davidic Covenant?” *GotQuestions.org*. Last modified August 16, 2014. Accessed April 19, 2021. https://www.gotquestions.org/Davidic-covenant.html.

# Questions & Answers (cf. p. 22 #1)

### Why did King Shishak not kill Rehoboam?

#### God spared King Rehoboam because the leaders repented due to the prophet Shemaiah. God also spared the line of King David. (Guzik)

### What did the gold and bronze ceremonial shields signify?

#### They signified worship to God or at least the appearance of worship to God. When the gold shields were taken away, Rehoboam replaced them with bronze shields to keep up the temple’s appearance of glory. But it was not genuine as it was bronze and not gold. (Campbell)

#### It also showed the decline of Judah under Rehoboam from the height of Solomon’s reign which had wealth, not reduced to bronze ceremonial shields. (Bible Hub)

### What is the significance of Rehoboam’s mother being mentioned?

#### Rehoboam’s mother, Naamah, was an Ammonitess, a non-Hebrew or Jewess. It is probable that she did not raise Rehoboam to follow God and may have influenced him to allow the worship of the Canaanite gods. (Bible Hub)

#### Solomon’s revelry into pagan worship and spiritual adultery would also play a part in how Rehoboam was brought up. (Bible Hub)

#### God forbade the marrying of the Canaanites unless they chose to turn their worship to Yahweh, to guard against the idolatry that they could introduce into Israel. Here we can see the consequences of idolatry that this marriage had produced. (Campbell)

# Tentative Subject/Complement Statements

The reason why God punished Judah is because they worshipped other gods.

The reason why God allowed Jerusalem to survive is because the prophet Shemaiah led the leaders to repent.

The reason why Rehoboam made the bronze shields, was to keep up the appearance of glory of the gold shields in the temple that were taken away.

The way that Rehoboam tried to upkeep the splendor of the temple was to replace the plundered gold shields with bronze shields.

The decline of Israel happened because of King Rehoboam introduction of idolatry.

Rehoboam’s idolatry resulted in Judah’s degeneration because, worshipping idols instead of God has dire consequences.

# Possible Illustrations

### When we go to church, are we more concerned about the clothes we wear and the way that act to give a good impression to those around us? But we are just going to church and just waiting for the next activity.

### Taking the grace of the SBC Dean or principal for granted.

### Influencing our children or people around us in our idolatry.

# Possible Applications

### Do we have any other idols in our lives besides God?

### Are we more concerned about the form of worship rather than the substance?

### Are we aware that our worship of other idols can affect the people around us?

# Older Outlines of This Sermon Text or Outlines by Others (Books, Commentaries, etc.)

### Text

**The Butterfly Effect of Idolatry**

***1 Kings 14:21-31***

**Exegetical Outline (Steps 2-3)**

# Exegetical Idea (CPT): The reason that Judah declined was because of the idolatry of King Rehoboam (14:21-31).

# I. The reason that Judah declined was because Rehoboam’s paganism began with his Ammonite mother (14:21).

## God faithfully gave Rehoboam a 17-year rule because he chose him to rule in Jerusalem (14:21a).

## Rehoboam’s paganism began with his Ammonite mother (14:21b).

# II. The way that Judah angered God was to commit more wickedness than their ancestors (14:22-24).

## The people of Judah built pagan places of worship worse than their ancestors (14:22-23).

## The male prostitutes and other wicked deeds were worse than the nations before Israel (14:24).

# III. The way that Rehoboam worshipped God was to replace the plundered gold ceremonial shields with bronze ceremonial shields (14:25-28).

## God judged Judah’s idolatry with Pharaoh Shishak’s invasion (14:25-26).

## Rehoboam worshipped God by replacing the plundered gold ceremonial shields with bronze ceremonial shields (14:27-28).

# IV. The reason Judah under Rehoboam was punished was because of their idolatry (29-31).

## Rehoboam’s rule recorded constant war with Jeroboam until his death and burial (14:29-31a).

## The emphasis on Rehoboam’s mother could signify an important influence in Rehoboam’s reign (14:31b).

**Purpose or Desired Listener Response (Step 4)**

The listeners will consider the repercussions of any idolatry in their lives.

**Sermon Outline** Steps 5-6

**Butterfly Effect of Idolatry**

***1 Kings 14:21-31***

# Introduction

### Interest: Have you heard of the butterfly effect? Have you heard of the phrase, “a moment on the lips, a lifetime on the hips”?

### Need: Are you pursuing something that has led people in your life away from God?

### Subject: Today we will see the reasons not to worship idols.

### Background: The sins of Solomon and his intermarriage with Canaanite woman led to his downfall. But what about his son Rehoboam, who was born to Solomon’s Ammonite wife Naamah? What kind of effect did this pagan marriage have on the kingdom?

### Preview: 2 Kings 14:21-31 show four different consequences of idolatry—such as intermarriage.

(Let us see how worshipping of idols made God feel. What is this first consequence of idolatry?)

# I. Idol worship puts us at odds with God (14:21-24).

## Rehoboam ruled 17 years despite having an Ammonite mother (14:21).

## The people of Judah worshiped other gods in wickedness (14:22-24).

# II. The worship of idols affects one’s authenticity of worshipping God (27-28).

## Rehoboams inauthentic worship was continued by making bronze shields (27).

## Rehoboam’s worship was inauthentic as it was based on appearances (28).

# III. The worship of idols results in punishment from God (25-26, 29-30).

## God sent the Egyptian King, Shishak to conquer Jerusalem (25-26).

## There was no peace between the Northern and Southern Kingdoms (29-30).

# IV. The worship of idols can influence others to do the same (21,31)

## Rehoboam’s Ammonite mother could have influenced him in idolatry (21,31).

## Rehoboam’s influence on his son, Abijam led him to worship idols (2 Kings 15:3).

# Conclusion

### Worshipping idols instead of God has far-reaching dire consequences. (MI/CPS).

### Main Points

#### The worship of idols incurs God’s wrath (22-24).

#### The worship of idols affects the authenticity of worshipping God (27-28).

#### The worship of idols results in punishments and degeneration (21, 25-26, 29-30).

#### The worship of idols can influence others to do the same (21,31).

### Exhortation: Will your idolatry have any repercussions on you and those around you?

**Exegetical Outline Checklist**

Here are 32 things to check in your exegetical outline as the basis for your sermon outline on page 23 (-3% for each one missing) x 6 = 18 so 82% - 3% late = 79%

30th ed. 15 April 2020 (see examples on pp. 46, 116, 152, 178)

**Form** Note that x next to some points below shows that it corresponds to the same point on page 23

1. Have you written your questions & answers of the text and the text itself at the top (if preaching 1-2 verses)?

2. Are the Exegetical Idea (EI) and Main Points (MPs) all written in proper Z1+X+Z2+Y form?

3. Is the background/previous context given to appreciate the EI? Don’t summarize your text here.

4. x Have you single-spaced (except between sections of the outline which is double-spaced)?

**Exegetical Idea (EI): If missing then -18% (no credit for 2, 5, 6, 8, 9, and 10)**

5. Is your subject derived from the main verb in the passage? (Generally this is the best way to find the correct subject in epistles, especially if the main verb is a command.) Is there only one EI?

6. x Is the EI and outline exegesis true to the author’s intent? (AI = evaluate Authorial Intent)

**Main Points (MPs): If missing then -45% (no credit for 2, 7-18)**

7. Do the connectives in the text (e.g., “and,” “but,” “so that,” “because,” etc.) match those of the Z1s in the outline (cf. p. 34)? Note that the NASB is better for connectives than the NIV.

8. Does each MP & EI have but one Z1 and Z2? (Not “The reason for… is because…in order that…”)

9. Does at least one Z1 in the MPs match that of the EI? Does the Z1 match the Z2? Are unused SPs deleted?

10. Is each MP’s thrust in the EI and each SP’s thrust in their MP (cf. #19)? And are there 2+ MPs and 2+ SPs?

11. Do the MPs tell the story as well as give the significance of the text addressed—esp. teaching about God?

12.x Is each MP distinct from the others rather than sounding the same? Are phrases redundant?

13.x Do the MPs flow without reading the various SPs (sub-points)? Are there 2-4 MPs and 2-4 SPs?

14.x Do the MPs use Roman numerals (I, II, III, etc.) and the SPs use letters (A, B, C, etc.)?

15.x Is each MP an indicative statement (not a question)?

16.x Do statements translate figures of speech rather than use the text’s words? (“TF”)

17.x Do statements translate ambiguities (“TA”) by clearly taking one exegetical option? Compare the NASB and NIV to clarify which verses are unclear. Greek & Hebrew students must interact with the original language.

18. Does the EO & EI have the same overall flow (same number of MPs) as the main movements of the text?

19. Do MPs (and SPs) avoid ideas not in the text (e.g., from cross-references)? (“NP” = not in passage)

20. Is the focus the recipients in the past (not present) tense (Write “The way the Colossians should…” not “We should…”) and in active (not passive) voice? Tell the story as well as the theology (cf. #11 and #25).

21.x Are statements two lines or less? Delete all unneeded words in each sentence or I will write “TL” (too long).

**Sub Points (SPs)**

22.x Does each point have a coordinating point (“I” has “II”, “A” has “B”; p. 61 [II.A.1.] & p. 55)? Avoid widows.

23.x Does each point contribute to its superior point? Does your content here explain the text? Is it really needed?

**Miscellaneous**

24.x Is each point one (not 2-3) full sentence (“FS”) with *one subject* (cf. #8) and complement(s) and not just a phrase? (Not “The rewards of blessed people are stated” as this only has a subject, but “The rewards of blessed people are prosperity and children” with a complement.)

25. Is each statement specific enough to relate only to this passage and does it make sense without needing to read the text (not “God fights His enemies” but “The way God fought the alliance of southern kings was by causing the sun to stand still”)? Are enough details included? Pay attention to what God said and did (cf. #11 & #20).

26.x Is each level of subordinate points indented in from the previous level? Left justify each sentence.

27.x Does each sentence include a *different and correct* verse, verses, or verse portion (1a, 1b, 1c, etc.)?

28.x Are all verses/parts correctly expounded in the order of the text rather than switching verses around?

29. Is each point of the outline numbered/lettered rather than in paragraphs or parentheses or multiple sentences?

30. Do you state at the top your passage, name, mailbox number and speaker number?

31.x Did you use a spell-checker or have a friend proofread your spelling and grammar? Use grammarly.com to correct grammar and turnitin.com to assure that original content is 20% or less.

32. Did you correctly cite (cf. *SBC Writing Standards*) at the bottomat least three reputable commentaries used?

**Abbreviations Used to Mark Outlines** (numbers refer to the points above)

|  |  |  |  |
| --- | --- | --- | --- |
| AI | Authorial Intent needs to be rechecked (6) | NC | Not Clear—ambiguous statement (16-17) |
| APP | Application needed | NP | Not in the Passage (19) |
| EI | Exegetical Idea or CPT (5-6) | R | Restatement needed |
| EO | Exegetical Outline | SP | Sub Point (22-23) |
| FS | Full Sentence is required (24) | T | Transition needed |
| HO | Homiletical Outline | TA | Translate Ambiguity—no unclear words of text (17) |
| ILL | Illustration needed | TF | Translate Figure—no unclear words of text (16) |
| MI | Main Idea (same as Homiletical Idea or CPS) | TL | Too Long—don’t exceed 2 lines of text (21) |
| MP | Main Point needed (2) | Z | Use Z1+X+Z2+Y form (2) |

**Homiletical Outline Checklist**

Here are 46 things to include in your sermon outline before starting to manuscript your message (-2% for each one missing) x 12 = 24 so 76% - 3% late = 73%

30th ed. 15 April 2020 (see examples on pp. 51, 210 and an expanded outline on pp. 156-57; use the Sermon\_Format\_for\_Students\_eng\_pr\_1900\_v8.docx) s = same as EO point in number

**Introduction: If missing then -12% (no credit for 1, 2, 5, 8, 9, and 10)**

1. Is a contemporary illustration given that gets attention on the subject and includes its point in one sentence?

2. Does your *one* “you” question relate to the subject with 2-3 examples that raise need or curiosity?

3. s Does a single sentence of background/setting of the text cover: (a) the preceding verses, or (b) only *relevant* historical background, or (c) the beginning of the text to be expounded? Don’t summarize your text here.

4. xs Do you single-space except between sections of the outline? Is the design of each point stated?

5. Do you correctly specify whether your direction is towards the subject (theme), MI (= CPS), or MPI?

6. xs Is this MI and outline exegesis true to the author’s intent? (AI = evaluate Authorial Intent)

7. Do you identify a homiletical subject (relating to *us*)—not the EO (exegetical outline) subject? Does the HO subject/MI match the EO subject/EI (correct)? Is it a question that avoids speaking of “points” or “things”?

8. Is the text to be preached clearly noted at the appropriate spot? (In topical messages, give only the first text.)

9. Does the intro promise anything not given by the end? Does the restatement relate to the subject?

10. Do you give the correct number of MPs to preview the sermon structure? Is this preview linked to the subject?

11. Does a transition make the introduction flow naturally to the first MP by restating the subject in parentheses?

**Body and Main Points (MPs)**

12. Do the MPs of the HO match the MPs of the EO? (Please edit your EO to make it consistent with the HO.)

13.xs Does the message flow when you read only the key concept in the introduction (MI, subject, or MPI intro) through preferably 2-4 MPs to the MI in the conclusion? (Don’t let MPs sound the same.)

14.xs Do the MPs use sequential Roman numerals (I, II, III, etc.) and the SPs use capital letters (A, B, C, etc.)?

15.xs Are MPs and SPs indicative statements with a subject and complement rather than questions?

16.xs Do statements translate figures of speech rather than use the text’s words? (“TF”)

17.xs Do statements translate ambiguities rather than use the text’s words? (“TA”)

18. s Do you show the major movements in the passage—especially in narrative? Do the MPs cover the *whole* story?

19. Is there at least one real life illustration that applies for every three minutes of preaching put within the HO?

20. Is the proper point and key word(s) of illustrations given (don’t just write “ILL” or “examples”)?

21.xs Are MPs & SPs one line yet still full sentences (cf. #24)? Delete all unneeded words in each sentence.

**Form and Sub Points (SPs)**

22.xs Does each point have a coordinating point (“I” has “II”, “A” has “B”; p. 61 [II.A.1.] & p. 55)? Avoid “hanging” or widow subordinate points. Develop the HO at least to the SP level (“A,” “B,” etc.).

23.xs Does each point contribute to its superior point? Does your content here explain the text? Is it really needed?

24.xs Is each point one, short (“TL” = too long), active (not passive voice), clear, full sentence with *one subject* and complement(s)—not just a phrase (“FS” = full sentence is needed)? Are MPs restated in brackets (optional)?

25.x Is each verse, verses, or verse portion underlined when it is to be read?

26.xs Are SPs included and indented from the MPs at the far left? (Don’t start or continue SPs from the far left side.)

27.xs Does each SP & MP include a *different and correct* verse, verses, or verse portion (1a, 1b, 1c, etc.)?

28.xs Does the sermon at least summarize all verses/parts of the text in 2-4 SPs or MPs?

29. s Is each point of the outline numbered/lettered rather than in paragraphs, brackets, or parentheses? Not “I. Intro…”

30. s Are you direct: “Love others…” (not “Believers [or “We”] should love others…”)? Use imperatives!

31.xs Did you: (a) spell-check, (b) proofread your grammar at grammarly.com and (c) have <20% score at turnitin.com?

32. Are transitions before MPs in parentheses? Do they repeat the subject rather than say “my second point…”?

33. Is the whole outline on a single page? You should sum up each point in *one* sentence, not a paragraph.

34. Is your EO#1 attached to this assignment with improvements suggested by the teacher clearly seen?

35. Is your EO#2 attached to this assignment with improvements suggested by the teacher now corrected?

36. Is support given for your view on difficult verses or facts in illustrations? Do you say *why* you hold to your view?

**Conclusion (note in bold text)**

37. Is the Main Idea stated and labeled as the MI (CPS)? Is it parallel to the EI (CPT)? Does it sum up all MPs?

38. Is the MI clear and short (TL = too long) enough to be grasped by ear but still applies the text (cf. #21 above)?

39. Does the conclusion review concepts in the MPs? Do you avoid adding new ideas in the conclusion?

40. Are specific examples of application developed rather than simply listed? Do listeners know specifically what to do after hearing you preach? Apply the MI *to us*—not to the original readers or your church or other audience.

41. Do you end with a clear exhortation to apply the MI *now*? Use stories along with “you” statements and questions.

42. Does the conclusion (and introduction) use Arabic numbers in point form? Do you indent them at the left?

**Heading**

43. Do you have a catchy title that doesn’t reveal the Main Idea so as to draw interest?

44. Is your correct sermon form at the top (cyclical inductive, simple deductive, etc.) with MI at the right place?

45. Is the correct desired listener response (purpose) clearly stated at the top as related to the audience and not to you?

46. s Do you state the passage, your name and box number at the top?

**Abbreviations Used to Mark Outlines** (see the Exegetical Outline Checklist on previous page)

# Preliminary Questions

**Verses Questions**

# Context: What did the author record just prior to this passage?

# Purpose: Why is this passage in the Bible?

# Background: What historical context helps us understand this passage?

# Questions

# Tentative Main Ideas

Text

# Illustrations That Apply

### Text

# Old Testament Survey Notes

**Title**

***Book***

**Exegetical Outline (Steps 2-3)**

# *Exegetical Idea*:

# I.

# II.

# III.

**Purpose or Desired Listener Response (Step 4)**

The listeners will

**Homiletical Outline** (Cyclical inductive form)

# Introduction

### Interest:

### Need:

### Subject:

### Background:

### Preview:

### Text:

(Transition into MPI here.)

# I.

[Restate MP here.]

(Transition into MPII here.)

# II.

[Restate MP here.]

(Transition into MPIII here.)

# III.

[Restate MP here.]

(Transition into the MI here.)

# Conclusion

### (MI).

### Main Points

### Exhortation/Application



**Rick Griffith**

2018

Message of 66

**Title**

***Passage***

# Introduction

Subject with a blank for the key word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ blank answer in hidden text

# I. MP has a blank for the key word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ answer (verses).

## SP has a blank for the key word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ answer (verses).

## SP has a blank for the key word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ answer (verses).

## SP has a blank for the key word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ answer (verses).

# II. MP has a blank for the key word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ answer (verses).

## SP has a blank for the key word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ answer (verses).

## SP has a blank for the key word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ answer (verses).

# Conclusion

### Main Idea has a blank for the key word \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ answer (verses).

### Application question

Download this sermon PPT and notes for free at BibleStudyDownloads.org/resource/old-testament-preaching/

Listen to this message online at cicfamily.com/sermon-listing/

BOOK CHART