

# EXPLORING CHRISTIAN THEOLOGY

Field Guide

Volume 2

*Creation, Fall,  
and Salvation*



***Exploring Christian Theology Field Guide, Volume 2***

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Questions and exercises based on the content of  
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*Non nobis,  
Domine,  
non nobis,  
sed nomini tuo  
da gloriam.*

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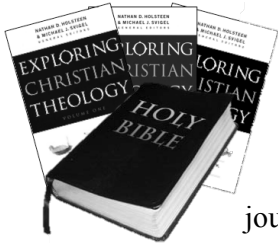
# How to Use This Field Guide

Before you step outdoors to embark on a trek through unfamiliar territory, you need a few essentials. Basics like proper footwear and clothing are an obvious start. But you also need the right amount of food and water for the journey, and if it's a long hike, maybe some gear for climbing, cooking, or camping. Travel companions are strongly recommended (there's still safety in numbers). Oh, and don't forget a GPS *and* (not *or*) a good, old fashioned, ever-reliable *compass and map*. Yes, *real* paper and *real* moving parts. Because if you get lost, the last thing you want to worry about is finding your way back before the battery on your GPS runs out!



Exploring Christian theology is a lot like a trek into unfamiliar territory. You may traverse a few well-worn, familiar paths, but if you venture too far from the main route, you'll want to have everything you need for a safe and enjoyable experience. Like a compass and map, the three-volume *Exploring Christian Theology (ECT)* series provides you with some essential gear. But like any set of tools, you need to know how to use the wealth of information in *ECT* to get the most out of your journey.

All of us are embarking on this adventure with different degrees of experience and different destinations. You may be involved in personal Bible study or one-on-one discipleship with a seasoned mentor...or you're part of a small group wanting to dig deeper. Perhaps you're using *ECT* as a primer for theological or ministry training...or as a review in preparation for formal ordination. Maybe you're walking through a pre-baptism, new member, or confirmation class...or shepherding mature believers through leadership training. However you're using *ECT*, this *Field Guide* is designed to help you more easily navigate from where you're starting to where you want to go.



The *Field Guide* should be used with a few other pieces of essential gear for the journey. You'll need the corresponding *ECT* book because the questions and their page numbers correspond to those printed volumes. And don't forget your Bible. You'll be doing a lot of work in the Scriptures. Also, be prepared to mark up, highlight, quick-tab, sticky-note, underline, or bookmark both the *ECT* volume and your Bible. This will help you better interact with the *Field Guide* questions and discussions. Finally, though you're free to explore Christian theology on your own, you'll get the greatest benefit from this series if you work through the *Field Guide* with another person or as part of a group—especially in your local church community.

Because the *ECT* books can be used for both beginners and advanced students of Christian theology, not all the questions in the *Field Guide* are necessarily suited for your particular purpose. Like hiking maps that rate trails on difficulty, we've indicated three levels for each individual question as well as a few entire exercises. Note, though, that students following trail 3 should also venture into level 1 and 2 questions...but trail 1 explorers don't need to worry about levels 2 and 3.



- ① ❖ **Light**—For new believers, baptism or confirmation candidates, teenagers.
- ② ❖ **Moderate**—For intermediate readers, lay leader training, membership classes, adults.
- ③ ❖ **Challenging**—For college or seminary students, pastors and teachers, mature believers.

Finally, never forget that God the Holy Spirit is your guide. Yes, He has graciously provided pastors, teachers, and a community of faith to help—and He has chosen to work through them in His teaching and leading of the Church (Eph. 4:11–16). But without God working in your mind, heart, and will, all of us would be stuck at the trailhead, never able to take even the first steps in exploring Christian theology. So start with prayer...and always give God thanks for your progress!

Preface  
Introduction  
&  
The Christian Story in Four Acts



## ① Introduction

① To Read	“Introduction” (pp. 8–9)
② To Do	Spend time in prayer with your mentor or group, petitioning God the Father, through His Son, Jesus, to teach you by His Holy Spirit to not only understand the concepts in this study but to be challenged and changed as a result of your reading, reflection, and discussion.

① ❖ Why do you think so many people are “turned off” by the words “theology” or “doctrine”?

① ❖ In light of the Introduction (pp. 8–9), why is theology important for the Christian life?

② ❖ What might be some lingering dangers in studying theology? What are your personal fears, apprehensions, or doubts about the value of theology?

① ❖ What are three things you hope to gain from a study of Christian theology?

## ① The Christian Story in Four Acts

① To Read	“The Christian Story in Four Acts” (pp. 11–20)
② To Study	Acts I: Creation; Acts II: Fall; Act III: Redemption; Acts IV: Restoration; <i>You Are Here</i>
③ To Memorize	Chart, “God’s Story: From the Garden to Glory” (p. 13)
③ To Do	Reflect on and discuss how some of your favorite books, films, or television shows reflect certain elements of the “Hero Cycle” (a.k.a., “Hero’s Journey”). Discuss how elements of these stories parallel in some ways God’s story of Creation, Fall, Redemption, and Restoration?

① ❖ What are the “Four Acts” of the Christian story (pp. 13–19)? What key events occur in each major movement (pp. 13–29)?

② ❖ Review the six bullet points on page 12. How have you personally experienced these things? Why would the Christian story help address those feelings and experiences?

③ With your group or mentor, discuss how viewing theology as a grand story or drama differs from how theology is often treated. How might this approach be helpful to people in our modern culture?

① ❖ What is the theme of the Old Testament (p. 13)?

① ❖ What is the theme of the New Testament (p. 15)?

② ❖ Who are the villains and victims of the Christian story (pp. 14–15)? What were the results of their villainous actions?

② ❖ Who is the central “character” in the Christian story (pp. 15–19)? What did He accomplish through His heroic actions? How did He accomplish them?

# Part One

## *From Dust to Dust:* Creation, Humanity, and the Fall





# ① High-Altitude Survey

① To Read	“High-Altitude Survey” (pp. 23–28)
② To Study	Creation of the universe; creation of humanity in the image of God; the fall of humanity; effects of the fall; origin of sin and death
③ To Do	Explore what your church teaches regarding the doctrines of the creation; humanity; angels, Satan, and demons; and the fall of humanity.

① ❖ How does the Bible answer the question, “Why is there something instead of nothing” (pp. 23–24)?

② ❖ What should be our response to the truth that God created everything, out of nothing, for someone and something (pp. 23–24)?

① ❖ What is the basic Christian teaching about humanity (p. 24)?

② ❖ How is the Christian view of humanity different from naturalistic evolution (pp. 24–25)?



### ③ Quiz 1: High-Altitude Survey

**1. Which of the following is *NOT* an effect of the Bible's teaching on creation:**

- a. It prompts wonder and awe at His incomparable majesty.
- b. It clearly points us to the death, burial, and resurrection of Jesus.
- c. It reveals God's existence, His power, and His attributes.

**2. Creation of humanity in the "Image of God":**

- a. Applies only to men, not to women.
- b. Makes most sense if naturalistic evolution is true.
- c. Establishes the divine basis for human dignity.

**3. Which statement best describes the Bible's teaching concerning the fall of humanity?**

- a. God originally created humans "very good," but they sinned and plunged all humanity after them into sin and death.
- b. Adam and Eve are merely symbols for the daily temptations and "falls" we each experience as we struggle against sin.
- c. God created humans originally neutral, neither good nor evil, but when they ate the forbidden fruit, they became both good and evil.

**4. Throughout history, what have most Christians taught regarding the origin of evil?**

- a. God created evil to accentuate good.
- b. Satan, once a great angel, rebelled and brought evil into creation.
- c. Evil has always existed, eternal as God is eternal.

**5. The deepest "root" or "essence" of sin is:**

- a. Pride, the human quest for autonomy.
- b. Curiosity, trying to learn new things.
- c. Emotion, not letting reason control decisions.

**6. Which of the following is *NOT* an effect of the Fall of Adam and Eve?**

- a. All humanity has been plunged into bondage to rebellion and the ways of death.
- b. Humans live in a corrupted world of unrest, sorrow, and death.
- c. Angels followed Adam's example and fell into sin, becoming demons.

**7. The only solution to the problem of sin, suffering, evil, and death, is:**

- a. The person and work of Jesus Christ, who came to abolish sin, end suffering, vanquish evil, and defeat death.
- b. Turning from sin, committing to being good, reading your Bible, and praying every day.
- c. Voting for the godliest politicians and most righteous political party platform each election year.

## ① Passages to Master

① To Read	“Passages to Master” (pp. 29–50)
② To Study	Genesis 1–2; Genesis 1:26–28; Genesis 2:7; James 3:9; Colossians 1:16; Genesis 3; Romans 3:9–23; Romans 5; Galatians 5:19–21; the chart, “Humanity’s Unique Place in God’s Original Creation” (p. 32); the chart, “Three Views on the Origin of the Soul” (p. 37); the charts, “Five Things Angels <i>Do</i> ” and “Three Things Angels <i>Don’t Do</i> ” (p. 40); the chart, “What Satan and Demons Do” (p. 41); the chart, “Five ‘Deaths’ Resulting From the Fall” (p. 42); the chart, “More Bad News: Additional Passages Related to Human Depravity” (p. 44); the chart, “Passages Related to the Doctrine of Original Sin” (p. 47); the chart, “Imputed and Inherited Sin Compared” (p. 49)
③ To Memorize	Genesis 1:31; Genesis 1:27–28; Genesis 2:7; James 3:8–9; Colossians 1:16; Genesis 3:17–19; Romans 3:10–12, 23; Romans 5:12; Galatians 5:19–21
③ To Do	In the glossary (pp. 249–259), familiarize yourself with the following terms: Day-Age Theory; Evolution, Naturalistic; Gap Theory; and Young-Earth Creationism. Now find out about your church’s official position regarding the creation and where this falls in the variety of perspectives on how to understand Genesis 1–3.

### (1) *Genesis 1–2: The Doctrine of Creation as the Foundation of Christian Teaching* (pp. 30–31)

① ❖ List three things Genesis 1–2 teaches us about this world (p. 30).

③ ❖ List three things Genesis 1–2 teaches us about humanity (pp. 30–31).

② ❖ What fundamental questions of human existence and meaning are addressed by Genesis 1–2 address, which science or philosophy could never answer (pp. 30–31)?

③ Throughout history and especially today, Bible-believing Christians have held to a variety of interpretations of the creation accounts in Genesis 1–2. With your group or mentor, discuss your church’s general perspective on Genesis 1–2 (pp. 31–34).



- ② ❖ Why is it important that humans are both physical (material) and spiritual (immaterial)? What difference does this make to our understanding of humanity (pp. 34–37)?

③ With your group or mentor, discuss your church's view (if it has one) on the nature of material/immaterial aspects of the human person and the origin of the soul (pp. 34–37). What practical implications might these differing views have?

**(4) *James 3:9: The Foundation of Human Dignity* (pp. 37–38)**

- ① ❖ How does a right understanding of the Image of God affect our view of human dignity (pp. 37–38)?
- ③ ❖ If you rejected the creation of humanity in the Image of God, how could one argue for the dignity of each individual human, despite disability, deformity, reduced mental capacity, etc. (pp. 37–38)?

**(5) *Colossians 1:16: Creation of the Invisibles* (pp. 39–41)**

- ① ❖ Where did angels, Satan, and demons come from (p. 39)?

③ Discuss with your group or mentor the following question: How would you respond to someone who might suggest that because God created angelic beings knowing they would eventually fall and bring extreme wickedness into the world, this makes God a perpetrator of evil and therefore not truly good (pp. 39–40)?

③ ❖ Read Ezekiel 28. Do you see this as a reference to Satan and his fall? Why or why not?

② ❖ Why do you think it's important to know what angels and demons do and don't do (charts on pp. 40–41)? What could happen if somebody has a misunderstanding about angelic beings or becomes too preoccupied with them?

**(6) *Genesis 3: The Fall of Humanity* (pp. 41–42)**

① ❖ What are some major effects of the Fall on humanity (pp. 41–42)? Name at least five.

② ❖ How does Genesis 3 address the question of the origin of evil, sin, and death (pp. 41–42)? What questions related to the origin of evil are not answered here?

② ❖ In what five ways did Adam and Eve experience “death” as a result of the Fall (p. 42)?

**(7) Romans 3:9–23: Depravity of Fallen Humanity (pp. 43–45)**

- ① ❖ Define “depravity” in your own words (p. 43). Also see the definition in the “Glossary of Terms” (p. 251).
  
- ③ ❖ How would you respond if someone echoed the ideas expressed in the quote by Ferrol Sams (p. 43)? What assumptions about God and humanity stand behind these ideas?
  
- ① ❖ In one sentence, describe the false teaching called “Pelagianism” (pp. 44–45)?
  
- ② ❖ From the chart, “More Bad News,” which passages of Scripture clearly refute the teaching of Pelagianism?
  
- ② ❖ What are the three distinct ways Christians have historically viewed the extent of depravity on fallen humanity? Define these (p. 45).

③ With your group or mentor, discuss which of the three perspectives on depravity (p. 45) most closely aligns with the teaching of your church or denomination. Discuss how these differing views of depravity affect other areas of doctrine.



**(8) *Romans 5: The Doctrine of Original Sin (pp. 46–49)***

- ① ❖ What is the doctrine of “original sin” (p. 46)? Why might some people be opposed to this teaching?
  
- ② ❖ Based on your reading of pp. 46–48 and the glossary, what is the difference between inherited and imputed sin?

③ With your group or mentor, discuss your own church’s or denomination’s view of original sin. Why is this doctrine important to a right understanding of humanity, sin, and even salvation?

**(9) *Galatians 5:19–21: The Variety and Severity of Sin (pp. 49–50)***

- ① ❖ What does the great variety of biblical terms for “sin” tell us about wickedness and the human experience (pp. 49–50)?
  
- ② ❖ According to Galatians 5:19–21, what is the source and what are the results of a sinful lifestyle?

## ③ Quiz 2: Passages to Master

1. **“So God created man in his own image, in the image of God he created him; male and female he created them.”**
  - a. Genesis 2:7
  - b. Genesis 1:27
  - c. Genesis 3:15
2. **Which of the following New Testament passages teaches that humans are created in the likeness of God?**
  - a. James 3:8–9
  - b. Romans 3:23
  - c. Galatians 5:19
3. **“For by him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities—all things were created through him and for him.”**
  - a. Colossians 1:16
  - b. Genesis 1:1–3
  - c. Hebrews 1:4
4. **“All have sinned and fall short of the glory of God.”**
  - a. Genesis 5:3
  - b. Ephesians 2:3
  - c. Romans 3:23
5. **Which of the following passages contrasts the deeds of the flesh with the fruit of the Spirit?**
  - a. Galatians 5:19–21
  - b. Romans 5:12
  - c. Ephesians 2:8–10
6. **Which passage of the Bible does *NOT* deal with original sin or depravity?**
  - a. Genesis 3:17–19
  - b. Romans 3:10–12
  - c. Genesis 2:7
7. **“Then the Lord God formed the man of dust from the ground and breathed into his nostrils the breath of life, and the man became a living creature.”**
  - a. Genesis 1:26–27
  - b. Genesis 2:7
  - c. Genesis 3:1
8. **“Sin came into the world through one man, and death through sin, and so death spread to all men because all sinned.”**
  - a. Romans 3:29
  - b. Romans 5:12
  - c. Romans 6:26

## ② Humanity and Sin in Retrospect

② To Read	“Humanity and Sin Retrospect” (pp. 51–67)
② To Study	The chart, “Four Classic Views on Humanity and Sin” (p. 56); chart summarizing the major people, events, and developments in history regarding Humanity and Sin (p. 66)
③ To Memorize	Three major “bullet points” identified by your mentor from each period of church history (p. 66)
③ To Do	For advanced students, after reading the narrative for each of the four periods of church history, read the corresponding selected quotes in the section “Voices from the Past and Present” (pp. 91–114). Note themes that stay the same in every era as well as things that differ or change.

### The Patristic Period (100–500)

- ② ❖ Contrast the “two Clements” regarding their differing views of the *Imago Dei*. Which perspective won out in the patristic period (pp. 52–53)? Why?
  
- ② ❖ How did the Gnostic heretics differ radically from orthodox Christians regarding the doctrine of humanity (p. 53)?
  
- ② ❖ Define the “traducian” and “creationist” views on the origin of a person’s immaterial aspect (pp. 53–54).

② ❖ How did one's view of the soul's origin relate to one's view of sinfulness (p. 54)?

③ With your mentor, church leader, or group, discuss your church's or denomination's understanding regarding the origin of the soul (traducianism or creationism).

② ❖ Contrast the views on free will and depravity among the Gnostics, Pelagius, Augustine, and John Cassian (p. 55).

② ❖ How did the Council of Ephesus in 431 weigh in on the issue of human sinfulness (pp. 55–56)?

③ ❖ What are three things regarding humanity and sin that almost all Christians of the patristic period agreed on (pp. 52–56)?

### **The Medieval Period (500–1500)**

- ② ❖ What doctrines were solidified for the Roman Catholic Church at the Synod of Orange II in 529 (p. 56)?
  
  
  
  
  
  
  
  
  
  
- ③ ❖ Why is the medieval church of the West regarded as “semi-Augustinian” rather than “Augustinian” (pp. 56–57)?

③ Using the chart, “Four Classic Views on Humanity and Sin” (p. 56), discuss with your group or mentor where your church or denomination falls in the spectrum of views regarding humanity and sin. (Remember: Pelagianism is heresy!)

- ② ❖ What deviations occurred in Roman Catholic theology regarding humanity and sin, even contrary to their decrees at the Synod of Orange II (pp. 57–58)? How did these developments affect other doctrines in the late medieval period?

### **The Protestant Period (1500–1700)**

- ② ❖ Describe the controversy regarding humanity and sin during the Reformation. What did many Reformers believe about the medieval Roman Catholic Church’s view (pp. 58–59)?

- ② ❖ What was Luther's view of the Image of God? How was this different from most Christians before him (pp. 59–60).
  
- ② ❖ How did many from the Anabaptist tradition differ from the major Reformers in their doctrine of humanity and sin (p. 60)?
  
- ② ❖ Describe the Dutch Remonstrants' position regarding sin, depravity, and free will (p. 60)?
  
- ③ ❖ In what ways did the various parties and perspectives during the Reformation appeal to earlier church history in their arguments regarding the doctrines of humanity and sin (pp. 58–61)? How might the diversity of views be explained in light of history?

### **The Modern Period (1600–500–1500)**

- ② ❖ Compare the Bible's concept of "enlightenment" with the modern concept of "enlightenment." Why is the modern concept so dangerous for orthodox theology (p. 61)?

② ❖ How did Jonathan Edwards and John Wesley soften the staunch Calvinist views of human nature in their own unique ways (p. 62)?

③ ❖ How did Charles Finney's doctrine of original sin and depravity differ radically from Calvinism and Arminianism (p. 63)? Returning to the chart on page 56, where does Finney's view seem to fit in the spectrum between Pelagianism and Augustinianism?

③ ❖ Why did many Christians regard the theory of evolution as disastrous for the classic Christian teaching regarding humanity and sin (pp. 63–64)?

③ Discuss with your group or mentor whether evolution is opposed to the Bible's view of humanity and sin or if it can in some way fit in a classic Christian worldview.

③ ❖ How has modern liberal theology redefined "sin" (pp. 64–65)?

③ ❖ What are the age-old "internal debates" many conservative Christians have regarding the doctrines of humanity and sin (p. 65)? Where do you and your own church land on these issues?

③ In your group or with your mentor, discuss what you believe are the greatest issues, questions, or challenges facing conservative Christians in the twenty-first century regarding the doctrines of humanity and sin. How does knowing the history of these doctrines help believers think through these issues with some added insight and wisdom?

### ③ Quiz 3: Humanity and Sin in Retrospect

- The belief that the “image of God” had to do with human rationality and spirituality and little to do with the physical aspect of humanity dominated Christian thought until the modern era.  
T. True  
F. False
- Dichotomy (that humans were created with two aspects, material and immaterial) has been the dominant view among pastors, teachers, and theologians throughout history.  
T. True  
F. False
- Cassian (c. 354–418) and Augustine (c. 354–430) agreed on the doctrine of total depravity, allying against the teachings of Pelagius (c. 360–435).  
T. True  
F. False
- In AD 431, the Council of Ephesus condemned Pelagianism, the teaching that humans were born sinless and innocent and therefore able to work out their own salvation.  
T. True  
F. False
- At the Synod of Orange II (529), the Roman Catholic Church condemned both Pelagianism and Cassianism, affirming what might be called “semi-Augustinianism.”  
T. True  
F. False
- In the medieval period, Roman Catholic theologians tended to harden in their views of total depravity and the bondage of the will, becoming even more Augustinian and less open to free will.  
T. True  
F. False
- Martin Luther, John Calvin, and Ulrich Zwingli championed the long-forgotten and forbidden views of either Pelagius or John Cassian against Roman Catholic attacks on the freedom of the will.  
T. True  
F. False
- The major issues that separated the Dutch Calvinists and Dutch Arminians (Remonstrants) concerned the effects of original sin, human depravity, and free will among humans in light of the work of Christ.  
T. True  
F. False
- The “Enlightenment” had a positive effect on conservative theology, restoring the long-lost emphasis on human goodness and free will.  
T. True  
F. False
- Liberal theology has tended to significantly redefine the doctrines of humanity and sin in light of evolutionary theory.  
T. True  
F. False



## ① Facts to Never Forget

① To Read	“Facts to Never Forget” (pp. 68–74)
② To Study	Biblical supports for the six “facts to never forget” (pp. 68–74)
③ To Memorize	Chart of the six “facts to never forget” (p. 74)
③ To Do	Drawing from your study of “Passages to Master” (pp. 29–50), add at least one key passage of Scripture to each of the six “facts to never forget” (pp. 68–74)

### **Fact 1: The triune Creator is the foundation for a Christian worldview (pp. 68–69).**

- ① ❖ What are the three basic answers to the question, “Why is there something instead of nothing” (pp. 68–69)?
  
  
  
  
  
  
  
  
  
  
- ② ❖ What is particularly unique about the Christian worldview?

### **Fact 2: All humans are created in God’s image and have inherent dignity (p. 70).**

- ① ❖ What does it mean for each individual person that he or she is created in God’s image (p. 70)?

### **Fact 3: God created humans to live and thrive in community (pp. 70–71).**

- ① ❖ Why was it “not good” for Adam to be alone? What is it so important for humans to living in community (pp. 70–71)?

**Fact 4: All are sinners, all have sinned, and all need a Savior (pp. 71–72).**

- ① ❖ What is the difference between saying “I am a sinner because I sin” and “I sin because I’m a sinner” (pp. 71–72)?

③ With your group or mentor, discuss how the difference between “I’m a sinner because I sin” and “I sin because I’m a sinner” affects one’s view of salvation.

**Fact 5: Angels and demons are finite creatures of their infinite Creator (pp. 72–73).**

- ① ❖ What is the correct understanding of the relationship between God on the one hand and angels and demons on the other (pp. 72–73)?

- ② ❖ What are some of the “baseless beliefs” about angels and demons floating around? What are some practical problems with these ideas?

**Fact 6: God is not the author of evil (p. 73).**

- ① ❖ Give three Scriptures that point to the truth that God is not the author of evil (p. 73).

- ③ ❖ In your own words, describe the “free will defense” against the view that God is the author of evil (p. 73).

## ① Dangers to Avoid

① To Read	“Dangers to Avoid” (pp. 75–84)
② To Study	Biblical supports for the eight “Dangers to Avoid” (pp. 75-84)
③ To Memorize	Chart of the “Eight Dangers to Avoid.”
③ To Do	While going through “Voices From the Past and Present” (pp. 91–114) recognize and list where the authors identify one or more of the eight “Dangers to Avoid.”

### Danger 1: Skepticism’s Scientific Seduction (pp. 75–77)

- ① ❖ Despite the amazing positive contributions of scientists, for what vital questions can science provide no answers (p. 76)?
- ② ❖ How does science often operate life its own faith or even religion (p. 76)?

③ With your group or mentor, discuss how current science seems to be undermining the faith of some, giving specific examples of issues or people you may know who have succumbed to skepticisms’ scientific seduction (pp. 75–77).

### Danger 2: The Fallacious Fall (p. 77)

- ① ❖ How have some modern people undermined the Christian teaching of the original Fall of humanity (p. 77)?
- ③ ❖ What are some theological implications if there had been no historical Adam (p. 77)?

### Danger 3: I’m OK, You’re OK (p. 78)

- ① ❖ What is the problem with the false belief that human beings are basically “ok” (p. 78)?

**Danger 4: Good Ghost in a Bad Host (pp. 79–80)**

- ① ❖ What is the biblical teaching concerning the relationship between the material and immaterial parts of human beings (p. 79)? What are some false views of this relationship?

**Danger 5: Logjam Syndrome (pp. 80–81)**

- ① ❖ List three damaging consequences of the “Logjam Syndrom” (pp. 80–81). How have you personally experienced these?

**Danger 6: Ken-L-Ration Legalism (p. 81–82)**

- ① ❖ In your own words, define “legalism” as described on pp. 81–82. To what errors does legalism lead?

**Danger 7: The Devil Done Did It (pp. 82–83)**

- ① ❖ What is the problem with blaming the devil, the world, or others around us for our sins (pp. 82–83)?

**Danger 8: *Flee, Your Fools!* (pp. 83–84)**

- ① ❖ What are the types of sins and temptations from which believers are to flee (p. 84)?
  
- ① ❖ What are the two benefits that come from resistance to sin (p. 84)?

## ① Principles to Put Into Practice

① To Read	“Principles to Put into Practice” (pp. 85–90)
② To Study	The “Six Principles,” specifically focusing on the areas where you need to focus most in your own life.
③ To Memorize	The chart, “Principles to Put into Practice” (p. 90).
③ To Do	Place the “Principles to Put into Practice” in order from “most applicable” (marked #1) to “least applicable” (marked #6), taking into consideration your current personal need for practical growth in these areas.

### Principle 1: Worship and glorify God as Creator (p. 86).

- ① ❖ Why is the worship of God as Creator so important in a world that often worships the things of the world (p. 86)?

### Principle 2: Enjoy God’s creation as a gift from His hand (p. 87).

- ① ❖ How are world-hating and world-rejecting opposed to a proper Christian theology of the world (p. 87)?
- ② ❖ How can we receive and enjoy creation as a gift from God (p. 87)?

### Principle 3: Treat all people with dignity as bearers of the image of God (p. 88).

- ① ❖ According to Scripture, is any human excluded from being treated as an image-bearer of God? (p. 88)?

③ With your group or mentor, discuss which people or groups in your communities tend to be treated with the least dignity. How can you and your church address this?

**Principle 4: Admit that you're a helpless, hopeless, hapless sinner in desperate need of a Savior (pp. 88–89).**

- ① ❖ What is the difference between saying “I sin because I’m a sinner” and “I’m a sinner because I sin”? How would the solution to our sin problem be different in each case (pp. 88–89)?

**Principle 5: Hate sin and death as the enemies of God and His goodness (pp 89–90).**

- ① ❖ Why is it important to insist that sin and death are *not* creations of God (pp. 89–90)?
  
- ② ❖ What are some ways we can talk and act that demonstrate that Christians oppose sin and death while still maintaining the dignity and honor due fallen image-bearers (see Principle #3, p. 88)? What would it mean to “love the sinner, but not the sin” (p. 89–90)?

③

## Quiz 4: Facts, Dangers, and Principles

1. \_\_\_\_\_ is the foundation for the Christian worldview.
  - a. The triune Creator.
  - b. The inerrancy of Scripture.
  - c. Belief in the supernatural world.
  
2. Because all humans are created in God's image, every person—saved and unsaved—has \_\_\_\_\_.
  - a. A divine nature.
  - b. A triune nature.
  - c. Inherent dignity.
  
3. Which of the following best represents the Christian view of sin?
  - a. "I sin because I'm a sinner."
  - b. "I'm a sinner because I sin."
  - c. "The unsaved are sinners, the saved are not sinners."
  
4. Angels and demons (including Satan) are \_\_\_\_\_:
  - a. Are divine beings who are a real challenge to God's plan and power.
  - b. Are finite creatures subject to the sovereignty of their infinite Creator.
  - c. Are the spirits of good or bad humans who have died.
  
5. Sin, evil, and death are \_\_\_\_\_.
  - a. Negations of righteousness, goodness, and life, not created by God.
  - b. Creations of God which, when seen from His perspective, are actually good things.
  - c. Direct works of Satan, who is eternally working to thwart God's plan.
  
6. Human beings are \_\_\_\_\_.
  - a. Basically neutral, able to choose good or evil on their own.
  - b. Basically fallen and bad apart from God's grace.
  - c. Basically good, able to live righteousness if they want.
  
7. The "real me" is \_\_\_\_\_.
  - a. My body and soul together.
  - b. My body, because my soul is just an impersonal energy.
  - c. My soul, because my body is just a temporary shell.
  
8. People are meant to \_\_\_\_\_ God's creation.
  - a. Try to escape
  - b. Thankfully enjoy
  - c. Despise and reject
  
9. Believers are to \_\_\_\_\_ death.
  - a. Love and long for
  - b. Ignore and downplay
  - c. Hate and hope for the defeat of

Answers to Quiz 4  
1=a; 2=c; 3=a; 4=b; 5=a; 6=b; 7=a; 8=b; 9=c

*I want to understand Your truth,  
which my heart believes in and loves.  
I do not seek to understand in order to believe,  
but rather I believe in order to understand.*

Anselm of Canterbury