

The Book of Hebrews

Study Guide

LESSON
ONE

THE BACKGROUND AND PURPOSE OF HEBREWS



THIRD MILLENNIUM
MINISTRIES

Biblical Education. For the World. For Free.

For videos, manuscripts, and other resources, visit Third Millennium Ministries at thirdmill.org.

CONTENTS

HOW TO USE THIS LESSON AND STUDY GUIDE	2
NOTES.....	3
I. INTRODUCTION (0:20)	3
II. BACKGROUND (1:56)	3
A. Authorship (2:17)	3
1. Identity (2:40)	3
2. Profile (8:28)	5
B. Original Audience (14:07)	6
1. Jewish (15:01)	6
2. Hellenistic (15:50)	6
3. Immature (16:46)	6
4. Persecuted (19:03)	7
5. Near Apostasy (23:03)	7
C. Date (24:45)	7
III. PURPOSE (27:38)	8
A. Intensity of Exhortations (31:24)	8
1. Frequency (31:57)	8
2. Rhetorical Style (33:54)	9
B. Goal of Exhortations (38:39)	9
1. Reject Local Teachings (39:21)	9
2. Remain Faithful to Jesus (48:46)	10
IV. CONCLUSION (54:30)	11
REVIEW QUESTIONS	12
APPLICATION QUESTIONS	15

HOW TO USE THIS LESSON AND STUDY GUIDE

This study guide is designed for use in conjunction with the associated video lesson. If you do not have access to the video, the study guide will also work with the audio and/or text versions of the lesson. Additionally, the lesson and study guide are intended to be used in a learning community, but they also can be used for individual study if necessary.

- **Before you watch the lesson**
 - **Prepare** — Complete any recommended readings.
 - **Schedule viewing** — In the Notes section of the study guide, the lesson has been divided into sections that correspond to the video. Using the time codes found in parentheses beside each major division, determine where to begin and end your viewing session. IIM lessons are densely packed with information, so you may also want to schedule breaks. Breaks should be scheduled at major divisions.
- **While you are watching the lesson**
 - **Take notes** — The Notes section of the study guide contains a basic outline of the lesson, including the time codes for the beginning of each section and key notes to guide you through the information. Many of the main ideas are already summarized, but make sure to supplement these with your own notes. You should also add supporting details that will help you to remember, describe, and defend the main ideas.
 - **Record comments and questions** — As you watch the video, you may have comments and/or questions on what you are learning. Use the margins to record your comments and questions so that you can share these with the group following the viewing session.
 - **Pause/replay portions of the lesson** — You may find it helpful to pause or replay the video at certain points in order to write additional notes, review difficult concepts, or discuss points of interest.
- **After you watch the lesson**
 - **Complete Review Questions** — Review Questions are based on the basic content of the lesson. You should answer Review Questions in the space provided. These questions should be completed individually rather than in a group.
 - **Answer/discuss Application Questions** — Application Questions are questions relating the content of the lesson to Christian living, theology, and ministry. Application questions are appropriate for written assignments or as topics for group discussions. For written assignments, it is recommended that answers not exceed one page in length.

Notes

I. Introduction (0:20)

II. Background (1:56)

A. Authorship (2:17)

1. Identity (2:40)

The author of Hebrews never identified himself.

In *The History of the Church*, Eusebius (quoting Origen) wrote: “But as to who wrote the epistle [of Hebrews], God knows the truth of the matter.”

Hebrews was omitted from both the Marcionite Canon (A.D. 144) and Muratorian Canon (A.D. 170).

By the end of the patristic period the majority of influential interpreters acknowledged the canonicity of Hebrews.

During the medieval period, most scholars attributed Hebrews to the apostle Paul.

Today, the majority of interpreters reject Pauline authorship for three reasons:

- Anonymity: Paul always named himself in his epistles.
- Themes: The book of Hebrews emphasizes subjects that don't receive much, if any, attention in Paul's letters.
- Generation: The writer of Hebrews distanced himself from the first generation of Jesus' followers.

2. Profile (8:28)

- Hellenistic Jew:
 - Knowledge of the Old Testament

 - Sophisticated Greek

- Passionate Intellectual:
 - Complex theological arguments

 - Devotion and passion for the Christian Faith and fellow Christians (Hebrews 10:33-34; 12:1-2).

B. Original Audience (14:07)

The author wrote to a specific audience with whom he was personally familiar (Hebrews 13:19-24).

1. Jewish (15:01)

The author referred to the Old Testament Israelites as “*our* forefathers.” (Hebrews 1:1).

2. Hellenistic (15:50)

Hebrews contains theological teachings that were common among Jews living outside of Palestine.

3. Immature (16:46)

The author of Hebrews expected church leaders to teach his book to their congregations (Luke 4:16, Acts 13:15, 1 Timothy 4:13).

The original audience may have remained theologically immature because they didn't respect their leaders (Hebrews 5:11; 13:17).

4. Persecuted (19:03)

They had faced persecution in the past, some were suffering in the present, and some would suffer in the future (Hebrews 10:32-35; 12:3-4; 13:3).

5. Near Apostasy (23:03)

Some were in danger of turning away from Christ entirely (Hebrews 10:26-27).

C. Date (24:45)

The earliest (*terminus a quo*) and latest (*terminus ad quem*) possible dates for this book can be established rather firmly:

- Earliest possible date: After Paul's death, around A.D. 65

- Latest possible date: Before the destruction of the temple, A.D. 70

III. Purpose (27:38)

The author of Hebrews wrote to exhort his audience to reject local Jewish teachings and to remain faithful to Jesus.

The author of Hebrews urged his audience to receive his book as a word of exhortation (Hebrews 13:22).

A. Intensity of Exhortations (31:24)

1. Frequency (31:57)

The frequency of the author's exhortations helps us understand the urgency of his message.

The author used the hortatory subjunctive — a Greek verbal form used to urge or implore (Hebrews 4:14, 16; 12:12-16).

The author also exhorted his audience by using imperatives.

2. Rhetorical Style (33:54)

Hebrews employs many literary devices that were associated with persuasive oratory or urgent debate in the first century:

- *synkrisis*, a detailed comparison between two or more things (Hebrews 7:11-28).
- *exempla*, lists of illustrations or examples that follow one after the other (Hebrews 11).
- *qol wahomer*, “light to heavy”: because the simple premise is true, then the more difficult must also be true (Hebrews 10:28-29).

B. Goal of Exhortations (38:39)

1. Reject Local Teachings (39:21)

To avoid suffering, the audience of Hebrews was tempted to accept teachings that were contrary to the Christian faith.

The author of Hebrews dealt with erroneous beliefs and practices that developed outside of mainstream Judaism (Hebrews 13:9).

The Dead Sea Scrolls at Qumran helps us understand many of the exhortations in Hebrews against local Jewish teachings.

- Eating ceremonial foods (Hebrews 13:9)
- Assortment of basic teachings (Hebrews 6:1-2)
- Powers and roles of good and evils angels
- False teaching about Melchizedek

2. **Remain Faithful to Jesus (48:46)**

The author of Hebrews called his audience to remain faithful to Jesus by organizing his exhortations into five major divisions:

- The supremacy of Christ over angelic revelations (Hebrews 1:1-2:18)
- Jesus above Moses' authority (Hebrews 3:1-4:13)

- Jesus as the supreme Royal Priest after the order of Melchizedek (Hebrews 4:14-7:28)
- The supremacy of the new covenant in Jesus (Hebrews 8:1-11:40)
- The exercise of practical perseverance (Hebrews 12:1-13:25)

IV. Conclusion (54:30)

3. What are the possible dates for the composition of the book of Hebrews? Describe the scriptural and historical evidence surrounding these dates.

4. What literary devices or methods did the author of Hebrews use to express and reveal his exhortations to his audience?

5. The author of Hebrews had specific goals in mind for his exhortations to his audience. List and explain the author's goals and how he expected his audience to respond to his exhortations.

Application Questions

1. In regard to the authorship of Hebrews, Origen said, “But as to who wrote the epistle, God knows the truth of the matter.” Does the anonymity of the book affect your confidence in its content? Explain your answer.
2. According to Hebrews 5:12, the original audience of Hebrews was immature. What are some areas in your spiritual life that need doctrinal progress?
3. The original audience was persecuted for following Christ. Have you been persecuted for your faith in Christ? How does the author's message encourage you?
4. The author wrote to exhort struggling Christians to reject false doctrine and remain faithful to Jesus. What false teachings are you facing? What has been your strategy to remain faithful to Christ?
5. The author of Hebrews communicated his message with a sense of urgency. How can you communicate and live out the gospel with the same sense of urgency as found in Hebrews?
6. The book of Hebrews is highly rhetorical. How can you implement this technique when exhorting Christians with biblical truth?
7. Name some Christians you know who have persevered in the face of trials and did not fall away from Christ. What are some things they did that are worthy of imitating?
8. What ministries are you currently engaged in, and how are they encouraging and helping Christians to remain faithful to Jesus?
9. What is the most significant thing you learned in this lesson?