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by Sonya Shafer

BOOK 10

ROMANS



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IN THE WORD

Student Bible Studies, Book 10

Romans

by Sonya Shafer

On the cover: “To all those in Rome who are loved by God and called to be saints” (Romans 1:7)
Cover illustration by Priscilla Baker



In the Word: Student Bible Studies, Book 10 is part of a complete Charlotte Mason curriculum. See where this course fits in the Simply CM curriculum at simplycm.com/curriculum.

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HOW TO USE

Complete one lesson each week to finish this study in a school year. Each lesson should take about 30 minutes.

Three lessons are set aside as times to meet with your teacher and review your studies. Those are great opportunities to discuss any questions you might have. As you are doing each lesson, jot down in the margins any questions that come to mind. You might discover the answers in later lessons, or you can ask your teacher during your scheduled times together. Of course, you can also ask your teacher questions anytime as you dig into the Word for yourself.

Materials Needed

- Bible, in the translation of your choice
- *My Book of Centuries*
- *Strong's Concordance*, in print or online
- Commentary or study Bible of your choice



Follow this link or use the QR code to learn more about *My Book of Centuries*, a personal timeline resource, at simplycm.com/boc.

Helpful Online Bible Study Tools

Make sure you have parental permission before going online.

- Blue Letter Bible (at blueletterbible.org) provides a free searchable online Bible in many translations along with several study tools, including *Strong's Concordance* and *Vine's Expository Dictionary*. Both are helpful resources to use when researching definitions of words in the original Hebrew and Greek.
- Bible Gateway (at biblegateway.com) offers a free searchable online Bible in many translations.

WHAT TO EXPECT

This is an inductive Bible study on the book of Romans. You will be focusing on finding main ideas, narrating what the words say, and defining what they mean. For each chapter in Romans you will look at the chapter as a whole, then break it into sections and study each section more closely, and then put it all back together again. Here's what to expect:

Chapter Themes

You will read the chapter through and determine its main theme or topic.

Paragraph by Paragraph

After you have read the chapter, you will study it in sections, looking at the words of each paragraph more closely to make sure you understand what it says and what it means, then you will put the paragraph

into your own words. As you work your way through the paragraphs, you will also look for doctrinal truths to record. A Discovering Doctrine Journal is provided in the back of the book.

In the first few lessons, you'll see lots of examples and much of the studying will already be done for you. In later lessons, as you get familiar with inductive study methods, you will do more of the study for yourself.

Chapter As a Whole

Once you have studied the sections, you will put the chapter back together by reviewing all of its themes and main ideas. Finally, you will read the notes on that chapter in a commentary or study Bible and record your personal observations.

CHOOSING A

A commentary is exactly as its name suggests: a collection of comments on Scripture. People who have spent a lot of time in the Word—who are more familiar with Greek, Hebrew, archaeology, and things like that—have arranged their notes and published them for others' benefit.

As a Bible student, the best way for you to profit from a commentary is to first conduct your own study on a passage, then go back and read the comments on those same verses in order to confirm or clarify your findings and potentially discover extra material that expands on what you learned for yourself.

Because so many commentaries are available, it can be helpful to think through three questions to determine which one will best fit your study:

1 **How in-depth do I want the comments to be?**

Commentaries fall into basically three categories:

Technical: This type of commentary is written for in-depth exegetical study. The author often assumes the reader knows Greek and Hebrew.

Pastoral: This type of commentary is often used for sermon preparation. It offers a good balance between technical and devotional.

Devotional: This type of commentary is written for personal study with more of an emphasis on practical application.

COMMENTARY

2 How many comments do I want to read through?

Commentaries are available in several formats, some longer and more extensive than others.

Book by Book: This kind of commentary focuses on only one book of the Bible at a time; Joshua, for example, or Romans. If you want to dig deeply into one particular book, get a book-specific commentary. As you can imagine, you will find a lot of notes to read through for every passage with this size of commentary.

Commentary Sets: Sometimes authors and publishers take their individual book-by-book commentaries and condense them into smaller sets.

Usually part of that condensing includes shortening the comments in order to make them fit, so you may not find as many notes to read through for each passage as with the book-by-book commentary.

One Volume: Some authors publish one book that contains all of their comments on the whole Bible, or on the New Testament or the Old Testament. If you compare the

size of a single-volume commentary that covers the whole Bible with a commentary set that covers the whole Bible, you will see how condensed the comments are in the single volume. A commentary in one volume will not go nearly as in-depth as a set of commentaries or a book-by-book commentary. You can assume that not every verse will be commented on.

Study Bible: A study Bible displays the comments alongside the Scripture they pertain to. Of course, a study Bible can contain only a portion of the amount of comments that a complete commentary volume or set can hold. If the idea of reading comments on each verse of a Bible chapter seems overwhelming, a study Bible might be a good choice. In addition, many study Bibles, such as the ESV Study Bible, also contain helpful maps, charts, illustrations, timelines, and topical articles. Some study Bibles are also offered in a student version.

3 Which theological approach do I want to inform the comments?

Ask your pastor for a recommendation or a short list of favorite commentators.

PRINCIPLES OF BIBLE STUDY

The *In the Word* series promotes these basic principles of Bible study:

1 Practice “exegesis.”

Seek to draw out what the Scripture passage actually says. Don’t come with a predetermined idea already in your head and try to make the passage fit your idea.

2 Take Scripture at face value.

Don’t try to read into Scripture some mysterious message. Ask yourself three key questions: What does it say? What does it mean? How does it apply to me?

3 Keep verses in context.

Read the verses before and after your selected passage to determine the context of who was speaking, to whom, and in what situation. You wouldn’t like to be misquoted because someone pulled your words out of context; give God’s Word the same respect.

4 Understand the original language.

Remember that you are dealing with words that were originally written in a different language. Look up words’ definitions in their original languages in order to gain a full and accurate picture of their meanings. Use *Strong’s Concordance* or another Bible study tool to help you.

5 Go from whole to parts to whole.

Read a passage for the main idea, then dig into its parts, then put it all back together again.

6 Study to obey.

God’s Word is powerful, even more so if you allow it to change your life. You must determine to apply what you learn. Watch for lessons and principles that challenge you to change your thinking or behavior, then purpose to obey God’s Word.

Paul's Letter to the Romans

IF YOU COULD TRAVEL ANYWHERE IN THE WORLD, WHERE

would you most like to go? For the apostle Paul, that destination was the giant metropolis of Rome. It stands to reason, of course. In A.D. 57, Rome was the capital city of a vast empire that ruled most of the lands around the Mediterranean Sea. Famous for the lavish imperial palaces, the Circus Maximus that seated more than 150,000 spectators, and numerous theaters, baths, gardens, shops, fountains, and statues, Rome would have been a sightseer's dream.

But Paul wasn't focused on Rome as a tourist. He had other priorities. For the past 10 years, Paul had traveled more than 4,500 miles, walking to towns and cities around the vast Roman Empire and proclaiming the good news of Jesus Christ. Now his heart's desire was to preach the gospel in Rome itself. He knew of some believers who lived there, but he had not established that church nor spent time in fellowship with those believers as he had in the other places he had visited.

Paul wanted to go to Rome, but it didn't look like he would get there anytime soon. So in A.D. 57, while he was wintering in the city of Corinth, Paul picked up a quill and began to write. If he couldn't deliver the good news in person, he would deliver it in writing. He would send a letter to the few people whom he knew, and they could use it to help spread the gospel and strengthen the believers until he got there.

LESSON 1

Inductive Study of Romans 1:1–17

Take a moment to look at the first century A.D. in *My Book of Centuries* and see what else was happening when Paul wrote this letter. Make an entry for A.D. 57: Paul writes his epistle to the Romans.

BACKGROUND

You may or may not have noted in your Book of Centuries that in A.D. 49 the Roman Emperor Claudius issued an edict that expelled all Jews from Rome. They had to leave. That included Jewish believers in Jesus; they were still Jews.

Perhaps you're wondering how those Jews had heard about Jesus and become believers in the first place. Well, you remember how the church began at Pentecost, recorded in Acts 2. Pentecost was an annual Jewish feast, and Jews from all over the world poured into Jerusalem for that feast every year. Acts 2 gives a sampling of the places from which they came, and verse 10 lists Rome. Jews from Rome were in Jerusalem, heard Peter preach, believed in Jesus Christ, and eventually returned home to Rome.

True to the apostles' example and teaching, those Jewish believers started meeting together and spreading the gospel in Rome. Other Jews believed and joined them. Some Gentiles were also saved and joined in those church meetings, but most likely the gatherings felt more culturally Jewish.

Then in A.D. 49, the Jews were forced to leave. The Gentile believers continued meeting, but in the absence of the Jewish believers, the flavor of their meetings shifted over time to become more culturally Gentile. As new Gentiles were saved and came into the church, that culture solidified.

Five years after he issued the edict, the Emperor Claudius died (in A.D. 54). His edict lapsed and Jews started to return to Rome, including Jews who believed in Jesus. But as they rejoined their local church gatherings, they noticed a shift had happened in the culture of those meetings. Now the returning Jewish believers were entering a more Gentile-culture setting in their church gatherings.

Paul no doubt knew about this struggle as the two distinct cultures tried to live and worship side by side. As you study his letter to the Romans, you will find ideas for both groups of believers, as well as encouragement toward unity and love in Christ.

CHAPTER THEMES

You will be able to remember the book of Romans better if you insert mental bookmarks along the way. Since Romans is already divided into chapters, you can easily use the chapters as divisions. When Paul wrote this letter to the Romans, he did not write it in chapters, of course. But determining the themes of the various chapters is a good way to insert mental bookmarks that will help you remember what the letter is about and where to find certain ideas.

When you first come to a chapter, read it through in one sitting and try to look for the main topic (or two) that Paul wrote about. Think of that topic as a bookmark.

Go ahead and read Romans 1 now and try to think of a main topic or two it discusses. Then take a look at the bookmark ideas below for Romans 1.

Paul started the chapter by talking about himself, being an apostle, and all that entailed (verses 1–17). So one theme could be Paul's Apostleship.

The rest of the chapter (verses 18–32) deals with how sinful mankind is, giving specific examples. Since Paul used the word *unrighteous*, we could call the second main theme Man's Unrighteousness.

You will have lots of practice with mental bookmarks throughout your study and it will become easier as you go along. For now, keep those two main topics in mind—Paul's Apostleship and Man's Unrighteousness—as you study the specifics of Romans 1.

PARAGRAPH BY PARAGRAPH

Once you read the chapter and find its main topic, the next step is to go through it paragraph by paragraph and look at more detail. For each paragraph you will (1) determine the main idea, (2) examine the parts, and then (3) narrate the paragraph in your own words. You will also (4) record doctrinal truths, if the paragraph contains any.

A lot of the work is already done for you in chapter one to help you get a feel for this type of study. As you proceed through the chapters of Romans, you'll start doing more of the work for yourself.

Romans 1:1–7

1. Determine the main idea.

Read through Romans 1:1–7 and determine the main idea of the paragraph. Here is a main idea statement for this paragraph:

Paul the apostle wrote this letter to the church at Rome.

2. Examine the parts.

After you have the main idea of the paragraph, it's time to look closer at the passage. One of the ways to look closer is to find words that are repeated in the verses. Of course, you're not looking for short, common words such as *a* or *in*. You're looking for words that are repeated for emphasis.

Repeated Words

In Romans 1:1–7 two words are repeated for emphasis. Here are those words and their original meanings. You will learn how to look up original meanings later in this chapter. Depending on what translation you're using, your repeated words might not be exactly the ones that are listed here but they will most likely be similar.

Apostle (verses 1, 5): a delegate, a messenger, one sent forth with orders

Called (verses 1, 6, 7): invited; divinely selected and appointed

3. Narrate the paragraph.

The next step is to read the paragraph again and narrate it, trying to include what you have learned. Here is a narration of Romans 1:1–7:

Paul was divinely appointed to be an apostle, or messenger, of Jesus Christ, Whose holiness and resurrection show that He is the Son of God. Paul preached the gospel of Jesus Christ to many nations. The Roman believers had believed this gospel and were called, or selected, to be saints.

4. Look for doctrinal truths.

It's a good practice to look for any doctrinal truths that are tucked into the verses. *Doctrine* means "teaching," and it's all about what the Bible teaches and, therefore, what you should believe to be true.

In the back of this book you will find a Discovering Doctrine Journal. As you come across doctrinal truths, you will record those findings in the journal, organizing them by category. The journal has sections for these 10 categories: the Bible, God, Jesus Christ, the Holy Spirit, mankind, sin, salvation, angels, the Church, and future events.

In the passage you just studied, verses 3 and 4 contain some great truths about Jesus Christ. In the Discovering Doctrine Journal, record what those verses say about Him in the section called “Jesus Christ (Christology).” One entry is already there to get you started.

Romans 1:8–15

Let’s do another paragraph. Different translations of the Bible divide the verses into paragraphs at various places. For this study just take the chapters in reasonably-sized chunks as outlined in these lessons.

1. Determine the main idea.

It’s your turn. Read through Romans 1:8–15 and determine the main idea of the paragraph. Try to state the main idea in one sentence.

2. Examine the parts.

After you have the main idea of the paragraph, it’s time to look closer at the passage.

Repeated Word

In the previous paragraph you learned about looking for words that were repeated for emphasis. In Romans 1:8–15 you’ll find another repeated word in verses 9 and 15. Find that word and write it below; the definition is already given for you.

_____ (verses 9, 15): glad tidings

Contrasts

Another “part” to look for is contrast. Verse 14 gives two pairs of contrasts. Here they are with their original meanings. These meanings will help you think about what exactly Paul was contrasting by using those word pairs.

Greeks vs. *Barbarians* (verse 14)—*Greek* could refer to either a Greek national or, in a broader sense, a Gentile (non-Jewish person) vs. a *Barbarian* was any foreigner who spoke a strange language; that is, didn't know the Greek language, which was the common language used throughout the Roman empire

Wise vs. *unwise* (verse 14)—*Wise* means skilled and learned vs. *Unwise* refers to something or someone not understood, unintelligible

3. Narrate the paragraph.

Now read Romans 1:8–15 again and think how you would narrate it, incorporating what you have learned. Here is one way to narrate that paragraph:

Paul had heard of the Roman believers' faith and prayed constantly for them. He had been hoping to come for quite a while but had been prevented from coming to Rome. He wanted to visit so he could encourage them in their faith by imparting to them a spiritual gift, and he would gain encouragement from them also, just as he had from other believers—both Greeks or those of a strange language, those considered learned or unintelligible.

4. Look for doctrinal truths.

This passage contains more personal comments than statements of doctrinal truth. Not every passage you read will contain a Discovering Doctrine entry. Simply get in the habit of looking for them so you don't miss any when they are there.

Romans 1:16, 17

1. Determine the main idea.

Read through Romans 1:16 and 17 and determine the main idea of the paragraph. Try to state the main idea in one sentence.

2. Examine the parts.

If you have questions as you work through this study, jot them in the margins of the pages. You may find the answers as you continue to read and learn. You will also have opportunities to discuss your questions with your teacher.

Repeated Word

You'll find a repeated word emphasized in verse 17. Record it below. The definition is already given for you.

_____ (verse 17): assurance, belief, conviction of the truth, trust

Cross Reference

The phrase “the righteous shall live by faith” is taken from Habakkuk 2:4. Paul had been trained as a Pharisee and knew the Old Testament well. You’ll find many references to Old Testament passages throughout his epistle to the Romans, which the Jewish believers would recognize. You can use a concordance or an online Bible’s search feature to find them.

3. Narrate the paragraph.

Now read Romans 1:16 and 17 again and narrate them below. Try to include what you have learned.

4. Look for doctrinal truths.

Verses 16 and 17 contain some great truths about salvation (Soteriology). Record them in your Discovering Doctrine Journal. One entry is already in that section to get you started.

By the way, you don’t have to limit your doctrine study to these lessons. Any time you are reading the Bible—whether for personal devotions, assigned passages, listening to a sermon, family devotions, or other times—try to keep an eye out for doctrinal truths and add them to your doctrine journal. This is a fascinating and beneficial study that can continue through the rest of your life.

LESSON 2

Inductive Study of Romans 1:18–32

As you have discovered, *gospel* means “good news” or “glad tidings.” But before a person can appreciate good news, he needs to understand why it is good. If a person doesn’t realize that he is guilty, he won’t see the need for salvation.

So Paul began to unveil God’s wrath against mankind—a wrath that is wholly based on His holiness and righteousness. First, Paul explained why that wrath is against those who are immoral.

PARAGRAPH BY PARAGRAPH

Romans 1:18–23

1. Determine the main idea.

Read through Romans 1:18–23 and think about the main idea of the paragraph. Here’s one way to state the main idea in one sentence:

Mankind rejected God and chose to worship creatures rather than the Creator.

2. Examine the parts.

Time to look closer at the parts of the passage.

Repeated Words

These verses contain two words repeated for emphasis. Fill in the one that is missing below.

“Foolish, fools” (verses 21, 22): without understanding, stupid

_____ (repeated within verse 18): iniquity, unjust, wrong; violating law and justice

Cross Reference

Verse 20 states the same thing as Psalm 19. Perhaps you have memorized it.

Psalm 19:1–4 states that God’s creation displays His power.

Contrasts

This paragraph in Romans also contains two sets of contrasts. Can you spot them? You've already studied the first set; add the second set below.

Wise vs. *fools* (verse 22): skilled experts vs. to act foolishly

_____ vs. _____ (verse 23): not liable to decay
vs. perishing

Series or List

These verses also contain a list. That's another "part" to look for as you study a passage. Look for the list in verse 23 and record it below. As you write, keep in mind that the ancient Romans worshiped more than 60 gods.

List Title: They worshiped images that looked like

3. Narrate the paragraph.

Now read Romans 1:18–23 again and narrate it below. Try to include what you have learned.

4. Look for doctrinal truths.

Verse 20 contains some great truths about God (Theology Proper). Record them in your Discovering Doctrine Journal.

Romans 1:24–27

1. Determine the main idea.

Read through Romans 1:24–27 and think how you would state the main idea in one sentence. Here is a possibility:

Mankind traded God’s truth for a lie in their physical relationships with each other.

2. Examine the parts.

Repeated Words

In looking closer at the passage, you’ll notice a phrase that is repeated for emphasis. Write that phrase below. Its original meaning is given for you.

_____ (verses 24, 26): deliver, betray, give into the hands of another, permit, allow

Cause and Effect

You’ve already learned about four “parts” to look for as you study a passage closely: repeated words, contrasts, cross references, and series or lists. This passage contains another “part”: cause and effect. The words *therefore* and *wherefore* are obvious cause-and-effect clues. Whenever you see either of those words, look for what comes before it and what comes after it.

You’ll find one of those words in verse 24. Summarize the cause (given before the word) and its resulting effect (given after the word).

Cultural Note

As you read verses 26 and 27, remember that many Roman emperors in Paul’s day were committing homosexual acts; for example, Tiberius, Caligula, and Nero.

3. Narrate the paragraph.

Now read Romans 1:24–27 again and think how you would narrate it. Here is a sample narration of this paragraph:

Because mankind refuses to acknowledge God and exchanges His truth for a lie, He allows them to follow their sinful desires of uncleanness and dishonor of their bodies. They have abandoned His plan for sexuality and turned to homosexuality instead.

Romans 1:28–32

1. Determine the main idea.

Read through Romans 1:28–32 and state the main idea in one sentence.

HOW TO USE STRONG'S

Using a *Strong's Concordance* is an easy way to look up the meaning of a Bible word in its original language. You can use a printed *Strong's* or an online version. (Be sure to get your parent's permission before you use the internet.)

Here's how to use the printed version:

STEP 1 Find your selected word in *Strong's*. The words are listed in alphabetical order.

STEP 2 Look through the listings under your word to find the verse you're studying.

STEP 3 Note the number to the right of that line of text.

STEP 4 Look up that number in the back of the book to find the word's original definition. (Be sure you use the Greek dictionary to define words in Romans. Romans was originally written in Greek.)

Here's how to use the online version at blueletterbible.org:

STEP 1 Select the Bible translation that you are using.

STEP 2 Perform a search for your selected word.

STEP 3 Look through the search results to find the verse you are studying and click on the Tools button beside it.

STEP 4 Find your selected word in the list and click on the *Strong's* number beside it. Since Romans was originally written in Greek, the number will have a "G" in front of it to direct you to the Greek dictionary. You will see several helpful definitions and synonyms there, including the entries from *Vine's Expository Dictionary*.

2. Examine the parts.

Series or List

Did you spot that long list? Title it and record it below.

List Title: _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Unknown Words

As you work with the specific words in a passage, it's always good to make sure you know exactly what they mean. You will gain a greater understanding if you dig into the original language and meanings. Don't just assume that you know what the words mean. If you can't think of a synonym (a word that means the same thing) for a word in a passage, look up its original meaning.

Are there any words in verses 28–32 that you're not positive you know the meaning of? Mark them in the list on the previous page, look up what they mean in the original language, using *Strong's Concordance* (and *Vine's Expository Dictionary* if you have access to it), and jot down the definitions beside them.

3. Narrate the paragraph.

Now read Romans 1:28–32 again and think about how you might narrate it. Here is one narration of this paragraph:

Since mankind did not want to think about God, He gave them over to an unfit mind that thinks of all kinds of unrighteous actions and attitudes. (See list.) They know that those things deserve God's judgment of death, but they continue to do them. In fact, they not only do those things themselves but take pleasure in other people doing them also.

4. Look for doctrinal truths.

Verses 18–32 contain lots of truths about sin (Hamartiology). Record them in your Discovering Doctrine Journal.

CHAPTER AS A WHOLE

1. Review the chapter.

Now that you have studied the sections of the chapter, it's time to put it back together by reviewing the whole thing. You can review the chapter quite easily by looking at its main theme(s) and reading through the main idea for each paragraph in the previous lesson and this one. Do that now for Romans 1.

2. Read another Bible student's comments.

Read the notes on Romans 1 from a trustworthy commentary or study Bible. Ask your pastor and parents to recommend a good one. Record below any new findings or ideas that stand out to you from those comments.

3. Make personal observations.

It's important to know what the book of Romans says, but it's just as important to live according to what it says. As you study, look for any personal applications or observations that you want to remember. Did any of the verses in Romans 1 challenge you to change your thinking or behavior? Here is an example of a personal observation from Romans 1:

1:16—Paul was not ashamed of the gospel even though others rejected it and ridiculed him for preaching it. In what situations am I ashamed of the gospel of Christ?

Now add your own observations.

LESSON 3**Inductive Study of Romans 2:1–16**

Now that Paul had unveiled God's wrath against immoral people, he turned to self-righteous people. It's easy to see how the Jews and Gentiles could view each other in those terms. The Jews could view Gentiles as immoral people, and the Gentiles could view the Jews as self-righteous people. Paul wanted to reveal how God was completely right in His wrath against both. Jews are on the same footing as Gentiles when it comes to needing salvation: they are both guilty.

CHAPTER THEME

Read Romans 2 and look for the main topic of that chapter.

PARAGRAPH BY PARAGRAPH

Romans 2:1–5

1. Determine the main idea.

Read through Romans 2:1–5 and think about the main idea of the paragraph. Here is a possible main-idea statement:

Those who self-righteously pass judgment on others fail to realize that they are sinners themselves.

2. Examine the parts.

Repeated Word

In this passage a word (and another form of that same word) is repeated. Record the word(s) and look up its original Greek meaning in *Strong's Concordance* (and *Vine's Dictionary* if you have access to one). If you need a reminder of how to find original meanings, see page 21.

_____ (verses 1, 2, 3, 5): _____

Unknown Word

Verse 4 points out an important word: *repentance*. Look up that word's original meaning to make sure you understand what it involves.

Repentance (verse 4): _____

3. Narrate the paragraph.

Now read Romans 2:1–4 again and narrate it below. Try to include what you have learned.

4. Look for doctrinal truths.

Verses 1–5 contain truths about God (Theology Proper). Record them in your Discovering Doctrine Journal.

Romans 2:6–11

1. Determine the main idea.

Read through Romans 2:6–11 and think about the main idea of the paragraph. Here is one possible way to state the main idea.

God's judgment does not show favoritism between Jew or Gentile.

2. Examine the parts.

Contrast

Romans 2:6–10 contrasts two types of people. Use the following chart to record that contrast. The heart attitudes of those two types of people are already in place in the top row. Look through the paragraph and place the descriptive phrases and words in the remaining rows of the chart, to contrast their deeds and the results of those deeds. Be careful to keep the two types of people in separate columns.

THEIR HEART ATTITUDE	seek for glory, honor, immortality	hard, impenitent heart
THEIR DEEDS		
THE RESULT		

Cross Reference

Verse 6 is taken from Psalm 62:12.

3. Narrate the paragraph.

Now read Romans 2:6–11 again, look over your chart, and narrate the paragraph below. Try to include what you have learned.

4. Look for doctrinal truths.

Verses 6–11 contain truths about God (Theology Proper). Record them in your Discovering Doctrine Journal.

Romans 2:12–16

1. Determine the main idea.

Read through Romans 2:12–16 and think about the main idea of the paragraph. Here is one possible way to state the main idea.

Possessing the law does not make a person right in God's eyes.

2. Examine the parts.

Repeated Words

Two different Greek words are translated in these verses as *law*. One is a negative and one is a positive. Look up their original meanings. Also look for another repeated word in verse 12.

Law [*Strong's* 460] (verse 12): _____

Law [*Strong's* 3551] (verses 12, 13, 14, 15): _____

_____ (repeated within verse 12): _____

Unknown Words

There's an important word in verse 13: *justified*. Look up its original meaning.

3. Narrate the paragraph.

Now read Romans 2:12–16 again and narrate it below. Try to include what you have learned.

4. Look for doctrinal truths.

Verses 6–11 contain truths about God (Theology Proper). Record them in your Discovering Doctrine Journal.