

Lesson Two:  
LITERARY SETTING  
Matthew 4:23-5:2

LESSON OBJECTIVE:

**The student demonstrates understanding of the historical and literary meaning of Matthew 4:23-5:2 and related texts.**

LESSON INDICATORS:

**Upon successful completion of this lesson the student:**

1. **Parses** all substantives and verb forms in Matt. 4:23-5:2.
2. **Classifies** all subordinate clauses in Matt. 4:23-5:2.
3. **Classifies** all sentences in Matt. 4:23-5:2.
4. **Translates** by dynamic-equivalent method all sentences in Matt. 4:23-5:2.
5. **Determines** the most likely reading of Matt. 4:23-5:2 where textual variants are listed.
6. **Assesses** the literary structure of Matt. 4:23-5:2.
7. **Evaluates** the exegetical issues in Matt. 4:23-5:2.
8. **Completes** the exegetical outline of Matt. 4:23-5:2..

GRAMMATICAL ANALYSIS:

Parse the following:

περιήγεν

ἔλη

τῆ Γαλιλαία

διδάσκων

ταῖς συναγωγαῖς

αὐτῶν

κηρύσσων

τὸ εὐαγγέλιον

τῆς βασιλείας

θεραπεύων

πάσαν

νόσον

πάσαν

μαλακίαν

τῷ λαῷ

Classify the above sentence in Matt. 4:23:

Form:

Function:

Translate the above sentence in Matt. 4:23 by the dynamic-equivalent method:

\*\*\*\*\*

Parse the following:

ἀπήλθεν

ἡ ἀκοή

αὐτοῦ

ἔλην

τὴν Συρίαν

προσηνεγκαν

αὐτῷ

πάντας

τοὺς κακῶς ἔχοντας

ποικίλαις

νόσοις  
βασάνοις  
συνεχομένους  
δαιμονιζομένους  
σεληνιαζομένους  
παραλυτικούς  
εθεράπευσεν  
αυτούς

Classify the above sentence in Matt. 4:24:

Form:

Function:

Translate the above sentence in Matt. 4:24 by the dynamic-equivalent method:

\*\*\*\*\*

Parse the following:

ηκολούθησαν  
αυτῷ  
οἱ  
πολλοὶ  
τῆς Γαλιλαίας  
Δεκαπόλεως  
Ιεροσολύμων  
Ιουδαίας  
τοῦ Ιορδάνου

Classify the above sentence in Matt. 4:25:

Form:

Function:

Translate the above sentence in Matt. 4:25 by the dynamic-equivalent method:

\*\*\*\*\*

Parse the following:

Ἰδὼν

τοὺς ὄχλους

ἀνέβη

τὸ ὄρος

καθίσαντος

αὐτοῦ

προσῆλθαν

αὐτῷ

οἱ μαθηταὶ

αὐτοῦ

ἄνοιξας

τὸ στόμα

αὐτοῦ

ἐδίδασκεν

αὐτοὺς

λέγων

Classify the above sentence in Matt. 5:1-2:

Form:

Function:

Translate the above sentence in Matt. 5:1-2 by the dynamic-equivalent method:

\*\*\*\*\*

TEXTUAL VARIANTS:

PASSAGE: Matt. 4:23

APPARATUS USED: UBS 3rd

CLASSIFICATION OF WITNESSES

Variant Readings	Alexandrian (Aland I-II)	Western (Aland IV)	Unclassified (Aland III)	Byzantine (Aland V)
εν ὄρη τῆ Γαλιλαία	B (IV) cop <sup>sa</sup> (III)	syr <sup>c</sup> (IV)		
εν ὄρη τῆ Γαλιλαία ο Ἰησοῦς	C <sup>3</sup> (V)			
ο Ἰησοῦς εν ὄρη τῆ Γαλιλαία	κ*(omit ὄρη) (IV) C* (V) cop <sup>b</sup> (IV)	syr <sup>s</sup> (IV)	syr <sup>p</sup> (V) syr <sup>ph</sup> (VI) syr <sup>pal</sup> (V) arm (V) eth (VI)	
ο Ἰησοῦς ὄρη τὴν Γαλιλαίαν	κ <sup>b</sup> (IV) 33 (IX) 892 (IX)	D (V/VI) 2148 (XIV) it <sup>a</sup> (IV) it <sup>aur</sup> (VII) it <sup>b</sup> (V) it <sup>c</sup> (XII/XIII) it <sup>d</sup> (V) it <sup>t</sup> (VI) it <sup>ff1</sup> (X) it <sup>g1</sup> (IX) it <sup>h</sup> (V) vg (IV/V) geo? (V) Eus (339)	f <sup>1</sup> (XII-XIV)	
ὄρη τὴν Γαλιλαίαν ο Ἰησοῦς			W (V) Δ (IX) f <sup>13</sup> (XI-XIII)	K (IX) Π (IX) 28 (XI)

3	3	3	565 (IX)	3	1010 (XII)
3	3	3	700 (XI)	3	
3	3	3	1009 (XIII)	3	
3	3	3	1071 (XII)	3	
3	3	3	1079 (X)	3	
3	3	3	1216 (XI)	3	
3	3	3	1230 (XII)	3	
3	3	3	1241 (XII)	3	
3	3	3	1242 (XIII)	3	
3	3	3	1253 (XV)	3	
3	3	3	1365 (XII)	3	
3	3	3	1546 (XIII)	3	
3	3	3	1646 (XII)	3	
3	3	3	2174 (XIV)	3	
3	3	3		3	
3	3	3		3	
3	3	3		3	
3	3	3		3	

EVALUATION OF EXTERNAL EVIDENCE

1. Date.
  
2. Geographical Distribution.
  
3. Textual Relationships.

Summary of the External Evidence

EVALUATION OF THE INTERNAL EVIDENCE

1. Transcriptional Probabilities, i.e. what scribes likely did when copying the N.T.

(1) Shorter/Longer Reading.

(2) Reading Different from Parallel.

(3) More Difficult Reading.

(4) Reading Which Best Explains Origin of Other(s).

2. Intrinsic Probabilities, i.e. what the author himself likely wrote.

Summary of Internal Evidence



## CONCLUSION

BLOCK DIAGRAM:

- 4.23            Καὶ  
(A)            **περιήγεν**  
              εν ὅλη τῇ Γαλιλαίᾳ,  
  
              διδάσκων  
              ἐν ταῖς συναγωγαῖς αὐτῶν  
              καὶ  
              κηρύσσων τὸ εὐαγγέλιον τῆς βασιλείας  
              καὶ  
              θεραπεύων πᾶσαν νόσον  
                                  καὶ  
                                  πᾶσαν μαλακίαν  
                                  ἐν τῷ λαῷ.
- 4.24            ~καὶ  
(B)            **ἀπήλθεν ἡ ἀκοὴ αὐτοῦ**  
              εἰς ὅλην τὴν Συρίαν·  
                                  καὶ  
(C)            **προσηνεγκαν αὐτῷ πάντα τοὺς κακῶς ἔχοντας ποικίλαις νόσοις**  
                                  καὶ  
                                  **βασάνοις συνεχομένους**  
                                  καὶ  
                                  **δαιμονιζομένους**  
                                  καὶ  
                                  **σεληνιαζομένους**  
                                  καὶ  
                                  **παραλυτικούς,**
- καὶ  
(D)            **εθεράπευσεν αὐτούς.**
- 4.25            ~καὶ  
(E)            **ἠκολούθησαν αὐτῷ ὄχλοι πολλοὶ**  
                                  ἀπὸ τῆς Γαλιλαίας  
                                  καὶ  
                                  Δεκαπόλεως  
                                  καὶ  
                                  Ἱεροσολύμων  
                                  καὶ  
                                  Ἰουδαίας  
                                  καὶ  
                                  πέραν τοῦ Ἰορδάνου.
- ~  
~            5.1            δὲ

(F) Ἰδὼν τοὺς ὄχλους  
ἀνέβη  
εἰς τὸ ὄρος·

(G) καὶ  
καθίσαντος αὐτοῦ  
**προσῆλθαν αὐτῷ οἱ μαθηταὶ αὐτοῦ·**

5.2

~καὶ

ανοίξας τὸ στόμα αὐτοῦ

(H)

**εἰδίδασκεν αὐτοῦς**

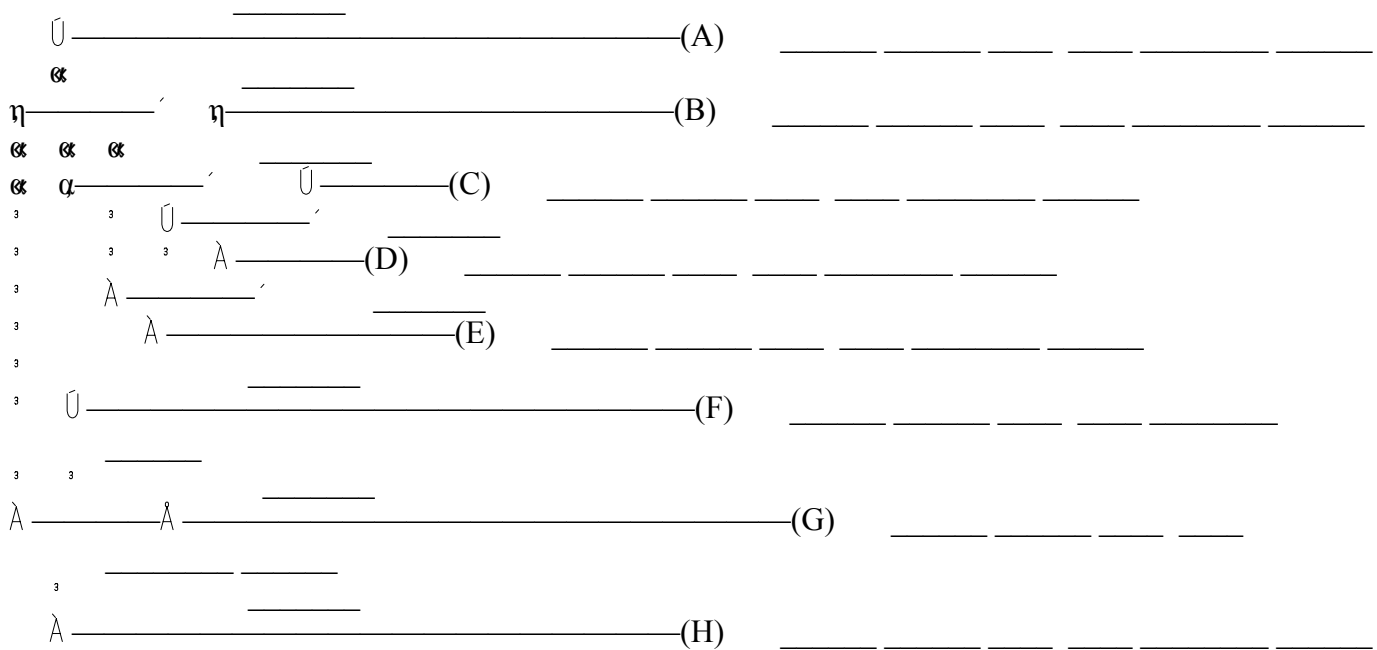
λέγων, ~

~

SEMANTIC DIAGRAM:

Complete the following literary analysis:

Semantic Diagram:    Conne-    Sent    Verb Analysis:    Other  
ective Func    Tense: Pers: Num: Subject: Links:



Summarize findings, i.e., possible literary patterns, poetical structures et al.:

EXEGETICAL ISSUES:



Mark:

4. Compare Luke 6:17-20 to Matthew 4:23-5:2 in relation to the block diagram of Luke 6:17-20 below. First, complete a semantic diagram of Luke 6:17-20. Then link parallel statements between Matthew and Luke. Finally, summarize the points of similarity and difference between the two gospel accounts.

- 6.17           καὶ  
                  καταβάς μετ' αὐτῶν  
(A)           **ἔστη**  
                  ἐπὶ τόπου πεδινοῦ,  
                  καὶ  
(B)           **ὄχλος πολὺς μαθητῶν αὐτοῦ,**  
                  καὶ  
(C)           **πλῆθος πολὺ τοῦ λαοῦ**  
  ἀπὸ πάσης τῆς Ἰουδαίας  
  καὶ  
  Ἰερουσαλήμ  
  καὶ  
  τῆς παραλίου Τύρου  
  καὶ  
  Σιδῶνος,  
6.18                                   οὐκ ἔβλεπον  
  ἀκοῦσαι αὐτοῦ  
  καὶ  
  ἰαθῆναι  
  ἀπὸ τῶν νόσων αὐτῶν.  
  καὶ  
  οἱ ενοχλούμενοι  
  ἀπὸ πνευμάτων ἀκαθάρτων  
(D)                                   **ἐθεραπεύοντο.**  
6.19           καὶ

(E) **πάς ο ὄχλος ἐζήτουν ᾧπτεσθαι**  
ἵτι δύναμις παρ αὐτοῦ ἐξήρχετο  
καὶ  
ἰάτο πάντα.

6.20 καὶ  
ἐπαρας τοὺς ὀφθαλμοὺς αὐτοῦ  
εἰς τοὺς μαθητὰς αὐτοῦ

(F) **αὐτὸς ἔλεγεν,**

Matthew:

A

B

C

D

E

F

G

H

Luke:

A

B

C

D

E

F

Summarize the points of similarity and difference:

5. Compare Mark 3:7-13 to Matthew 4:23-5:2. in relation to the block diagram of Mark 3:7-13 below. First, complete a semantic diagram of Mark 3:7-13. Then link parallel statements between Matthew and Luke. Finally, summarize the points of similarity and difference between the two gospel accounts.

3.7 καὶ  
μετὰ τῶν μαθητῶν αὐτοῦ  
(A) **ὁ Ἰησοῦς ἀνεχώρησεν**  
πρὸς τὴν θάλασσαν.

- (B) 3.8 **πολύ** **πλήθος ηκολούθησεν·**  
καὶ ἀπὸ τῆς Γαλιλαίας  
καὶ ἀπὸ τῆς Ἰουδαίας  
καὶ ἀπὸ Ἱεροσολύμων  
καὶ ἀπὸ τῆς Ἰδουμαίας  
καὶ πέραν τοῦ Ἰορδάνου  
καὶ περὶ Τύρον  
καὶ Σιδῶνα,  
ἀκούοντες  
ὅσα ἐποίει
- (C) 3.9 **πλήθος πολὺ...ἦλθον**  
πρὸς αὐτόν.
- (D) 3.9 **εἶπεν τοῖς μαθηταῖς αὐτοῦ**  
ὅτι πλοιάριον προσκαρτερῆ αὐτῷ  
διὰ τὸν ὄχλον  
ὅτι μὴ θλίβωσιν  
ἡ——ἡ  
αὐτόν·
- (E) 3.10 **πολλοὺς ἐθεράπευσεν**  
ὅτι ἐπιπίπτειν αὐτῷ  
ὅτι αὐτοῦ ἄψωνται  
ὅτι εἶχον μαστίγας.





EXEGETICAL OUTLINE:

Complete the following outline according to the guidelines in Appendix Five:

- I. (A-E) \_\_\_\_\_
  - A. (A) \_\_\_\_\_
  - B. (B-E) \_\_\_\_\_
    - 1. (B) \_\_\_\_\_
    - 2. (C-E) \_\_\_\_\_
      - a) (C-D) \_\_\_\_\_
        - (1) (C) \_\_\_\_\_
        - (2) (D) \_\_\_\_\_
      - b) (E) \_\_\_\_\_
- II. (F-G) \_\_\_\_\_
  - A. (F) \_\_\_\_\_

B. (G)\_\_\_\_\_

C. (H)\_\_\_\_\_