

Lesson Four:  
**MISSION**  
Matthew 5:13-16

LESSON OBJECTIVE:

**The student demonstrates understanding of the historical and literary meaning of Matthew 5:13-16 and related texts.**

LESSON INDICATORS:

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

1. **Parses** all substantives and verb forms in Matt. 5:13-16.
2. **Classifies** all subordinate clauses in Matt. 5:13-16.
3. **Classifies** all sentences in Matt. 5:13-16.
4. **Translates** by dynamic-equivalent method all sentences in Matt. 5:13-16.
5. **Determines** the most likely reading of Matt. 5:13-16 where textual variants are listed.
6. **Assesses** the literary structure of Matt. 5:13-16.
7. **Evaluates** the exegetical issues in Matt. 5:13-16.
8. **Completes** the exegetical outline of Matt. 5:13-16.

GRAMMATICAL ANALYSIS:

Parse the following:

Υμεῖς

εστε

τὸ ἄλας

τῆς γῆς

τὸ ἄλας

μωρανθῆ

εν τίνι

αλισθήσεται

Classify the following subordinate clause(s):

εάν τὸ ἄλας μωρανθῆ

Form:                    Function(s):

Classify the above sentence in Matt. 5:13a:

Form:                    Function:

Translate the above sentence in Matt. 5:13a by the dynamic-equivalent method:

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Parse the following:

εις ουδέν

ισχύει

βληθὲν

καταπατεῖσθαι

υπὸ τῶν ἀνθρώπων

Classify the following subordinate clause(s):

ὅτι εἰ μὴ βληθὲν ἔξω καταπατεῖσθαι ὑπὸ τῶν ἀνθρώπων

Form:                    Function(s):

Classify the above sentence in Matt. 5:13b:

Form:                    Function:

Translate the above sentence in Matt. 5:13b by the dynamic-equivalent method:

\*\*\*\*\*

Parse the following:

Υμεῖς

εστε

τὸ φῶς

τοῦ κόσμου

Classify the above sentence in Matt. 5:14a:

Form:

Function:

Translate the above sentence in Matt. 5:14a by the dynamic-equivalent method:

\*\*\*\*\*

Parse the following:

οὐ δύνανται

πόλις

κρυβῆναι

επάνω ὄρους

κειμένη

καίουσιν

λύχνον

τιθέασιν

αὐτὸν

ὑπὸ τῶν μύδιον

ἐπὶ τὴν λυχνίαν

λάμπει

πάσιν

τοῖς ἐν τῇ οἰκίᾳ

Classify the above sentence in Matt. 5:14b-15:

Form:

Function:

Translate the above sentence in Matt. 5:14b-15 by the dynamic-equivalent method:

\*\*\*\*\*

Parse the following:

λαμψάτω

τὸ φῶς

υμῶν

ἐμπροσθεν τῶν ἀνθρώπων

ἴδωσιν

υμῶν

τὰ καλὰ

ἔργα

δοξάσωσιν

τὸν πατέρα

υμῶν

τὸν ἐν τοῖς οὐρανοῖς

Classify the following subordinate clause(s):

ὥπως ἴδωσιν υμῶν τὰ καλὰ ἔργα καὶ δοξάσωσιν τὸν πατέρα υμῶν τὸν ἐν τοῖς οὐρανοῖς

Form:                    Function(s):

Classify the above sentence in Matt. 5:16:

Form:                    Function:

Translate the above sentence in Matt. 5:16 by the dynamic-equivalent method:

\*\*\*\*\*



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:

(13) 5.13 **Υμεις εστε τὸ αλας τῆς γῆς·**

δὲ  
εἰάν τὸ αλας μωρανθῆ,  
ἐν τίνι

(14) **αλισθησεται;**

εἰς οὐδὲν

(15) **ισχύει**

βληθὲν ἄξω  
ἵτι εἰ μὴ καταπατεῖσθαι  
ὑπὸ τῶν ἀνθρώπων.



(16) 5.14 **Υμεῖς εστε τὸ φῶς τοῦ κόσμου.**

(17) **οὐ δύναται πόλις κρυβῆναι**  
ἐπάνω ὄρους κειμένη·

5.15 οὐδὲ  
(18) **καίουσιν λυχνον**  
καὶ

(19) **τιθεασιν αὐτὸν**  
ὑπὸ τὸν μῦθιον  
ἀλλ

(20) -----  
ἐπὶ τὴν λυχνίαν,

καὶ  
(21) **λαμπει πᾶσιν τοῖς ἐν τῇ οἰκίᾳ.**

5.16 οὕτως  
(22) **λαμψάτω τὸ φῶς ὑμῶν**  
ἔμπροσθεν τῶν ἀνθρώπων,  
ὥπως ἔδωσιν ὑμῶν τὰ καλὰ ἔργα  
καὶ  
δοξάσωσιν τὸν πατέρα ὑμῶν  
τὸν ἐν τοῖς οὐρανοῖς.

SEMANTIC DIAGRAM:

Complete the following literary analysis:

Semantic Diagram:	Conne- ective	Sent Func	Verb Tense:	Analysis: Pers:	Num:	Subject:	Other Links:
Ὅ	_____	(13)	_____	_____	_____	_____	_____
Ὅ	_____	(14)	_____	_____	_____	_____	_____
Ἄ	_____	(15)	_____	_____	_____	_____	_____
Ὅ	_____	(16)	_____	_____	_____	_____	_____
Ὅ	_____	(17)	_____	_____	_____	_____	_____
Ἄ	_____	(18)	_____	_____	_____	_____	_____
Ἄ	_____	(19)	_____	_____	_____	_____	_____
Ἄ	_____	(20)	_____	_____	_____	_____	_____
Ἄ	_____	(21)	_____	_____	_____	_____	_____
Ἄ	_____	(22)	_____	_____	_____	_____	_____



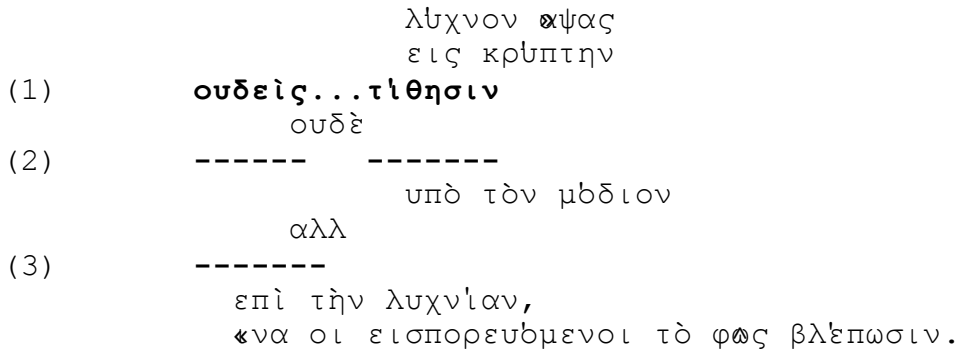


Statement 15:

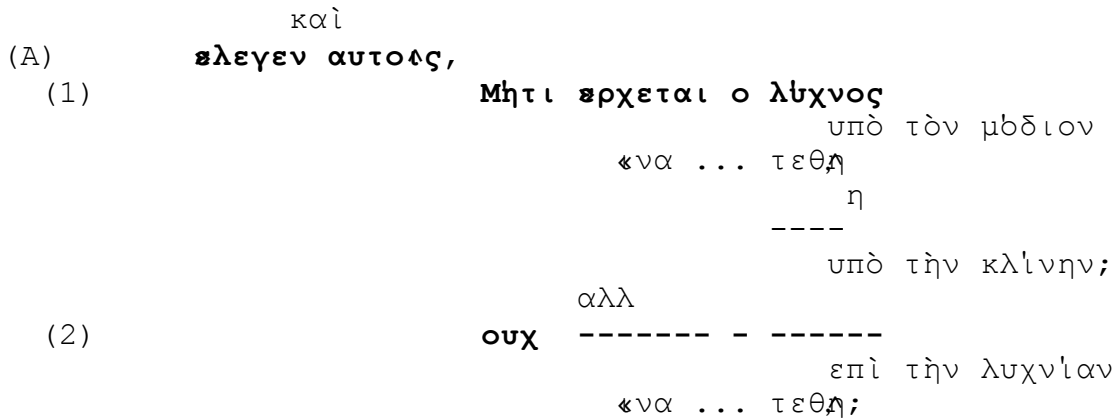
5. Compare Luke 8:16 to Matt. 5:14-15. First, complete a semantic diagram of Luke 8:16; then summarize similarities and differences between the two.

- (1)                    δὲ  
                          λυχνον φῶς  
**ουδεις καλύπτει αὐτὸν**  
                          σκεῦει
- (2)                    ἡ  
                          υποκάτω κλίνης  
----- **τίθησιν,**
- (3)                    ἀλλ  
                          ἐπὶ λυχνίας  
**τίθησιν,**  
                          «να οἱ εἰσπορευόμενοι βλέπωσιν τὸ φῶς.

6. Compare Luke 11:33 to Matt. 5:14-15. First, complete a semantic diagram of Luke 11:33; then summarize similarities and differences between the two. See Appendix Eighteen.



7. Compare Mark 4:21 to Matt. 5:14-15. First, complete a semantic diagram of Mark 4:21; then summarize similarities and differences between the two.



8. Compare Gospel of Thomas 33b to Matt. 5:14-15. First, complete a semantic diagram of Gospel of Thomas 33b; then summarize similarities and differences between the two.

γάρ  
 λυχνον ψαας

(1) **ουδεις τιθησιν**  
 υπό τόν μύδιον

ουδέ

(2) -----  
 εις κρυπτην,

αλλ

(3) **τιθησιν,**  
 «να πάντες οι εισπορευόμενοι  
 και  
 οι εκπορευόμενοι βλέπωσιν τὸ φῶς αυτοῦ.

9. Summarize the most likely meaning of the following statements from the block diagram of Matt. 5:14-15 in light of the legitimate possible meanings.

Statement 16:

Statement 17:



EXEGETICAL OUTLINE:

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

- I. (13-15) \_\_\_\_\_
  - A. (13) \_\_\_\_\_
  - B. (14-15) \_\_\_\_\_
    - 1. (14) \_\_\_\_\_
    - 2. (15) \_\_\_\_\_
  
- II. (16-22) \_\_\_\_\_
  - A. (16-21) \_\_\_\_\_
    - 1. (16) \_\_\_\_\_
    - 2. (17-21) \_\_\_\_\_
      - a) (17) \_\_\_\_\_
      - b) (18-21) \_\_\_\_\_
        - (1) (18-19) \_\_\_\_\_
        - (2) (20-21) \_\_\_\_\_
  - B. (22) \_\_\_\_\_