

Lesson Eight:
DIVORCE
Matthew 5:31-32

LESSON OBJECTIVE:

The student demonstrates understanding of the historical and literary meaning of Matthew 5:31-32 and related texts.

LESSON INDICATORS:

Upon successful completion of this lesson the student:

1. **Parses** all substantives and verb forms in Matt. 5:31-32.
2. **Classifies** all subordinate clauses in Matt. 5:31-32.
3. **Classifies** all sentences in Matt. 5:31-32.
4. **Translates** by dynamic-equivalent method all sentences in Matt. 5:31-32.
5. **Determines** the most likely reading of Matt. 5:31-32 where textual variants are listed.
6. **Assesses** the literary structure of Matt. 5:31-32.
7. **Evaluates** the exegetical issues in Matt. 5:31-32.
8. **Completes** the exegetical outline of Matt. 5:31-32.

GRAMMATICAL ANALYSIS:

Parse the following:

Ερρέθη

Ὅς αν

απολύση

την γυναίκα

αυτοῦ

δώτω

αυτῆ

αποστάσιον

Classify the following subordinate clause(s):

Ὅς αν απολύση την γυναίκα αυτοῦ, δώτω αυτῆ ἀποστάσιον

Form:

Function(s):

Ὅς ἀν ἀπολύσῃ τὴν γυναῖκα αὐτοῦ

Form: Function(s):

Classify the above sentence in Matt. 5:31:

Form: Function:

Translate the above sentence in Matt. 5:31 by the dynamic-equivalent method:

Parse the following:

ἐγὼ

λέγω

υμῖν

πᾶς

ὁ ἀπολύων

τὴν γυναῖκα

αὐτοῦ

παρεκτὸς

λόγου

πορνείας

ποιεῖ

αὐτὴν

μοιχευθῆναι

ὅς εἰν

απολελυμένην

γαμήση

μοιχᾶται

Classify the following subordinate clause(s):

ὅτι πᾶς ὁ ἀπολύων τὴν γυναῖκα αὐτοῦ παρεκτὸς λόγου πορνείας ποιῶν αὐτὴν μοιχευθῆναι, καὶ ὅς ἐάν ἀπολελυμένην γαμήσῃ μοιχᾶται

Form: Function(s):

ὅς ἐάν ἀπολελυμένην γαμήσῃ

Form: Function(s):

Classify the above sentence in Matt. 5:32:

Form: Function:

Translate the above sentence in Matt. 5:32 by the dynamic-equivalent method:

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:

(46) 5.31 δὲ,
Ἐρρέθη ὅς ἂν ἀπολύσῃ τὴν γυναῖκα αὐτοῦ,
δότης αὐτῆς ἀποστάσιον.

(47) 5.32 δὲ
εἰγὼ λέγω ὑμῖν ὅτι πᾶς ὁ ἀπολύων τὴν γυναῖκα αὐτοῦ
παρεκτὸς λόγου πορνείας ποιεῖ αὐτὴν
καὶ μοιχευθῆναι,
ὅς ἂν ἀπολελυμένην γαμήσῃ
μοιχᾶται.

SEMANTIC DIAGRAM:

Complete the following literary analysis:

Semantic Diagram:	Conne-	Sent	Verb Analysis:	Other
	ective	Func	Tense: Pers: Num: Subject: Links:	
Ü _____ (46)	_____	_____	_____	_____
À _____ (47)	_____	_____	_____	_____

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

EXEGETICAL ISSUES:

1. Identify the literary role of this pericope in the Sermon on the Mount. Use <http://cranfordville.com/SerMt-ot.htm>.

2. Identify the form of the premise statement of Antithesis 3 as apodictic or casuistic. See Appendix Seventeen.

Ὅς αν ἀπολύσῃ τὴν γυναῖκα αὐτοῦ, δότω αὐτῇ ἀποστάσιον:

3. Compare Deut. 24:1-4 to Matt. 5:31. First, complete a semantic diagram of Deut. 24:1-4; then summarize similarities and differences between the two.

24.1 δὲ
εἰάν τις λάβῃ γυναῖκα
καὶ
--- συνοικῆσῃ αὐτή,
καὶ
ᾤσται
εἰάν μὴ ἔσῃ χάριν ἐναντίον αὐτοῦ,
ὅτι εὐρεν... ᾠσχημον πρᾶγμα
ἐν αὐτῇ

καὶ
(1) **γράψει αὐτῇ βιβλίον ἀποστάσιου**
καὶ
(2) **δώσει**
εἰς τὰς χεῖρας αὐτῆς
καὶ
(3) **ἐξαποστελεῖ αὐτήν**
ἐκ τῆς οἰκίας αὐτοῦ,
24.2 καὶ
ἀπελθοῦσα
(4) **γένηται ἀνδρὶ ἑτέρῳ,**
24.3 καὶ
(5) **μισήσῃ αὐτὴν ὁ ἀνὴρ ὁ ᾠσχατος**
καὶ
(6) **γράθει αὐτῇ βιβλίον ἀποστάσιου**
καὶ

- (7) **δώσει**
 εις τὰς χεῖρας αὐτῆς
 καὶ
- (8) **εξαποστελεῖ αὐτήν**
 ἐκ τῆς οἰκίας αὐτοῦ,
 ἢ
- (9) **αποθάνῃ ὁ ἀνὴρ ὁ ψαχάτος,**
 ὃς ἔλαβεν αὐτὴν ἑαυτῷ γυναῖκα,
 ἐπαναστρέψας
- (10) 24.4 **οὐ δυνήσεται ὁ ἀνὴρ ὁ πρότερος...** ἔλαβεν αὐτὴν αὐτὴν ξυνακά
 ὁ ἐξαποστείλας αὐτὴν
 μετὰ τὸ μιανθῆναι αὐτήν,
 ὅτι βδέλυγμα ἐστὶν
 /-----|
 ἐναντίον κυρίου τοῦ θεοῦ σου·
- (11) καὶ
οὐ μιανέετε τὴν γῆν
 ἣν κύριος ὁ θεὸς ὑμῶν δίδωσιν ὑμῖν
 ἐν κληρῷ.

4. Compare Gattin 9.3 to Matt. 5:31-32. Summarize similarities and differences between the two.¹

Gattin 9.20.

The School of Shammia say, A man may not divorce his wife unless he has found in her aught improper, as it is said, *because he hath found som unseemly thing in her.*

But the School of Hillel say, Even if she spoiled a dish for him, as it is said, *because he hath found some unseemly thing in her.*

R. Akiba says, Even if he found another more beautiful than she is, as it is said, *Then it cometh to pass if she find no favour in his eyes.*

¹For a detailed survey of the rabbinical traditions concerning divorce and remarriage see the tractate Gattin (in Mishnayoth 3:395-446 [Gateshead: Judaica Press, 1983]), and also Strack-Billerbeck 1:303-21.

5. Compare Luke 16:18 to Matt. 5:32. First, complete a semantic diagram of Luke 16:18; then summarize similarities and differences between the two.² See Appendix Eighteen.

	πᾶς ὁ ἀπολύων τὴν γυναῖκα αὐτοῦ,	
	καὶ	
(1)	γαμῶν ἐτέραν	μοιχεύει,
	καὶ	
(2)	ὁ ἀπολελυμένην γαμῶν	
	ἀπὸ ἀνδρὸς	μοιχεύει.

²Additional parallels include Matt. 19:3-12 [//Mk. 10:1-12] and 1 Cor. 7:10-16.

EXEGETICAL OUTLINE:

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

I. (46) _____

II. (47) _____