

Bible Question Class Books

Bible Study Questions on The Book of Habakkuk by David E. Pratte

**A workbook suitable for Bible classes, family studies, or
personal Bible study**



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“He who glories, let him glory in the Lord” – 1 Corinthians 1:31

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Bible Study Questions on the Book of Habakkuk

Introduction:

This workbook was designed for Bible class study, family study, or personal study. The class book is suitable for teens and up. The questions contain minimal human commentary, but instead urge students to study to understand Scripture.

Enough questions are included for teachers to assign as many questions as they want for each study session. Studies may proceed at whatever speed and depth will best accomplish the needs of the students.

Questions labeled "think" are intended to encourage students to apply what they have learned. When questions refer to a map, students should consult maps in a Bible dictionary or similar reference work or in the back of their Bibles. (Note: My abbreviation "**b/c/v**" means "book, chapter, and verse.")

For class instruction, I urge teachers to assign the questions as homework so students come to class prepared. Then let class time consist of **discussion** that focuses on the Scriptures themselves. Let the teacher use other Scriptures, questions, applications, and comments to promote productive discussion, not just reading the questions to see whether they were answered "correctly." Please, do **not** let the class period consist primarily of the following: "Joe, will you answer number 1?" "Sue, what about number 2?" Etc.

I also urge students to emphasize the **Bible** teaching. Please, do not become bogged down over "What did the author mean by question #5?" My meaning is relatively unimportant. The issue is what the Bible says. Concentrate on the meaning and applications of Scripture. If a question helps promote Bible understanding, stay with it. If it becomes unproductive, move on.

The questions are not intended just to help students understand the Scriptures. They are also designed to help students learn good principles of Bible study. Good Bible study requires defining the meaning of keywords, studying parallel passages, explaining the meaning of the text clearly, making applications, and defending the truth as well as exposing religious error. I have included questions to encourage students to practice all these study principles.

Finally, I encourage plain applications of the principles studied. God's word is written so souls may please God and have eternal life. Please study it with the respect and devotion it deserves!

For whatever good this material achieves, to God be the glory.

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Assignments on Habakkuk 1

Read Habakkuk 1, then answer the following questions.

1. Who was the inspired author of this book – 1:1? What is told about his background?
 2. Where does the New Testament cite references from the book of Habakkuk? What does this tell us about the book of Habakkuk?
 3. Define “burden.”
 4. Skim the book of Habakkuk and state its theme. (Think: What is unusual or unique about the theme of this book?)
 5. What question did Habakkuk raise to God in 1:2,3?
 6. What problem contributes to this circumstance according to 1:4?
 7. List other *passages* where people question why God allows mistreatment.
8. **Special Assignment:** What lessons should we learn and remember when we see wicked people abusing good people?
9. How does God describe how amazing His response would be to the problem – 1:5?
 10. What significance is there that God says this would happen “in your days”?

11. Whom did God say He would raise up in response to this problem – 1:6? How does He describe them?

12. What does He say they would do in 1:6?

13. **Special Assignment:** As you study verses 5-11, make a list of the characteristics that the Chaldeans are said to have.

14. How are the Chaldeans described in 1:7? What is the significance of the fact that these qualities proceed from themselves?

15. List the animals in 1:8 used to illustrate the Chaldeans.

16. Explain the significance of each animal illustration.

17. How are they described in 1:9?

18. What is the significance of gathering captives like sand?

19. How do they deal with their enemies according to 1:10?

20. To whom do they give credit for their success – 1:11?

21. **Application:** Explain why this was a mistake. How are people today sometimes guilty of similar mistakes?

22. In response, what confidence does Habakkuk express in 1:12?

23. Who is the “we” to whom Habakkuk refers? On what basis would he be confident they would not all die? Though they would not die, what would happen?

24. What complaint does Habakkuk raise in 1:13? Explain his meaning in light of God’s intent to use the Chaldeans to punish the people of Judah?

25. **Application:** What can we learn from the fact that Habakkuk criticizes God’s plan even though God has plainly told him His intent? How do people today sometimes act similarly?

26. **Special Assignment:** Cite other examples from the Scriptures in which God used wicked people to accomplish His purposes? What lessons should we learn?

27. What illustration does Habakkuk use in 1:14,15 to illustrate how the Chaldeans treated people of other nations?

28. Having succeeded in their “fishing,” what do the Chaldeans do then – 1:16?

29. **Application:** In what way was this a mistake for the Chaldeans to do? What similar mistakes to people sometimes make today?

30. So what question does Habakkuk then ask of God – 1:17?

31. Why would this be a natural question to ask under the circumstances?

Assignments on Habakkuk 2

Read Habakkuk 2, then answer the following questions.

1. Having made his complaint to God, what did Habakkuk do and what was his purpose – 2:1?

2. What did God tell Habakkuk to do with the message he would receive – 2:2?

3. List other **passages** about the value of the written word (Scripture).

4. **Case Study:** Some people claim that Bible writers did not know they were writing a message from God and did not intend it to be for the instruction of others. How would you respond, and what is the value of having the word in written form?

5. What did God say about the time when the vision would be fulfilled – 2:3?

6. How is the proud man described – 2:4? (Think: To whom in particular does God apply this?)

7. How is the just man described? Where is this quoted in the New Testament?

8. Explain how the principle of faith would be important to Habakkuk with his questions.

9. **Application:** Explain how the principle of faith is important in our service to God.

10. How is the proud man described in 2:5? Explain the comparison to death and hell.

11. **Special Assignment:** As you study 2:6-19, make a list of the woes that are mentioned.

12. What woe is spoken in 2:6? Against whom was it spoken?

13. What would happen to those against whom this woe is spoken – 2:7?

14. Why would this penalty come upon them – 2:8? (Think: Who is speaking this woe?)

15. Against whom is a woe spoken in 2:9?

16. What were they guilty of according to 2:10?

17. What would happen to them as result – 2:11? Explain the illustration.

18. Against whom is a woe addressed in 2:12?

19. Study various translations of 2:13 and explain the verse.

20. For whose ultimate glory would all this result – 2:14? Explain the meaning.

21. **Special Assignment:** How would these prophecies about Babylon result in glory to God? Explain how this would help answer Habakkuk's concerns.

22. Against whom is a woe expressed in 2:15?

23. What consequence would come upon those who are guilty – 2:16? Explain the cup that they would drink.

24. Why would this consequence come upon the Chaldeans – 2:17?

25. What questions are asked about images in 2:18?

26. **Special Assignment:** Explain the proper answers to the questions that were asked.

27. Against whom is a woe spoken in 2:19?

28. Explain why such conduct is foolish.

29. How does God contrast to the idols according to 2:20?

30. **Special Assignment:** Explain how God's responses answer the concerns of Habakkuk. What lessons should we learn as a result?

Assignments on Habakkuk 3

Read Habakkuk 3, then answer the following questions.

1. How does 3:1 describe the words of Habakkuk in this chapter? (Think: See if you can determine what Shigionoth refers to.)

2. How did Habakkuk respond to God's message – 3:2? What did he request God to remember? (Think: Why might he have responded in this way?)

3. From where was God said to come – 3:3? Find these places on a *map*.

4. How is the glory of God described – 3:3,4?

5. **Case Study:** Suppose someone said that this passage describes the origin of God: He came from Teman! How would you respond?

6. What accompanied God as He came – 3:5?

7. What is the significance of the fact that God measured the earth – 3:6? What effect did it have?

8. What nations are mentioned in 3:7 (see a *map*)? What effect did God have on them?

9. As God came as a warrior, what question is asked about His anger – 3:8? (Think: With whom was God angry?)

10. Consider the significance of the difficult verse in 3:9.

11. How did the earth react to God's presence – 3:10?
12. How did the sun and moon react – 3:11? (Think: Explain the symbolic significance.)
13. How did God treat the nations – 3:12?
14. Who suffered as a result of God's anger, and who benefited – 3:13?
15. What happened to God's enemies in 3:14? What did they intend to do, and what happened instead?
16. How is God's power described in 3:15?
17. How did Habakkuk react when he understood God's intentions – 3:16?
18. How did Habakkuk poetically express his trust in God in 3:17,18?
19. How does Habakkuk describe his trust in God's strength in 3:19?
20. **Special Assignment:** Explain how Habakkuk's conclusion demonstrates his acceptance of God's plan.

21 **Application:** Summarize the lessons we can learn from the message of Habakkuk.

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