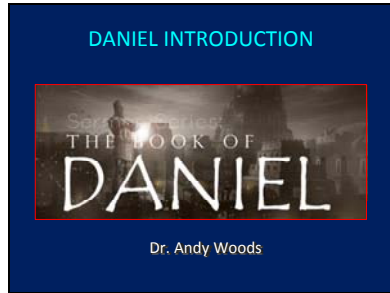


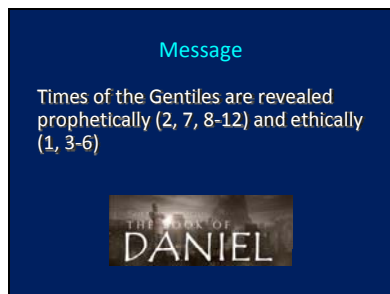
Slide 1



Slide 2




Slide 3



Slide 4

Purpose

- To encourage Judah by emphasizing the sovereignty of God during the Babylonian captivity and to teach Judah how to live while outside the land
- Bifurcating Daniel



Slide 5

Synthetic Outline

I. Historical (1-7):
Daniel interprets, 3rd person, gentile nations

- A. Intro "Hebrew" (1)
- B. Aramaic *chiasm* (2-7)

Slide 6

Synthetic Outline

II. Prophetic (8-12):
Angel interprets, 1st person, Jewish nation, Hebrew

- A. Ram & Goat (8)
- B. 70 weeks (9)
- C. Final vision (10-12)

Slide 7

Synthetic Outline

I. Historical (1-7):
 Daniel interprets, 3rd person, gentile nations


A. Intro "Hebrew" (1)

B. Aramaic *chiasm* (2-7)

Slide 8

Chapter 1 Outline


- Daniel's circumstances (1:1-2)
- Daniel's selection (1:3-7)
- Daniel's dedication (1:8-16)
- Daniel's blessing (1:17-21)



Slide 9

Chapter 1 Outline

- Daniel's circumstances (1:1-2)
- Daniel's selection (1:3-7)
- Daniel's dedication (1:8-16)
- Daniel's blessing (1:17-21)



Slide 10

Captivity of the Jews (1:1-2)

- Nebuchadnezzar's siege (1:1)
 - ◆ Deut. 28:49
 - ◆ 3 sieges
 - 605 (Dan 1:1, Daniel and a few princes, Jehoiakim)
 - 596 (2 Kings 24:10-16, majority, Ezekiel, Jehoiachin)
 - 586 (2 Kings 25:1-21, remnant captured, Jerusalem and temple destroyed, Zedekiah)
- Nebuchadnezzar's booty (1:2)



Slide 11

NEBUCHADNEZZAR'S 3 SIEGES OF JUDAH			
	1	2	3
Year	605	597	586
Scripture	2 Kings 24:1; Dan.1:1	2 Kings 24:10-16; Ezek. 1:1-2	2 Kings 25:1-2; Ezek 33:21
Judah's king	Jehoiakim	Jehoiachin	Zedekiah
Those taken	Daniel & some princes	Ezekiel & majority 10k	Remnant captured, Jerusalem & Temple destroyed

Slide 12

CHAPTER AND VERSE IN DANIEL	CHRONOLOGICAL DATE	BIBLICAL DATE
1:1	605	3 rd year of Jehoiakim
2:1	603	2 nd year of Nebuchadnezzar
5	Sat. night 10/12/539 (Hohner)	
7:1	553	1 st year of Belshazzar
8:1	551	3 rd year of Belshazzar
9:1	538	1 st year of Darius
10:1	536	3 rd year of Cyrus

Slide 16

Babylon = Shinar


- Past: Gen 11:2
- Present: Dan 1:2
- Future: Zech 5:11 and Rev 17-18



Slide 17

Chapter 1 Outline


- Daniel's circumstances (1:1-2)
- **Daniel's selection (1:3-7)**
- Daniel's dedication (1:8-16)
- Daniel's blessing (1:17-21)



Slide 18

Daniel's Selection (1:3-7)


- The selection (1:3)
- The program (1:4-5)
 - ◆ Entrance requirements (1:4a)
 - ◆ Course of study (4b)
 - ◆ Physical provision (5a)
 - ◆ Length of study (5b)
- The candidates (6-7)
 - ◆ Hebrew names (6)
 - ◆ Babylonian names (7)



Slide 19

Daniel's Selection (1:3-7)


- **The selection (1:3)**
- **The program (1:4-5)**
 - ◆ Entrance requirements (1:4a)
 - ◆ Course of study (4b)
 - ◆ Physical provision (5a)
 - ◆ Length of study (5b)
- **The candidates (6-7)**
 - ◆ Hebrew names (6)
 - ◆ Babylonian names (7)



Slide 20

Daniel's Selection (1:3-7)


- The selection (1:3)
- **The program (1:4-5)**
 - ◆ Entrance requirements (1:4a)
 - ◆ Course of study (4b)
 - ◆ Physical provision (5a)
 - ◆ Length of study (5b)
- The candidates (6-7)
 - ◆ Hebrew names (6)
 - ◆ Babylonian names (7)



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Daniel's Selection (1:3-7)


- The selection (1:3)
- The program (1:4-5)
 - ◆ Entrance requirements (1:4a)
 - ◆ Course of study (4b)
 - ◆ Physical provision (5a)
 - ◆ Length of study (5b)
- **The candidates (6-7)**
 - ◆ Hebrew names (6)
 - ◆ Babylonian names (7)



Slide 22

Daniel's Selection (1:3-7)

- The selection (1:3)
- The program (1:4-5)
 - ◆ Entrance requirements (1:4a)
 - ◆ Course of study (4b)
 - ◆ Physical provision (5a)
 - ◆ Length of study (5b)
- The candidates (6-7)
 - ◆ Hebrew names (6)
 - ◆ Babylonian names (7)



Slide 23


Changing of the names

- Jewish names (Deut. 6:6-7; Prov. 22:6)
 - ◆ Daniel-God is my judge
 - ◆ Hananiah-Yahweh is gracious
 - ◆ Michael-Who is what God is?
 - ◆ Azariah-Yahweh has helped

Slide 24

Daniel's Selection (1:3-7)

- The selection (1:3)
- The program (1:4-5)
 - ◆ Entrance requirements (1:4a)
 - ◆ Course of study (4b)
 - ◆ Physical provision (5a)
 - ◆ Length of study (5b)
- The candidates (6-7)
 - ◆ Hebrew names (6)
 - ◆ Babylonian names (7)




Slide 25

Changing of the names

- Babylonian names (Gen 2:19; Rom 12:2)
 - ◆ Beltshazzar-Lady protect the king
 - ◆ Shadrach-I am fearful of God
 - ◆ Meshach-I am of little account
 - ◆ Abed-nego-Servant of Nebo

Slide 26



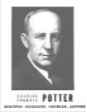
“The philosophy of the school room in one generation will be the philosophy of government in the next.”

Cited in Mark A. Bellis and Stephen K. McDowell, *America's Providential History* (Charlottesville, VA: Providence, 1989), 95.

Slide 27


Humanist Proselytizing

“Education is thus a most powerful ally of Humanism, and every public school is a school of Humanism. What can the theistic Sunday-schools, meeting for an hour once a week, and teaching only a fraction of the children, do to stem the tide of a five-day program of humanistic teaching?”



Charles Francis Potter, *Humanism: A New Religion* (New York: Simon and Schuster, 1930), 128


Slide 28

Humanist Proselytizing 

"Every child in America entering school at the age of five is mentally ill because he comes to school with certain allegiances to our founding fathers, toward our elected officials, toward his parents, toward a belief in a supernatural being, and **toward the sovereignty of this nation as a separate entity**. It's up to you as teachers to make all these sick children well by creating the **international child of the future**."

Chester M. Pierce, Harvard psychiatrist, speaking as an expert in public education at the 1973 International Education Seminar.


Slide 29

Humanist Proselytizing 

"I am convinced that the battle for humankind's future must be waged and won in the public school classrooms by teachers who correctly perceive their role as proselytizers of a new faith: a religion of humanity that recognizes and respects the spark of what theologians call the Divinity in every human being. These teachers must embody the same selfless dedication as the most rabid fundamentalist preachers."

John Dunphy, "A Religion for the New Age," *The Humanist* (January/February 1983), 26

Slide 30


Teaching Creation: Child Abuse and Terrorism? 

"Sure, it is mild child abuse...We need to encourage our children to question freely and try to think for themselves. Anything we do that counters that is unfair to them...If you're introducing it as reality, if you're telling your kids the world is 6,000 years old, and they shouldn't believe scientists because there is no way humans are related to other animals, and don't believe any of that stuff you learned in school, or take your kids out of school because they are learning something, then it is like the Taliban at some level, which is an extreme form of child abuse...The Taliban doesn't want girls to be educated or people to be educated because if they do they'll understand the myths that they are learning are crap."

Lawrence Krauss, ASU Physics Professor, www.youtube.com/watch?v=k_2DhE2agP4

Slide 31

Do Children Belong to Their Parents?



"We have never invested as much in public education as we should have because we've always had kind of a private notion of children. Your kid is yours and totally your responsibility. We haven't had a very collective notion of these are our children. So part of it is we have to break through our kind of private idea that kids belong to their parents, or kids belong to their families, and recognize that kids belong to whole communities."

Melissa Harris Perry, MSNBC host www.youtube.com/watch?v=V3jgJpU2Qnc

Slide 32

 **Kimberly A. Yuracko**

There must be legal and constitutional limits on the ability of homeschooling parents "to teach their children idiosyncratic and illiberal beliefs and values"... [Government control must be exercised against] "parents [who] want to teach against the enlightenment. ...*Parental control over children's basic education flows from the state* (rather than *visa versa*). States delegate power over children's basic education to parents. . . ."

Kimberly A. Yuracko, "Education Off the Grid.," *California Law Review* 96 (February 2008)
(She is a professor at the Northwestern University School of Law)

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"This essay explores the choice many traditionalist Christian parents (both fundamentalist and evangelical) make to leave public schools in order to teach their children at home, thus in most instances escaping meaningful oversight....society need not and should not tolerate the inculcation of absolutist views that undermine toleration of difference....If a parent subscribes to an *absolutist belief system premised on the notion that it was handed down by a creator, that it (like the Ten Commandments) is etched in stone* and that all other systems are wrong, the essential lessons of a civic education...often seem deeply challenging and suspect....Such *'private truths' have no place in the public arena, including the public schools.*"

Catherine Ross, "Fundamentalist Challenges to Core Democratic Values: Exit and Homeschooling", *William and Mary Bill of Rights Journal* 18 (May 2010)
(She is professor at George Washington Law School)

Slide 34




"The risk that parents or private schools unfairly impose hierarchical or oppressive beliefs on their children is magnified by the absence of state oversight or the application of any particular educational standards....Public education should be mandatory and universal."

Martha Fineman and Karen Worthington, *What is Right for Children? The Competing Paradigms of Religion and Human Rights* (Burlington, VT: Ashgate Publishing Co., 2009).

Slide 35

Chapter 1 Outline

- Daniel's circumstances (1:1-2)
- Daniel's selection (1:3-7)
- Daniel's dedication (1:8-16)
- Daniel's blessing (1:17-21)



Slide 36

Daniel's Dedication (1:8-16)

- First round (1:8-10)
 - ◆ Daniel's resolve (1:8a)
 - ◆ Daniel's request (1:8b)
 - ◆ Commander's response (1:9-10)
- Second round (1:11-16)
 - ◆ Daniel's request (1:11-13)
 - ◆ Commander's response (1:14)
 - ◆ Results (1:15-16)



Slide 37

Daniel's Dedication (1:8-16)

- **First round (1:8-10)**
 - ◆ Daniel's resolve (1:8a)
 - ◆ Daniel's request (1:8b)
 - ◆ Commander's response (1:9-10)
- **Second round (1:11-16)**
 - ◆ Daniel's request (1:11-13)
 - ◆ Commander's response (1:14)
 - ◆ Results (1:15-16)



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Daniel's Dedication (1:8-16)


- **First round (1:8-10)**
 - ◆ Daniel's resolve (1:8a)
 - ◆ Daniel's request (1:8b)
 - ◆ Commander's response (1:9-10)
- **Second round (1:11-16)**
 - ◆ Daniel's request (1:11-13)
 - ◆ Commander's response (1:14)
 - ◆ Results (1:15-16)



Slide 39

Chapter 1 Outline

- Daniel's circumstances (1:1-2)
- Daniel's selection (1:3-7)
- Daniel's dedication (1:8-16)
- **Daniel's blessing (1:17-21)**



Slide 40

The 4 Jewish Youths Rise to Favor (1:17-21)

- Their God – given knowledge (1:17) – 1Cor 2:14, James 1:5
- Their exam before the king (1:18-20)
- The length of their service (1:21)

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The 4 Jewish Youths Rise to Favor (1:17-21)

- Their God – given knowledge (1:17) – 1Cor 2:14, James 1:5
- Their exam before the king (1:18-20)
- The length of their service (1:21)

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The 4 Jewish Youths Rise to Favor (1:17-21)

- Their God – given knowledge (1:17) – 1Cor 2:14, James 1:5
- Their exam before the king (1:18-20)
- The length of their service (1:21)

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The 4 Jewish Youths Rise to Favor (1:17-21)

- Their God – given knowledge (1:17) – 1Cor 2:14, James 1:5
- Their exam before the king (1:18-20)
- The length of their service (1:21)

Slide 44

CHAPTER AND VERSE IN DANIEL	CHRONOLOGICAL DATE	BIBLICAL DATE
1:1	605	3 rd year of Jehoiakim
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8:1	551	3 rd year of Belshazzar
9:1	538	1 st year of Darius
10:1	536	3 rd year of Cyrus

Slide 45

The 4 Jewish Youths Rise to Favor (1:17-21)

- The length of their service (1:21)
 - ◆ Nebuchadnezzar's initial siege (605)
 - ◆ Decree of Cyrus (536)
 - ◆ Daniel served for 69 years
 - ◆ Daniel served through 2 gentile empires and 4 successive gentile administrations

Slide 46


Basic Chronology

- Babylon (605–539)
 - ◆ Nebuchadnezzar
 - ◆ Belshazzar
- Media-Persia (538–536)
 - ◆ Darius
 - ◆ Cyrus

Slide 47

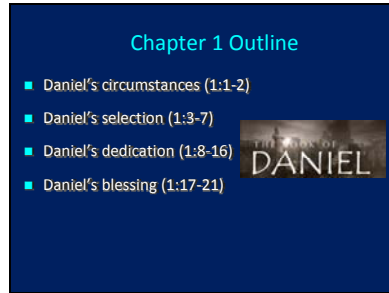
Takeaways from Daniel 1

- Mosaic Law taught Israel how to live inside the land
- The examples of the four Hebrew youths taught them how to live outside the land
- Consecrate themselves to God
- Live by faith from crisis to crisis entrusting the results to God
- Our cue as well



Slide 48

Conclusion



John 12:31-Now judgment is upon this world; now **the ruler of this world** will be cast out. ³² And I, if I am lifted up from the earth, will draw all men to Myself.

Luke 4:5-8-And he led Him up and showed Him all the kingdoms of ^[b]the world in a moment of time. ⁶ And the devil said to Him, “**I will give You all this domain and ^[c]its glory; for it has been handed over to me, and I give it to whomever I wish.** ⁷ Therefore if You ^[d]worship before me, it shall all be Yours.” ⁸ Jesus answered him, “It is written, ‘YOU SHALL WORSHIP THE LORD YOUR GOD AND SERVE HIM ONLY.’”

2 Cor. 4:4- in whose case the **god of this ^[b]world** has blinded the minds of the unbelieving ^[c]so that they might not see the light of the gospel of the glory of Christ, who is the image of God.

Eph. 2:2-in which you formerly walked according to the ^[a]course of this world, according to the prince of **the power of the air**, of the spirit that is now working in the sons of disobedience.

1 John 5:19-We know that we are of God, and that **the whole world lies in the power of the evil one.**

1 John 2:15-17-Do not love the world nor the things in the world. If anyone loves the world, the love of the Father is not in him. ¹⁶ For all that is in the world, the lust of the flesh and the lust of the eyes and the boastful pride of life, is not from the Father, but is from the world. ¹⁷ The world is passing away, and *also* its lusts; but the one who does the will of God lives forever.

Rom 12:2-And do not be **conformed to this** ^[c]world, but be transformed by the renewing of your mind, so that you may ^[d]prove what the will of God is, that which is good and ^[e]acceptable and perfect.

Jas. 1:27- Pure and undefiled religion in the sight of *our* God and Father is this: to visit orphans and widows in their distress, *and* to **keep oneself unstained** ^[ac]by the world.

Rom 12:2-And do not be conformed to this ^[c]world, but be transformed by the **renewing of your mind**, so that you may ^[d]prove what the will of God is, that which is good and ^[e]acceptable and perfect.

Eph. 6:17- And take **THE HELMET** OF SALVATION, and the sword of the Spirit, which is the word of God.

Heb. 10:25- **not forsaking our own assembling together**, as is the habit of some, but encouraging *one another*; and all the more as you see the day drawing near.

Philip 2:15- so that you will ^[i]prove yourselves to be blameless and innocent, children of God above reproach in the midst of a

crooked and perverse generation, among whom you ^[i]appear as ^[k]lights in the world

8

Exod. 34:15-otherwise you might make a covenant with the inhabitants of the land and they would play the harlot with their gods and sacrifice to their gods, and someone might invite you ^[m]**to eat of his sacrifice.**

Prov. 23:7-For as he ^[e]thinks within himself, so he is.

Philip. 4:8-Finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is ^[e]lovely, whatever is of good repute, if there is any excellence and if anything worthy of praise, ^[f] dwell on these things.

Num. 13:33-There also we saw the Nephilim (the sons of Anak are part of the Nephilim); and **we became like grasshoppers in our own sight,** and so we were in their sight.

15

Deut. 10:13- *and* to keep the **LORD'S commandments and His statutes** which I am commanding you today **for your good?**

Prov. 13:15- Good understanding produces favor, But **the way of the treacherous is hard.**

Gal. 6:7-8-Do not be deceived, God is not mocked; for whatever a man sows, this he will also reap. ⁸For the one who sows to his own flesh will from the flesh reap corruption, but the one who sows to the Spirit will from the Spirit reap eternal life.

Rom. 6:23- For the **wages of sin** is death, but the free gift of God is eternal life in Christ Jesus our Lord.

17

Dan. 2:21- “It is He who changes the times and the epochs; He removes kings and ^[ab]establishes kings; **He gives wisdom to wise men And knowledge to ^[ac]men of understanding.**

1 Cor. 2:14- But ^[f]a natural man does not accept the things of the Spirit of God, for they are foolishness to him; and he cannot understand them, because **they are spiritually ^[g]appraised.**

John 15:14-15-You are My friends if you do what I command you. ¹⁵ No longer do I call you slaves, for the slave does not know what his master is doing; but I have called you friends, for all things that I have heard from My Father I have made known to you.

Jas. 1:5- But if any of you lacks wisdom, let him ask of God, who gives to all generously and ^[h]without reproach, and it will be given to him.

Jer. 33:3-Call to Me and I will answer you, and I will tell you great and mighty things, which you do not know.’

Prov. 1:7- The fear of the LORD is the beginning of knowledge.

1 Kgs. 4:29-34-Now God gave Solomon wisdom and very great discernment and breadth of ^[r]mind, like the sand that is on the seashore. ³⁰ Solomon’s wisdom surpassed the wisdom of all the sons of the east and all the wisdom of Egypt. ³¹ For he was wiser than all men, than Ethan the Ezrahite, Heman, Calcol and ^[s]Darda, the sons of Mahol; and his ^[t]fame was *known* in all the

surrounding nations. ³² He also spoke 3,000 proverbs, and his songs were 1,005. ³³ He spoke of trees, from the cedar that is in Lebanon even to the hyssop that grows on the wall; he spoke also of animals and birds and creeping things and fish. ³⁴ [\[u\]](#)Men came from all peoples to hear the wisdom of Solomon, from all the kings of the earth who had heard of his wisdom.

Concision

Num. 6:24-26-The LORD bless you, and keep you;²⁵ The LORD make His face shine on you, And be gracious to you;²⁶ The LORD lift up His countenance on you, And give you peace.'