

**“I will make the land desolate, because they have acted unfaithfully,” declares the Lord God.” . . . “Then you will know that I am the Lord, when I set My face against them.” Ezekiel 15:7-8**

**Ezekiel was called to be faithful, to be the watchman on the wall. The people of Judah were unfaithful, and because of that, destruction was coming upon them.**

**We have a choice in our lives. Are we going to choose to be faithful and be used of God to further His kingdom, or are we going to be unfaithful and serve as an example of God’s judgment falling on the unfaithfulness of men?**

**Choose well - your eternity rests on the choice you make!**

## DAY 1

1. There are only eight verses in Ezekiel 15. Before you begin this chapter, take some time to review what you have already learned. On pages 15-16 in lesson 1, there was an “At a Glance” chart that you should have been filling in with your chapter themes for each of the chapters you have covered to this point. Look over each chapter title recorded on those sheets. As you do, think through what was in each of those chapters.
  - a. Are there chapters that are linked together by covering the same subject? If certain chapters are tied together you could note that under the segment division of your chart by drawing a horizontal line indicating where the idea starts and then where it stops.
  - b. We have also looked at dates in Chapter 1 and 8. You could use horizontal lines in the division column and mark when your time changes.
2. Now that you have reviewed the first 14 chapters, do your observations on Ezekiel 15. Mark everything that is on your bookmark, but there are a couple of others you should mark, but you don’t need to add them to your bookmark since you are only marking them here. Look for and mark the following.
  - a. *Vine*
  - b. *Acted unfaithfully* (you are going to be marking *harlot* as a key word in Ezekiel 16. You will want to mark *harlot* and *acted unfaithfully* the same way.)



7. Record a chapter title or theme on your Observation Worksheets and on the “At a Glance” chart.

### DAY 2 AND 3

1. Observe Ezekiel 16. This is a long chapter, so you have two days to work on this assignment. There are some words that you are going to list on your Key Word marking card or bookmark, and there are some that you are just going to mark in this chapter. Don't add those to your bookmark.

a. Add these to your bookmark.

- 1) *Lord God* (if you haven't been marking it already)
- 2) *blood*
- 3) *covenant*
- 4) *harlot* (*harlotry* - remember you are marking this like you did unfaithful)
- 5) *fury* (*angry, enraged*)

b. Don't add these to your bookmark, but mark them in this chapter.

- 1) *money* (*gifts, pay*)
- 2) *Sodom*
- 3) *Samaria*
- 4) *unforgiven*
- 5) references to various groups of people

2. There is a map at the end of this lesson on page 63. You may want to pull it out like you have some of the other pages that you are constantly using or referring to. It is called “Israel and the Surrounding Nations”. When you are reading Ezekiel 16:23-43, use the map and mark the locations that are being discussed.

3. Now it is time to move on to paragraph themes. Record this information both here and on your Observation Worksheets. It may seem redundant, but redundancy is key to learning.
  - a. 16:1-5
  - b. 16:6-7
  - c. 16:8-14
  - d. 16:15-22
  - e. 16:23-29
  - f. 16:30-34
  - g. 16:35-43
  - h. 16:44-52
  - i. 16:53-59
  - j. 16:60-63
4. Now pull all of this information together and come up with a chapter theme or title. Record it on your Observation Worksheet.
5. This chapter is considered an allegorical illustration. It is an interesting picture, isn't it? We are going to be studying this in more depth over the next two days. This is a vivid picture that God is painting for His people to help them understand the very depth of their depravities!

## DAY 4 AND 5

For the next **two days**, we are going to dig deeper into Ezekiel 16. In order to do this, you need to understand the literary devices writers use to illustrate a point. This passage is considered an allegory. A dictionary definition of an allegory is “a story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one (in this case a spiritual one). They are a metaphor where one thing is used to describe the characteristics of another.

As you approach Ezekiel 16, determine who the word of the Lord was directed to. Is it to just Jerusalem or does that represent a larger group, and if so who? You want to look at each portion or paragraph and in light of these questions.

1. Read Ezekiel 16:1-7 a couple of times. In order to understand why an allegory like this would have been used, you need to understand the history of Israel. Let's take some time to work through Scripture and lay that foundation. Summarize what you learn from each passage.
  - a. Israel began with God's establishing a covenant with a righteous man named Abram. Genesis 12:1-3; 15:1-6, 18.
  - b. That covenant was passed on through Abraham's son Isaac. Genesis 17:15-21.
  - c. The covenant promise is passed on to Isaac's son Jacob. Genesis 35:9-12.
  - d. God promised the land as part of the covenant, but it would be many years until they would come to know about the city of God - Jerusalem - the capital of their nation. Record how God reveals His plan to His people.

1) Deuteronomy 12:10-11

2) I Chronicles 11:1-9

3) Psalm 132:13-14

4) II Chronicles 6:1-11

2. Read Ezekiel 16:8-14. What happens to Jerusalem and who makes it happen? Make a list.

3. Ezekiel 16:15-22 starts with "But." This is a word of contrast. Look at what you listed in Ezekiel 16:8-14 and then record what is contrasted.

a. Ezekiel 16:10-22 points to a specific time period in Israel's history. Read these passages and record what you learn.

1) II Chronicles 8:16-9:24 - you can quickly skim these verses

2) I Kings 11:1-13 - take your time on these

b. Read Ezekiel 6:9. God has been hurt. What hurt Him and how does Ezekiel 16 help you understand this hurt?

4. Let's move on to Ezekiel 16:23-43. You marked the different people groups as you read through this passage. List each group and what you learn about each one and how they relate to Jerusalem.

- a. Read II Kings 16:1-20. Watch the references of Assyria, the kingdom of Judah, and its capital, Jerusalem. Can you see any relationship to what you have been studying in Ezekiel 16?
  
- b. Thinking back to the beginning of Ezekiel, who was Jerusalem's enemy - who took her captive?
  
- c. God calls Jerusalem (the people of Judah) an adulteress wife in Ezekiel 16:32. Read verses 1-9 again, and note how that reference applies.
  
- d. Reading Ezekiel 16:33-43, describe what made Jerusalem's harlotry so bad.

5. Now we will take a look at the end of chapter 16. Read verses 44-63. Record what you learn about Jerusalem, Sodom, and Samaria.

Jerusalem (You)	Sodom	Samaria

a. It is important to know the background of these two cities that are held up as examples. Read the following verses and record what you learn about each.

1) Sodom - Genesis 13:13; 18:20-21; 19:4-11; Jude 7

2) Samaria (capital of fallen Israel) - I Kings 16:23-33; II Kings 17:24-29

b. What did you learn from marking the word *covenant* in Ezekiel 16? How did God and Jerusalem treat the covenant, and what will be the conclusion?

6. Wrap up your study time by making this applicable to the church today. Is there any application to your own personal life? Ezekiel 16 is referring to God's relationship with Israel, but what about the churches' relationship to Christ. Read the following and record what you observe.

a. Ephesians 5:25-32

b. Revelation 19:7-9

c. II Corinthians 11:2-3





# Ezekiel

Lesson 5, Chapters 15-16