

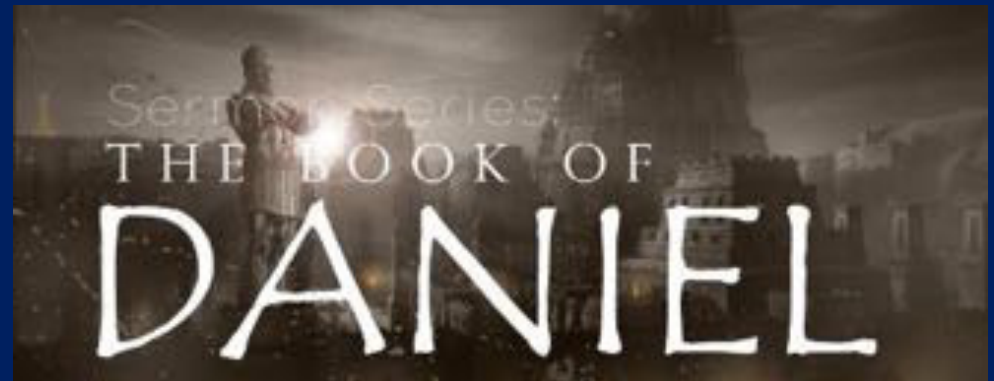
# DANIEL INTRODUCTION



Dr. Andy Woods

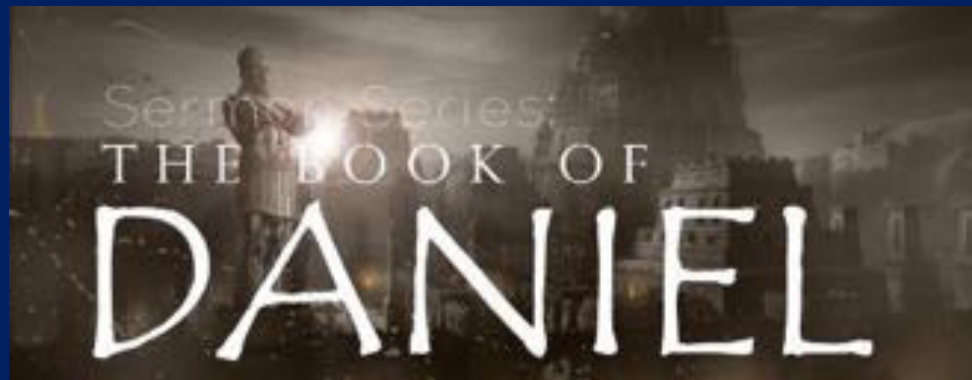
# The Building Blocks

- Diversity of Topics
- Date
- Authorship
- Literary Genre
- The Covenants
- Message
- Purpose
- Synthetic Outline
- Succession of Gentile Rulers
- Imbedded chronology
- Daniel's Age



# Message

Times of the Gentiles are revealed prophetically (2, 7, 8-12) and ethically (1, 3-6)



# 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



# Synthetic Outline

## I. Historical (1-7):

Daniel interprets, 3<sup>rd</sup> person, gentile nations

A. Intro “Hebrew” (1)

B. Aramaic *chiasm* (2-7)

# 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)

# Synthetic Outline

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# Chapter 1 Outline

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



# NEBUCHADNEZZAR'S 3 SIEGES OF JUDAH

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

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

# Daniel's Age

CHAPTER	EVENTS	AGE
<u>1</u>	<u>TAKEN TO BABYLONIAN CAPTIVITY</u>	<u>15</u>
2	Interpreting Nebuchadnezzar's 1 <sup>st</sup> dream (huge image)	17
3	Daniel's 3 friends cast into the fiery furnace	19 or 20
4	Interpreting Nebuchadnezzar's 2nd dream (huge tree)	45-50
5	Interpreting handwriting of the wall at Belshazzar's feast	Early 80's
6	Delivered from the den of lions	c.83
7-8	Daniel's visions and dreams	Mid-60's
9	Daniel's seventy "sevens" prophecy	Early-80's
10-12	Final dreams and visions	Mid-80's

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## ■ Nebuchadnezzar's booty (1:2)



# Map of Babylon



# Babylon = Shinar

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





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



# 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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  - ◆ Babylonian names (7)



# Changing of the names

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

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# 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

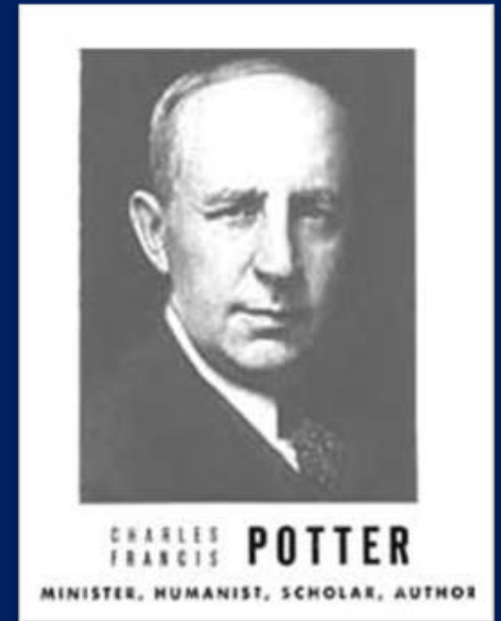


“The philosophy of the school room in one generation will be the philosophy of government in the next.”

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

# 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

# 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.



# 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.”

# 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.”

# 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.”



## 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)



“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)

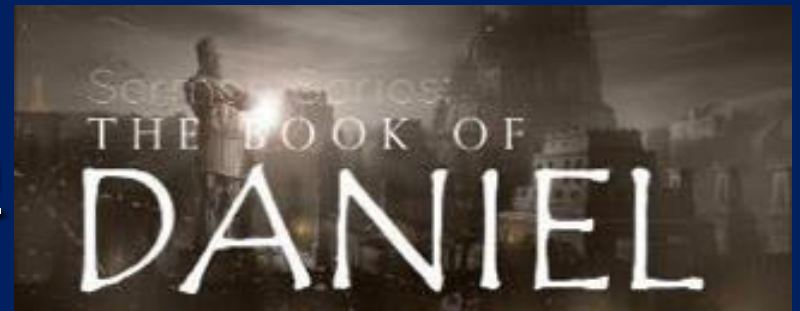


“The risk that parents or private schools unfairly impose hierarchical or oppressive beliefs on their children is magnified by the absence of state oversight or the application of any particular educational standards....*Public education should be mandatory and universal.*”

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

# Chapter 1 Outline

- Daniel's circumstances (1:1-2)
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- Daniel's blessing (1:17-21)



# 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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## ■ Second round (1:11-16)

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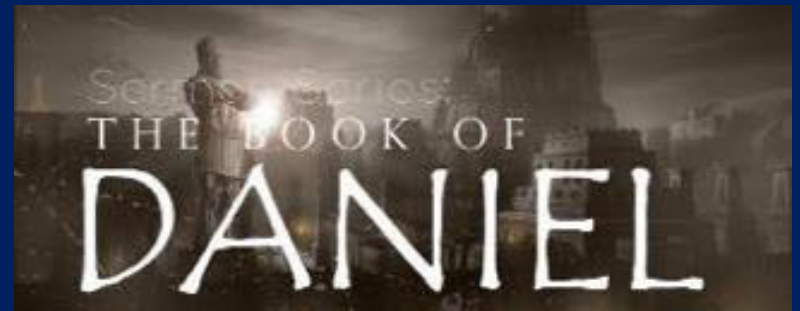


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- Their God – given knowledge (1:17) – 1Cor 2:14, James 1:5
- Their exam before the king (1:18-20)
- The length of their service (1:21)



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

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# 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

# Basic Chronology

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

# 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



Conclusion



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