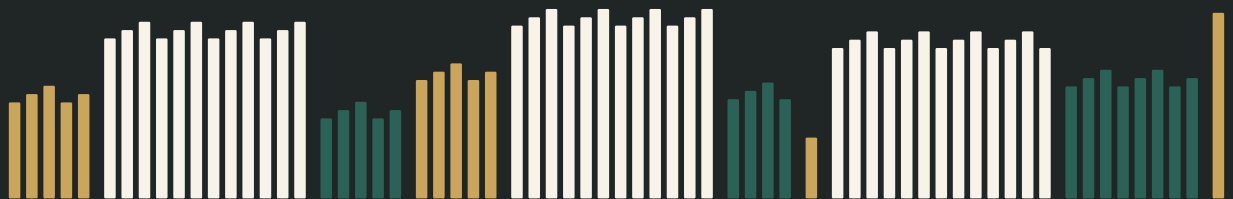

A 16-LESSON BIBLE SURVEY

THE BIBLE IN ORDER

TEACHER GUIDE

A Survey of the Books, Story,
and Prophetic Flow of Scripture

66 BOOKS | ONE UNFOLDING STORY



JOHN DEATON, TH.M.



The Bible in Order

Teacher Guide

A Survey of the Books, Story, and Prophetic Flow of Scripture

John Deaton, Th.M.

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How to Use This Teacher Guide

This teacher guide is a companion to the student workbook for The Bible in Order. It is written for instructors who want to teach the course with clarity, doctrinal care, and a consistent 45-minute class plan.

The guide includes teaching notes, pacing helps, answer material, discussion prompts, and cautions. It should sit beside the student workbook, not replace it. The student workbook gives the class the path. The teacher guide helps the instructor keep that path clear.

The teacher should use the guide with an open King James Bible and the student workbook. Before each class, read the student lesson first, then read the teacher notes. Mark the places where students may need help, choose the review drill that best fits the class, and keep the main lesson inside the normal 45-minute class window.

Appendix A includes the same four grayscale core charts used in the student workbook. Turn the book clockwise to read those chart pages. Use them for class orientation, correction, review drills, and teacher preparation. Appendix B gives a short glossary of the main course terms.

Course Path

Week	Lesson	Title
1	Lesson 1	Course Orientation and Framework
2	Lesson 2	Seeing the Whole Bible
3	Lesson 3	Genesis to Deuteronomy
4	Lesson 4	Joshua to Esther
5	Lesson 5	Job to Song of Solomon
6	Lesson 6	Isaiah to Daniel
7	Lesson 7	Hosea to Malachi
8	Lesson 8	Old Testament Timeline and Prophets Lab
9	Lesson 9	Matthew to John
10	Lesson 10	Acts
11	Lesson 11	Romans to Philemon
12	Lesson 12	Hebrews to Jude
13	Lesson 13	Revelation
14	Lesson 14	Prophecy, Types, and Dual-Purpose Passages Lab
15	Lesson 15	Putting It All Together
16	Lesson 16	Final Review and Assessment

Because this guide contains answers and teaching helps, it is intended for instructors rather than students.

Teaching the Course

Every lesson joins memory work to Bible context. The teacher's task is to keep those two aims together: help the class learn the books in order, then show where each book belongs in the story, what dispensational setting governs it, and how later Scripture reaches back to it.

Course Commitments

Teach every lesson with these commitments in view:

- The King James Bible is the text used for Scripture reading, quotation, doctrine, and study.
- Literal history comes first before prophecy, typology, pattern, or application.
- Scripture should be compared with Scripture.
- Israel, the Church, the Tribulation, the Kingdom, and the Eternal State must remain distinct.
- Typology should be taught with restraint. A type or picture does not erase the real person, event, object, office, or institution in the passage.
- The student should leave with Bible order in the mind and Bible structure in the heart.

Teacher Guide Pattern

Each teacher guide lesson should follow the same working rhythm:

1. Review the previous memory material.
2. Establish the book order for the new section.
3. Explain where the section fits in the Bible story.
4. Mark the dispensational setting.
5. Identify direct prophecy, types, patterns, and dual-purpose passages only where the text supports them.
6. Complete the workbook exercises.
7. Review the memory drill and assignment.

This rhythm matters because repetition builds confidence. Students should not wonder what kind of work is coming next. They should recognize the pattern, then use that pattern to learn more deeply each week.

Suggested Class Pacing

For a normal in-class lesson, plan on 45 minutes:

Segment	Minutes
Opening review	5
Main teaching	20
Workbook activity and correction	12
Discussion and cautions	5
Memory drill and assignment	3

Build the core lesson around this 45-minute plan.

How to Use the Answer Keys

The answer keys give expected answers, but they are not meant to turn the class into a mechanical grading session. Some questions have exact answers. Some review questions allow a good student answer if the answer is clear, biblical, and tied to the lesson.

Use these marks when helpful:

Mark	Meaning
Exact	The answer should match the key closely.
Accept	The answer may vary if the thought is correct.
Discuss	Use the answer to start class discussion.
Caution	Slow down and prevent a common misunderstanding.

Teaching Prophecy and Types

Do not rush students into symbolism. Teach them to ask good questions first:

- What happened literally?
- Who was speaking?
- Who was addressed?
- What did the original audience need to understand?
- Is there a stated prophecy?
- Is the later connection made clear by Scripture?
- Is this a type, a repeated pattern, a dual-purpose passage, or simply an application?

That kind of discipline will protect the class. It will also help them see the beauty of the Bible without forcing meanings onto the text.

Review Game Options

Use review games as memory tools, not distractions. Keep them short, focused, and tied to the course goals.

- Section relay: students place book names under the correct Bible section.
- Story movement sort: students place books into the twelve movements in the Bible's story.
- Label drill: students classify examples as Literal History, Direct Prophecy, Type or Picture, Pattern, Dual Purpose, or Application.
- Chain recitation: one student starts the book order and each student adds the next book.
- Correction race: students fix an intentionally mixed-up Bible book list.

Teacher Cautions

Three errors will weaken this course if they are not watched carefully.

First, do not let the class become memory only. Book order matters, but the course is not merely a Bible-book song written on paper.

Second, do not let the class become speculation. Prophecy and types should strengthen faith in the Bible, not create loose imagination.

Third, do not let the class flatten the whole Bible into one audience. The Bible is one Book from one perfect Author, but it must still be rightly divided in its speakers, audiences, covenants, promises, warnings, and doctrinal placement.

Teacher Preparation Before Each Lesson

Before teaching a lesson:

- Read the student workbook lesson aloud once.
- Review the teacher answer key.
- Mark one place where students may get confused.
- Choose one review game or memory drill.
- Plan the class for 45 minutes.
- Prepare the chart or board space needed for shelf order and story order.

When the teacher is clear, the students will usually feel that clarity. When the teacher is rushed or uncertain, the students will feel that too.

The best teacher for this course is not the one who says everything that could be said. It is the one who says what the students need for this step, then leaves them ready for the next step.

Course Orientation and Framework

TEACHER AIM

By the end of this lesson, students should understand what the course is, how the 16-week layout works, how the 16 lessons move, and how the main interpretation labels will be used from the beginning.

This is an orientation lesson, but it is not filler. It sets the frame for the whole course. If students understand the difference between shelf order, story order, dispensational setting, and interpretation labels now, the later lessons will have somewhere to land.

Before Class Preparation

Prepare these items before class:

- A copy of the 16-week course schedule.
- A Bible shelf-order chart.
- A Bible story-order timeline.
- Label cards: Literal History, Direct Prophecy, Type, Pattern, Dual Purpose, Application.
- A baseline score sheet for the first 66-book order attempt.
- A board or blank chart with three columns: What I Know, What I Need, First Step.

Read the student workbook Lesson 1 before class. Mark the places where you want students to write silently and the places where you want answers discussed aloud.

Do not let the baseline book-order check become embarrassing. This is a diagnostic. It shows the starting point. It is not a final judgment on the student.

Suggested Pacing

Segment	45 Minutes
Opening and course aim	4
Sixteen-week structure	6
Key Scriptures and course method	6
Baseline book-order check	10
Bible sections, shelf order, and story order	8
Interpretation labels and final assessment preview	8
Assignment and progress check	3

Teaching Notes

1. Start with the Purpose

Open by making the purpose plain: this course teaches the books of the Bible in order, but it is not only a memory course.

Students should know where Genesis sits. They should know where Psalms sits. They should know where Romans sits. But they should also know how those books fit into the larger flow of Scripture.

Use this simple comparison:

Question	Course Tool
Where is the book in the Bible?	Shelf order
Where does the book fit in the flow?	Story order
Who is being addressed?	Dispensational setting and context
How should this connection be handled?	Interpretation labels
Do not overload the class. Give them the map first. The details will come lesson by lesson.	

2. Explain the 16-Lesson Path

Make sure students see the course as one path, not as a main course with lesser weeks attached.

The 16 lessons include Bible-section instruction, orientation, lab work, review, and assessment:

- Lesson 1 orients the student before the Bible survey begins.
- Lesson 8 reviews Old Testament timeline and prophet placement.
- Lesson 14 practices prophecy, types, and dual-purpose labels.
- Lesson 16 conducts final review and assessment.

Lesson 2 begins the first full Bible-survey lesson. Say that clearly, but do not make students learn a separate course vocabulary.

3. Use the Key Scriptures as Anchors

The student workbook includes Nehemiah 8:8, Luke 24:44, 2 Timothy 2:15, and 2 Timothy 3:16-17.

Use these references as method anchors:

Reference	Teaching Use
Nehemiah 8:8	Scripture should be read clearly, explained carefully, and understood.
Luke 24:44	The Old Testament has organized sections and points toward Christ.
2 Timothy 2:15	The student must handle the word of truth carefully.
2 Timothy 3:16-17	All Scripture is inspired and profitable.
Do not turn this opening into a full sermon on each passage. Give the method, then move into the course framework.	

4. Conduct the Baseline Book-Order Check

This is the first measurable activity. Give students a fixed time and have them write as many books as they can in order without help.

Suggested approach:

1. Give brief instructions.
2. Start the check.
3. Stop at the set time.
4. Have students count the number they wrote in order.
5. Record the score privately or have students keep it in the workbook.

Do not shame weak scores. Some students may know very few books. Others may know many but skip a section. The value of the baseline is that it makes progress visible later.

Use the result diagnostically:

Observation	Teacher Response
Most students miss Old Testament sections	Emphasize section names in Lessons 2-6.
Most students miss Minor Prophets	Use smaller memory groups later.
Most students know names but not sections	Slow down and drill structure.
Most students know order but not meaning	Emphasize story order and context.

5. Teach Bible Sections First

Before students can hold all 66 books in order, they need the main shelves.

Old Testament:

1. Law
2. History
3. Poetry
4. Major Prophets
5. Minor Prophets

New Testament:

1. Gospels
2. Acts
3. Pauline Epistles
4. General Epistles
5. Revelation

Have students say the sections aloud, then write them. At this stage, structure matters more than speed.

6. Separate Shelf Order and Story Order

Shelf order answers, Where does the book sit in the Bible?

Story order answers, Where does the book fit in the flow of events and doctrine?

Use simple examples:

- Genesis is first in shelf order and gives the beginning of the Bible story.
- Job is in the Poetry section, but its setting belongs early in the story.
- The prophets sit after Poetry, but many of them spoke during the kingdom, divided kingdom, captivity, and return setting.
- Revelation is last in shelf order and brings the prophetic story to completion.

This distinction needs to be clear before the course enters Lesson 2. If students blur it here, they will struggle when the prophets are placed back into the historical books.

7. Introduce the Interpretation Labels

Teach the labels as guardrails.

Label	Basic Meaning
Literal History	What actually happened in the passage.
Direct Prophecy	A stated prediction from God.
Type or Picture	A real person, event, object, office, or institution that pictures a later truth.
Pattern	A repeated biblical structure or theme.
Dual Purpose	Immediate meaning in the original setting with future reach.
Application	Practical truth drawn after the context is understood.

The most important statement in this lesson is simple: literal history comes first.

Say it more than once. A type does not erase the real event. A prophecy does not erase the original audience. Application does not become the interpretation.

8. Preview the Final Assessment

Students should know from the first lesson what the course is training them to do.

The final assessment will measure:

- all 66 books in order;
- main Bible sections;
- shelf order and story order;
- broad story flow;
- prophet placement;
- Acts as transition;
- dispensational distinctions;
- careful use of prophecy, type, pattern, dual purpose, and application.

Do not present this as a threat. Present it as the destination. The first day should help the student say, "Now I know where we are going."

Doctrinal Cautions

- Do not let the class treat book order as a replacement for interpretation.
- Do not let story order replace shelf order. The student needs both.
- Do not introduce types and symbols as though every detail hides another meaning.
- Do not blur Israel, the Church, the Tribulation, the Kingdom, and the Eternal State while summarizing the course.
- Do not make lessons sound optional. They carry review, correction, and assessment weight.
- Do not grade the baseline book-order check harshly. It is a starting measure.

Teacher-Only Explanation

This lesson is where the course earns trust.

Students often come into a whole-Bible study with two opposite fears. Some fear they do not know enough Bible to keep up. Others think they already know the books and may not need the structure. This lesson helps both students. The weaker student gets a map and a starting point. The stronger student sees that the course is not just reciting names.

Keep the tone steady. Do not lower the level, but do not make the student feel lost on day one. Serious teaching does not mean crowded teaching. It means ordered, careful, doctrinally sound teaching.

The baseline check, the section preview, and the interpretation labels all serve the same purpose: they give the student handles. If he has handles, he can keep learning.

Cross-Reference Notes

Use these references selectively:

Reference	Teaching Use
Nehemiah 8:8	Model the teacher's work: read, explain, and help the people understand.
Luke 24:44	Show that the Lord recognized ordered Old Testament sections and fulfillment.
2 Timothy 2:15	Establish right division and careful handling as a course commitment.
2 Timothy 3:16-17	Establish that all Scripture is profitable for doctrine and furnishing.

These are method references for the whole course. Keep them near the surface throughout the semester.

Discussion Prompts

Use one or two:

- Why is it not enough to know only the names of the Bible books?
- What is the difference between knowing where a book sits and knowing where it fits?
- Which Bible section feels easiest right now?
- Which Bible section feels most unfamiliar right now?
- Why should literal history come before typology or application?
- How can a baseline check help a student without discouraging him?

Review Game Option

Use a quick section-and-label sort.

Put ten section cards on the board or table:

- Law
- History
- Poetry
- Major Prophets
- Minor Prophets
- Gospels
- Acts
- Pauline Epistles
- General Epistles
- Revelation

Have students place a sample book under the correct section. Use easy examples first: Genesis, Psalms, Isaiah, Matthew, Romans, Revelation. Then add harder examples: Ruth, Ecclesiastes, Habakkuk, Philemon, Jude.

Then repeat with interpretation labels. Give one example and have students choose the best label:

Example	Best Label
God created the heaven and the earth.	Literal History
God states a future event before it happens.	Direct Prophecy
The Passover lamb points to later redemption truth.	Type or Picture
A repeated cycle appears through Judges.	Pattern
A passage helps the original audience and reaches forward prophetically.	Dual Purpose
A believer learns a practical lesson after interpretation.	Application
Keep this short. It is a first exposure, not a mastery test.	

Workbook Answer Key

What This Course Is For

The student sentence will vary.

Good answer: I want to learn the books of the Bible in order and understand how they fit into the Bible story.

Accept any sincere answer that mentions learning the books, understanding the Bible better, seeing the story, or growing in Bible study.

Sixteen-Lesson Course Path

Fill in the blanks:

1. The course has 16 lessons.
2. Lesson 1 is the course orientation.
3. Lesson 8 reviews the Old Testament timeline and places the prophets.
4. Lesson 16 is the final review and assessment.

Accept similar wording if the meaning is clear.

Baseline Book-Order Check

The baseline check uses the correct 66-book order as the standard:

Old Testament	New Testament
1. Genesis	40. Matthew
2. Exodus	41. Mark
3. Leviticus	42. Luke
4. Numbers	43. John
5. Deuteronomy	44. Acts
6. Joshua	45. Romans
7. Judges	46. 1 Corinthians
8. Ruth	47. 2 Corinthians
9. 1 Samuel	48. Galatians
10. 2 Samuel	49. Ephesians
11. 1 Kings	50. Philippians
12. 2 Kings	51. Colossians
13. 1 Chronicles	52. 1 Thessalonians
14. 2 Chronicles	53. 2 Thessalonians
15. Ezra	54. 1 Timothy
16. Nehemiah	55. 2 Timothy
17. Esther	56. Titus
18. Job	57. Philemon
19. Psalms	58. Hebrews
20. Proverbs	59. James
21. Ecclesiastes	60. 1 Peter
22. Song of Solomon	61. 2 Peter
23. Isaiah	62. 1 John
24. Jeremiah	63. 2 John
25. Lamentations	64. 3 John
26. Ezekiel	65. Jude
27. Daniel	66. Revelation
28. Hosea	
29. Joel	
30. Amos	
31. Obadiah	
32. Jonah	
33. Micah	
34. Nahum	
35. Habakkuk	
36. Zephaniah	
37. Haggai	
38. Zechariah	
39. Malachi	

Record the number each student wrote in order. If a student skips a book and continues correctly after the skip, decide whether you are recording strict sequence or total correct books. For final assessment, use strict sequence. For this baseline, you may record both if that helps diagnosis.

Easiest section, hardest section, and often misplaced book will vary.

Bible Sections Preview

Correct order:

1. Law
2. History
3. Poetry
4. Major Prophets
5. Minor Prophets
6. Gospels
7. Acts
8. Pauline Epistles
9. General Epistles
10. Revelation

Require exact order for this memory drill. Students may use Old Testament and New Testament headings while practicing, but the final goal is recitation without help.

Shelf Order and Story Order

Correct matches:

Term	Answer	Meaning
Bible shelf order	C	The order in which the books appear in the Bible.
Bible story order	D	Where the book fits in the flow of events and doctrine.
Bible section	B	A group of books in the Bible arrangement.
Story movement	A	A major step in the Bible's broad flow.

Circle the better answer:

1. Genesis is first in shelf order. Yes
2. Job appears in the Poetry section but belongs early in story setting. Yes
3. The prophets all wrote after the book of Esther. No
4. Acts is a transition book. Yes
5. Revelation is both the last book and the prophetic conclusion. Yes

Interpretation Labels

Complete the statements:

1. Literal history comes first.
2. Direct prophecy is a stated prediction from God.
3. A type is a real person, event, object, office, or institution. It pictures a later truth.
4. Application comes after the passage is understood in context.

Accept setting for context in answer 4.

Final Assessment Preview

Checked areas will vary. Use this section to identify where students already feel uncertain.

If several students check the same area, make a note in your teaching plan. That area may need short review in future lessons.

Personal Starting Plan

Answers will vary.

Require a specific plan. A weak answer is “I will study more.” A stronger answer is “I will review the Law section Monday, Wednesday, and Friday with a printed chart.”

The first goal may be any reasonable section, but for most students the best first goal is Law or the five Old Testament sections.

Review Questions

1. What is the purpose of this course?

Good answer: The purpose is to learn the books of the Bible in order while also understanding how they fit into the Bible story, structure, doctrine, prophecy, and dispensational flow.

2. Why does the course include review and lab lessons?

Good answer: Review and lab lessons help the student practice the order, connect the story, correct weak areas, and prepare for the final assessment.

3. Why is the first book-order check not graded harshly?

Good answer: It is a baseline check that shows the starting point and helps measure growth later.

4. What is Bible shelf order?

Good answer: Bible shelf order is the order in which the books appear in the Bible.

5. What is Bible story order?

Good answer: Bible story order is where the book fits in the broad flow of Bible events, doctrine, and prophecy.

6. Why must literal history come first?

Good answer: The real person, event, place, or situation is the foundation. Prophecy, typology, pattern, and application must not erase what happened in the passage.

7. What will the final review and assessment test?

Good answer: It will test the 66 books in order, Bible sections, shelf order, story order, story flow, prophet placement, dispensational distinctions, and careful interpretation labels.

Assignment

The assignment is complete when the student has:

- read the lesson sheet again;
- practiced the ten Bible sections;
- attempted book-order practice;
- marked Yes or No honestly;
- received study partner or teacher initials if required.

Progress Check Guidance

The progress check is complete when the student can honestly mark each line or identify the lines that need more work.

If a student cannot explain shelf order and story order yet, review those terms before beginning Lesson 2. If a student cannot define literal history, direct prophecy, type, pattern, dual purpose, and application, do not expect mastery yet, but make sure the basic distinction is clear: literal history comes first.



TEACH THE ORDER. KEEP THE CONTEXT CLEAR.

This companion guide gives instructors a structured path for leading students through all 66 books while keeping the Bible's historical, dispensational, and prophetic context in view.

- **16 structured 45-minute class plans**
- **Answers, pacing guidance, review drills, and discussion prompts**
- **Historical context, prophecy, types, and pictures**
- **Full-color chart downloads and a complete 66-book card set**

For pastors, Sunday school teachers, discipleship leaders, and Bible institute instructors who teach from the King James Bible. Use alongside *The Bible in Order: Student Workbook*.