

Twice Born Ministry

TBM-KC-103: Generosity, Tithing & Kingdom Impact

Course Code: TBM-KC-103

Credit Hours: 3

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

Course Description

TBM-KC-103: Generosity, Tithing & Kingdom Impact

Course Description

KC Ch 14-15; 2 Cor 9; missions

This Stewardship Track course follows *Kingdom Capital* — biblical money management without prosperity gospel error, honoring God as Owner and the believer as manager.

Primary source book: Kingdom Capital

This course is part of **Layer 3 — TBM Book Track** in the Twice Born Ministry Bible School catalog.

Course Details

Learning Outcomes

Upon completion, students will be able to:

- Summarize the source book's argument structure for this course segment.
- Defend course themes with KJV scripture using literal-grammatical-historical method.
- Distinguish biblical Christianity from the worldviews or practices examined.
- Apply lessons in witness practice, research, or stewardship as assigned.
- Complete module quizzes, assignments, and final exam at 70% or higher.

Module Structure

Each lesson (8–10 modules) maps to book chapters or thematic sections. Lessons include exposition, evidence notes, witness application, discussion prompts, and aligned quizzes.

Assessment Overview

- **Module quizzes:** JSON with embedded answer keys (70% pass).
- **Assignments:** Witness practice, research papers (apologetics), or practical plans (wellness/stewardship).
- **Group projects:** Debate teams and outreach planning where noted.

- • **Final exam:** Comprehensive written assessment.
- • **Video scripts:** 3–5 production-ready scripts including soul-winning demos for apologetics tracks.

Christian Guardrails

- • King James Bible as citation standard.
- • Oppose false doctrine; love people (Jude 22-23).
- • Source books inform structure; Scripture judges all claims.
- • Academic integrity required; AI assists study, not original witness logs.

Instructor Notes

Professor Shepherd AI: [tb_ai_instructor course_code="TBM-KC-103"]

Twice Born Ministry Bible School — Layer 3 TBM Book Track

Course Modules

TBM-KC-103 — Lesson 1: Generosity as Gospel Gratitude

Introduction

Welcome to Lesson 1 of **Generosity, Tithing & Kingdom Impact**. This session covers **Generosity as Gospel Gratitude**,

drawn from the structure of *Kingdom Capital* in the **Stewardship Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Generosity as Gospel Gratitude advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Generosity as Gospel Gratitude** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Biblical Finance Framework

Generosity as Gospel Gratitude applies Kingdom Capital principles: God owns all; believers manage faithfully.

Reject prosperity gospel formulas and miserly hoarding alike. Complete worksheet exercises with real (redacted) numbers in assignments. Integrity in small accounts prepares integrity in large ones (Luke 16:10).

Common Objections and Pastoral Responses

When teaching **Generosity as Gospel Gratitude**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Practical Implementation

Generosity as Gospel Gratitude requires action:

- • Complete the weekly checklist in your assignment folder.
- • Share progress with an accountability partner.
- • Connect physical or financial stewardship to worship — not anxiety or greed.
- • Journal one prayer of gratitude for God's provision.

Discussion Questions

How does **Generosity as Gospel Gratitude** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 1 organized *Kingdom Capital* material on **Generosity as Gospel Gratitude**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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TBM-KC-103 — Lesson 2: Tithing — Storehouse and Heart

Introduction

Welcome to Lesson 2 of **Generosity, Tithing & Kingdom Impact**. This session covers **Tithing — Storehouse and Heart**,

drawn from the structure of *Kingdom Capital* in the **Stewardship Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Tithing — Storehouse and Heart advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Tithing — Storehouse and Heart** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Biblical Finance Framework

Tithing — Storehouse and Heart applies Kingdom Capital principles: God owns all; believers manage faithfully.

Reject prosperity gospel formulas and miserly hoarding alike. Complete worksheet exercises with real (redacted) numbers in assignments. Integrity in small accounts prepares integrity in large ones (Luke 16:10).

Common Objections and Pastoral Responses

When teaching **Tithing — Storehouse and Heart**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.

- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Practical Implementation

Tithing — Storehouse and Heart requires action:

- • Complete the weekly checklist in your assignment folder.
- • Share progress with an accountability partner.
- • Connect physical or financial stewardship to worship — not anxiety or greed.
- • Journal one prayer of gratitude for God's provision.

Discussion Questions

How does **Tithing — Storehouse and Heart** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 2 organized *Kingdom Capital* material on **Tithing — Storehouse and Heart**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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TBM-KC-103 — Lesson 3: 2 Corinthians 9 — Cheerful Giving

Introduction

Welcome to Lesson 3 of **Generosity, Tithing & Kingdom Impact**. This session covers **2 Corinthians 9 — Cheerful Giving**,

drawn from the structure of *Kingdom Capital* in the **Stewardship Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

2 Corinthians 9 — Cheerful Giving advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Chapter themes from source material:

- • Old Testament Firstfruits and Tithe
- • New Testament Generosity
- • Should Christians Tithe Ten Percent?
- • Firstfruits Practice Today

- • Storehouse Today

Key passages in this section: Deuteronomy 26:1-2, Malachi 3:10, 2 Corinthians 9:7, Acts 2:44, Psalm 24:1, Proverbs 3:5

Concept summary (paraphrase): Old Testament Firstfruits and Tithe Deuteronomy 26:1-2 — "When you have entered the land the LORD your God is giving you as an inheritance... take some of the firstfruits of all that you produce from the soil of the land." Context: Covenant worship acknowledging God as source of agricultural provision. Malachi 3:10 — "Bring the whole tithe into the storehouse, that there may be food in my house." Context: Prophetic rebuke to post-exilic Judah for robbing God through withheld tithes — tied to community worship and care. The tithe (literally "tenth") funded Levitical ministry and feasts in Israel's theocratic economy. New Testament believers are not under Mosaic civil law, but the principle of proportional, priority giving remains widely practiced and...

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **2 Corinthians 9 — Cheerful Giving** in the Word. Assigned references:

- **Deuteronomy 26:1-2** — read in context; note who speaks, to whom, and why.
- • **Malachi 3:10** — read in context; note who speaks, to whom, and why.
- • **2 Corinthians 9:7** — read in context; note who speaks, to whom, and why.
- • **Acts 2:44** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Biblical Finance Framework

2 Corinthians 9 — Cheerful Giving applies Kingdom Capital principles: God owns all; believers manage faithfully.

Reject prosperity gospel formulas and miserly hoarding alike. Complete worksheet exercises with real (redacted) numbers in assignments. Integrity in small accounts prepares integrity in large ones (Luke 16:10).

Common Objections and Pastoral Responses

When teaching **2 Corinthians 9 — Cheerful Giving**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Practical Implementation

2 Corinthians 9 — Cheerful Giving requires action:

- • Complete the weekly checklist in your assignment folder.
- • Share progress with an accountability partner.
- • Connect physical or financial stewardship to worship — not anxiety or greed.
- • Journal one prayer of gratitude for God's provision.

Discussion Questions

How does **2 Corinthians 9 — Cheerful Giving** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 3 organized *Kingdom Capital* material on **2 Corinthians 9 — Cheerful Giving**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Historical Figure Spotlight

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Supplemental Reading and Reflection

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Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

TBM-KC-103 — Lesson 4: Missions and Local Mercy Partnership

Introduction

Welcome to Lesson 4 of **Generosity, Tithing & Kingdom Impact**. This session covers **Missions and Local Mercy Partnership**,

drawn from the structure of *Kingdom Capital* in the **Stewardship Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Missions and Local Mercy Partnership advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Chapter themes from source material:

- • Barnabas — Generosity as Ministry — Acts 4:36–37
- • 1 Timothy 6:17–19 — Command the Rich
- • Three Kingdom Uses of Wealth
- • Calculating "Enough" for Lifestyle
- • Donor-Advised Funds (DAF)

Key passages in this section: Acts 4:36, 1 Timothy 6:17, 1 Timothy 6:17-19, Psalm 24:1, Proverbs 3:5, 2 Cor 9:7

Concept summary (paraphrase): Barnabas — Generosity as Ministry — Acts 4:36–37 Joseph sold field, brought money to apostles' feet — renamed Barnabas, "son of encouragement." Wealth became kingdom acceleration. 1 Timothy 6:17–19 — Command the Rich 1 Timothy 6:17-19 — "Command those who are rich in this present world not to be arrogant nor to put their hope in wealth... to do good, to be rich in good deeds, and to be generous and willing to share." Context: Pastoral instruction — wealth is for active good, not passive hoarding. Three Kingdom Uses of Wealth Missions: Fund gospel where Christ is unknown. Mercy: Feed hungry, house homeless, defend fatherless. Mentorship: Sponsor education, micro-loans, business coaching for broke believers. Calculating "Enough" for Lifestyle Define enough...

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Missions and Local Mercy Partnership** in the Word. Assigned references:

- **Acts 4:36** — read in context; note who speaks, to whom, and why.
- • **1 Timothy 6:17** — read in context; note who speaks, to whom, and why.
- • **1 Timothy 6:17-19** — read in context; note who speaks, to whom, and why.
- • **Psalm 24:1** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Biblical Finance Framework

Missions and Local Mercy Partnership applies Kingdom Capital principles: God owns all; believers manage faithfully.

Reject prosperity gospel formulas and miserly hoarding alike. Complete worksheet exercises with

real (redacted) numbers in assignments. Integrity in small accounts prepares integrity in large ones (Luke 16:10).

Common Objections and Pastoral Responses

When teaching **Missions and Local Mercy Partnership**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Practical Implementation

Missions and Local Mercy Partnership requires action:

- • Complete the weekly checklist in your assignment folder.
- • Share progress with an accountability partner.
- • Connect physical or financial stewardship to worship — not anxiety or greed.
- • Journal one prayer of gratitude for God's provision.

Discussion Questions

How does **Missions and Local Mercy Partnership** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 4 organized *Kingdom Capital* material on **Missions and Local Mercy Partnership**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Worship Integration

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Historical Figure Spotlight

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Worship Integration

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

TBM-KC-103 — Lesson 5: Anonymous vs. Public Giving

Introduction

Welcome to Lesson 5 of **Generosity, Tithing & Kingdom Impact**. This session covers **Anonymous vs. Public Giving**,

drawn from the structure of *Kingdom Capital* in the **Stewardship Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Anonymous vs. Public Giving advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Anonymous vs. Public Giving** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Biblical Finance Framework

Anonymous vs. Public Giving applies Kingdom Capital principles: God owns all; believers manage faithfully.

Reject prosperity gospel formulas and miserly hoarding alike. Complete worksheet exercises with real (redacted) numbers in assignments. Integrity in small accounts prepares integrity in large ones (Luke 16:10).

Common Objections and Pastoral Responses

When teaching **Anonymous vs. Public Giving**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Practical Implementation

Anonymous vs. Public Giving requires action:

- • Complete the weekly checklist in your assignment folder.
- • Share progress with an accountability partner.
- • Connect physical or financial stewardship to worship — not anxiety or greed.

- Journal one prayer of gratitude for God's provision.

Discussion Questions

How does **Anonymous vs. Public Giving** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 5 organized *Kingdom Capital* material on **Anonymous vs. Public Giving**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

TBM-KC-103 — Lesson 6: Kingdom Impact Tracking

Introduction

Welcome to Lesson 6 of **Generosity, Tithing & Kingdom Impact**. This session covers **Kingdom Impact Tracking**,

drawn from the structure of *Kingdom Capital* in the **Stewardship Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Kingdom Impact Tracking advances the source book's cumulative case. Students should identify:

(1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and (4) the witness or stewardship application.

Chapter themes from source material:

- • The Widow's Mite — Mark 12:41–44
- • Acts 20:35 — More Blessed to Give
- • Strategic Generosity Categories
- • Generosity Ladder
- • When You Cannot Give Much Money

Key passages in this section: Mark 12:41, Acts 20:35, Luke 21:1, Psalm 24:1, Proverbs 3:5, 2 Cor 9:7

Concept summary (paraphrase): The Widow's Mite — Mark 12:41–44 Jesus praises a poor widow giving two small coins — all she had — over rich givers performing for show. God evaluates sacrifice relative to capacity, not headline dollars. Acts 20:35 — More Blessed to Give Paul quotes Jesus: "It is more blessed to give than to receive." Generosity rewires the soul from scarcity to trust. Strategic Generosity Categories | Category | Example | Impact | |-----|-----|-----| | Local church | General fund, building, benevolence | Body life | | Missions | Lottie Moon, unreached peoples | Global gospel | | Mercy | Food bank, pregnancy center | Image of God served | | Micro-grants | Single mom car repair | Direct discipleship |...

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module

to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Kingdom Impact Tracking** in the Word. Assigned references:

- **Mark 12:41** — read in context; note who speaks, to whom, and why.
- • **Acts 20:35** — read in context; note who speaks, to whom, and why.
- • **Luke 21:1** — read in context; note who speaks, to whom, and why.
- • **Psalms 24:1** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Biblical Finance Framework

Kingdom Impact Tracking applies Kingdom Capital principles: God owns all; believers manage faithfully.

Reject prosperity gospel formulas and miserly hoarding alike. Complete worksheet exercises with real (redacted) numbers in assignments. Integrity in small accounts prepares integrity in large ones (Luke 16:10).

Common Objections and Pastoral Responses

When teaching **Kingdom Impact Tracking**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Practical Implementation

Kingdom Impact Tracking requires action:

- • Complete the weekly checklist in your assignment folder.

- • Share progress with an accountability partner.
- • Connect physical or financial stewardship to worship — not anxiety or greed.
- • Journal one prayer of gratitude for God's provision.

Discussion Questions

How does **Kingdom Impact Tracking** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 6 organized *Kingdom Capital* material on **Kingdom Impact Tracking**. Complete the module quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Worship Integration

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Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Historical Figure Spotlight

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Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

TBM-KC-103 — Lesson 7: Generosity Covenant with Family

Introduction

Welcome to Lesson 7 of **Generosity, Tithing & Kingdom Impact**. This session covers **Generosity Covenant with Family**,

drawn from the structure of *Kingdom Capital* in the **Stewardship Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Generosity Covenant with Family advances the source book's cumulative case. Students should identify:

- (1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and
- (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Generosity Covenant with Family** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- **Acts 17:11** — read in context; note who speaks, to whom, and why.
- **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Biblical Finance Framework

Generosity Covenant with Family applies Kingdom Capital principles: God owns all; believers manage faithfully.

Reject prosperity gospel formulas and miserly hoarding alike. Complete worksheet exercises with

real (redacted) numbers in assignments. Integrity in small accounts prepares integrity in large ones (Luke 16:10).

Common Objections and Pastoral Responses

When teaching **Generosity Covenant with Family**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Practical Implementation

Generosity Covenant with Family requires action:

- • Complete the weekly checklist in your assignment folder.
- • Share progress with an accountability partner.
- • Connect physical or financial stewardship to worship — not anxiety or greed.
- • Journal one prayer of gratitude for God's provision.

Discussion Questions

How does **Generosity Covenant with Family** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 7 organized *Kingdom Capital* material on **Generosity Covenant with Family**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Historical Figure Spotlight

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Supplemental Reading and Reflection

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TBM-KC-103 — Lesson 8: Giving Plan Presentation

Introduction

Welcome to Lesson 8 of **Generosity, Tithing & Kingdom Impact**. This session covers **Giving Plan Presentation**,

drawn from the structure of *Kingdom Capital* in the **Stewardship Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Giving Plan Presentation advances the source book's cumulative case. Students should identify:

(1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and (4) the witness or stewardship application.

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Giving Plan Presentation** in the Word. Assigned references:

- **Isaiah 8:20** — read in context; note who speaks, to whom, and why.
- • **Acts 17:11** — read in context; note who speaks, to whom, and why.
- • **2 Timothy 3:16-17** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Biblical Finance Framework

Giving Plan Presentation applies Kingdom Capital principles: God owns all; believers manage faithfully.

Reject prosperity gospel formulas and miserly hoarding alike. Complete worksheet exercises with real (redacted) numbers in assignments. Integrity in small accounts prepares integrity in large ones (Luke 16:10).

Common Objections and Pastoral Responses

When teaching **Giving Plan Presentation**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Practical Implementation

Giving Plan Presentation requires action:

- • Complete the weekly checklist in your assignment folder.
- • Share progress with an accountability partner.
- • Connect physical or financial stewardship to worship — not anxiety or greed.
- • Journal one prayer of gratitude for God's provision.

Discussion Questions

How does **Giving Plan Presentation** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 8 organized *Kingdom Capital* material on **Giving Plan Presentation**. Complete the module quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

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Ministry Case Study

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Historical Figure Spotlight

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TBM-KC-103 — Lesson 9: Integration Lesson 9: Generosity, Tithing & Kingdom Impact

Introduction

Welcome to Lesson 9 of **Generosity, Tithing & Kingdom Impact**. This session covers **Integration Lesson 9: Generosity, Tithing & Kingdom Impact**,

drawn from the structure of *Kingdom Capital* in the **Stewardship Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Integration Lesson 9: Generosity, Tithing & Kingdom Impact advances the source book's cumulative case. Students should identify:

(1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and (4) the witness or stewardship application.

Chapter themes from source material:

- The Widow's Mite — Mark 12:41–44
- Acts 20:35 — More Blessed to Give
- Strategic Generosity Categories
- Generosity Ladder
- When You Cannot Give Much Money

Key passages in this section: Mark 12:41, Acts 20:35, Luke 21:1, Psalm 24:1, Proverbs 3:5, 2 Cor 9:7

Concept summary (paraphrase): The Widow's Mite — Mark 12:41–44 Jesus praises a poor widow giving two small coins — all she had — over rich givers performing for show. God evaluates sacrifice relative to capacity, not headline dollars. Acts 20:35 — More Blessed to Give Paul quotes Jesus: "It is

more blessed to give than to receive." Generosity rewires the soul from scarcity to trust. Strategic Generosity Categories | Category | Example | Impact | |-----|-----|-----| | Local church | General fund, building, benevolence | Body life | | Missions | Lottie Moon, unreached peoples | Global gospel | | Mercy | Food bank, pregnancy center | Image of God served | | Micro-grants | Single mom car repair | Direct discipleship |...

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Integration Lesson 9: Generosity, Tithing & Kingdom Impact** in the Word. Assigned references:

- **Mark 12:41** — read in context; note who speaks, to whom, and why.
- • **Acts 20:35** — read in context; note who speaks, to whom, and why.
- • **Luke 21:1** — read in context; note who speaks, to whom, and why.
- • **Psalms 24:1** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Biblical Finance Framework

Integration Lesson 9: Generosity, Tithing & Kingdom Impact applies Kingdom Capital principles: God owns all; believers manage faithfully.

Reject prosperity gospel formulas and miserly hoarding alike. Complete worksheet exercises with real (redacted) numbers in assignments. Integrity in small accounts prepares integrity in large ones (Luke 16:10).

Common Objections and Pastoral Responses

When teaching **Integration Lesson 9: Generosity, Tithing & Kingdom Impact**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Practical Implementation

Integration Lesson 9: Generosity, Tithing & Kingdom Impact requires action:

- Complete the weekly checklist in your assignment folder.
- Share progress with an accountability partner.
- Connect physical or financial stewardship to worship — not anxiety or greed.
- Journal one prayer of gratitude for God's provision.

Discussion Questions

How does **Integration Lesson 9: Generosity, Tithing & Kingdom Impact** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 9 organized *Kingdom Capital* material on **Integration Lesson 9: Generosity, Tithing & Kingdom Impact**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

Worship Integration

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Historical Figure Spotlight

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Supplemental Reading and Reflection

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Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

TBM-KC-103 — Lesson 10: Integration Lesson 10: Generosity, Tithing & Kingdom Impact

Introduction

Welcome to Lesson 10 of **Generosity, Tithing & Kingdom Impact**. This session covers **Integration Lesson 10: Generosity, Tithing & Kingdom Impact**,

drawn from the structure of *Kingdom Capital* in the **Stewardship Track** track. Complete BS-FND-100 before

advanced TBM courses; AP-501 is recommended for apologetics-heavy tracks.

Twice Born Ministry book-track courses teach *from* published manuscripts — organizing chapter themes into college-level lessons without replacing the books. Purchase or borrow the source volume for full citations, charts, and extended case studies referenced in class.

Pray for wisdom and love before studying contested topics. We contend for souls, not scoring debate points (Jude 3; 1 Peter 3:15).

Book Structure and Teaching Aim

Integration Lesson 10: Generosity, Tithing & Kingdom Impact advances the source book's cumulative case. Students should identify:

(1) the claim being tested, (2) the evidence standard applied, (3) the scripture anchor, and (4) the witness or stewardship application.

Chapter themes from source material:

- The Widow's Mite — Mark 12:41–44
- Acts 20:35 — More Blessed to Give
- Strategic Generosity Categories
- Generosity Ladder
- When You Cannot Give Much Money

Key passages in this section: Mark 12:41, Acts 20:35, Luke 21:1, Psalm 24:1, Proverbs 3:5, 2 Cor 9:7

Concept summary (paraphrase): The Widow's Mite — Mark 12:41–44 Jesus praises a poor widow giving two small coins — all she had — over rich givers performing for show. God evaluates sacrifice relative to capacity, not headline dollars. Acts 20:35 — More Blessed to Give Paul quotes Jesus: "It is

more blessed to give than to receive." Generosity rewires the soul from scarcity to trust. Strategic Generosity Categories | Category | Example | Impact | |-----|-----|-----| | Local church | General fund, building, benevolence | Body life | | Missions | Lottie Moon, unreached peoples | Global gospel | | Mercy | Food bank, pregnancy center | Image of God served | | Micro-grants | Single mom car repair | Direct discipleship |...

Do not treat lesson summaries as a substitute for reading assigned book sections. Use this module to organize notes, prepare quizzes, and rehearse gospel conversations.

Scripture Exposition

Anchor **Integration Lesson 10: Generosity, Tithing & Kingdom Impact** in the Word. Assigned references:

- **Mark 12:41** — read in context; note who speaks, to whom, and why.
- • **Acts 20:35** — read in context; note who speaks, to whom, and why.
- • **Luke 21:1** — read in context; note who speaks, to whom, and why.
- • **Psalm 24:1** — read in context; note who speaks, to whom, and why.

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with clearer passages. (4) Apply to the worldview or practice under examination.

Biblical Finance Framework

Integration Lesson 10: Generosity, Tithing & Kingdom Impact applies Kingdom Capital principles: God owns all; believers manage faithfully.

Reject prosperity gospel formulas and miserly hoarding alike. Complete worksheet exercises with real (redacted) numbers in assignments. Integrity in small accounts prepares integrity in large ones (Luke 16:10).

Common Objections and Pastoral Responses

When teaching **Integration Lesson 10: Generosity, Tithing & Kingdom Impact**, expect pushback:

- • **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
- • **"All religions are the same."** — Ask which religion accounts for sin, the cross, and the empty tomb with evidence.
- • **"That's your interpretation."** — Point to plain reading in context; invite joint Bible study.
- • **"Christians are hypocrites."** — Agree sinners fail; Christ does not. Return to the gospel.

Draft a 150-word charitable response to one objection for your quiz preparation journal.

Practical Implementation

Integration Lesson 10: Generosity, Tithing & Kingdom Impact requires action:

- Complete the weekly checklist in your assignment folder.
- Share progress with an accountability partner.
- Connect physical or financial stewardship to worship — not anxiety or greed.
- Journal one prayer of gratitude for God's provision.

Discussion Questions

How does **Integration Lesson 10: Generosity, Tithing & Kingdom Impact** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

How would you teach this lesson to a high school homeschool cohort?

What gospel element (sin, cross, faith, response) must not be omitted in witness?

Summary and Next Steps

Lesson 10 organized *Kingdom Capital* material on **Integration Lesson 10: Generosity, Tithing & Kingdom Impact**. Complete the module

quiz (70% to advance), update your witness or stewardship journal, and preview the next lesson's reading assignment.

Soli Deo gloria.

Worship Integration

Select a hymn or worship song rich in biblical doctrine (e.g., "Holy, Holy, Holy," "And Can It Be," "A Mighty Fortress"). Analyze its lyrics for theological accuracy in light of this lesson. Lead family worship using that hymn, reading one supporting passage before singing. Theology should enliven corporate praise, not remain abstract.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

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Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

Ministry Case Study

Imagine a congregant confused about this lesson's topic after watching online teaching that contradicts historic evangelical doctrine. Draft a pastoral response email that (1) expresses empathy, (2) clarifies biblical teaching with two references, (3) invites in-person conversation, and (4) avoids condescension. Pastoral communication is part of theological training, not an optional soft skill.

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Appendix A — Assignments

Week 01

Week 01 Assignment — Reflection Journal

Course: TBM-KC-103 · Generosity, Tithing & Kingdom Impact

Week focus: TBM-KC-103 — Lesson 1: Generosity as Gospel Gratitude

Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **TBM-KC-103 — Lesson 1: Generosity as Gospel Gratitude** with KJV integration and measurable evidence in the submission.

Task

Analyze: Write a 300–500 word reflection on **TBM-KC-103 — Lesson 1: Generosity as Gospel Gratitude**. Include at least two KJV citations and one personal application.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Generosity, Gospel

Week 02

Week 02 Assignment — Memory Verse Application

Course: TBM-KC-103 · Generosity, Tithing & Kingdom Impact

Week focus: TBM-KC-103 — Lesson 2: Tithing — Storehouse and Heart

Learning objective (Bloom's taxonomy)

Students will **apply** course content from **TBM-KC-103 — Lesson 2: Tithing — Storehouse and Heart** with KJV integration and measurable evidence in the submission.

Task

Apply: Recite this week's memory verse from memory, then write 250 words explaining how it applies to daily discipleship.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Tithing, Storehouse

Week 03

Week 03 Assignment — Expository Outline

Course: TBM-KC-103 · Generosity, Tithing & Kingdom Impact

Week focus: TBM-KC-103 — Lesson 3: 2 Corinthians 9 — Cheerful Giving

Learning objective (Bloom's taxonomy)

Students will **outline** course content from **TBM-KC-103 — Lesson 3: 2 Corinthians 9 — Cheerful Giving** with KJV integration and measurable evidence in the submission.

Task

Outline: Produce a structured outline (400+ words) for the main passage in **TBM-KC-103 — Lesson 3: 2 Corinthians 9 — Cheerful Giving**. Include pericope titles and one-sentence themes.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Corinthians, Cheerful

Week 04

Week 04 Assignment — Discussion Response

Course: TBM-KC-103 · Generosity, Tithing & Kingdom Impact

Week focus: TBM-KC-103 — Lesson 4: Missions and Local Mercy Partnership

Learning objective (Bloom's taxonomy)

Students will **explain** course content from **TBM-KC-103 — Lesson 4: Missions and Local Mercy Partnership** with KJV integration and measurable evidence in the submission.

Task

Explain: Answer two discussion prompts from the Week 4 reading in 200 words each. Cite KJV only.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Missions, Local

Week 05

Week 05 Assignment — Practical Ministry Step

Course: TBM-KC-103 · Generosity, Tithing & Kingdom Impact

Week focus: TBM-KC-103 — Lesson 5: Anonymous vs. Public Giving

Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **TBM-KC-103 — Lesson 5: Anonymous vs. Public Giving** with KJV integration and measurable evidence in the submission.

Task

Demonstrate: Complete one practical ministry action tied to **TBM-KC-103 — Lesson 5: Anonymous vs. Public Giving** (visit, prayer walk, family worship, or service). Submit a 200-word report plus optional photo upload.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Manual review (practical/upload).

Pass: 70%

Rubric (100 points)

Week 06

Week 06 Assignment — Witness Outline

Course: TBM-KC-103 · Generosity, Tithing & Kingdom Impact

Week focus: TBM-KC-103 — Lesson 6: Kingdom Impact Tracking

Learning objective (Bloom's taxonomy)

Students will **construct** course content from **TBM-KC-103 — Lesson 6: Kingdom Impact Tracking** with KJV integration and measurable evidence in the submission.

Task

Construct: Draft a 3-minute spoken witness outline using this week's theme. Include gospel bridge, one objection with biblical answer, and call to faith.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Kingdom, Impact

Week 07

Week 07 Assignment — Cross-Reference Study

Course: TBM-KC-103 · Generosity, Tithing & Kingdom Impact

Week focus: TBM-KC-103 — Lesson 7: Generosity Covenant with Family

Learning objective (Bloom's taxonomy)

Students will **compare** course content from **TBM-KC-103 — Lesson 7: Generosity Covenant with Family** with KJV integration and measurable evidence in the submission.

Task

Compare: Find three cross-references that illuminate **TBM-KC-103 — Lesson 7: Generosity Covenant with Family**. Write 400 words comparing themes (OT + NT).

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Generosity, Covenant

Week 08

Week 08 Assignment — Historical Context Brief

Course: TBM-KC-103 · Generosity, Tithing & Kingdom Impact

Week focus: TBM-KC-103 — Lesson 8: Giving Plan Presentation

Learning objective (Bloom's taxonomy)

Students will **describe** course content from **TBM-KC-103 — Lesson 8: Giving Plan Presentation** with KJV integration and measurable evidence in the submission.

Task

Describe: Write 350 words on historical/literary context for **TBM-KC-103 — Lesson 8: Giving Plan Presentation**. Minimum four KJV citations.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Giving, Presentation

Week 09

Week 09 Assignment — Christological Connection Essay

Course: TBM-KC-103 · Generosity, Tithing & Kingdom Impact

Week focus: TBM-KC-103 — Lesson 9: Integration Lesson 9: Generosity, Tithing & Kingdom Impact

Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **TBM-KC-103 — Lesson 9: Integration Lesson 9: Generosity, Tithing & Kingdom Impact** with KJV integration and measurable evidence in the submission.

Task

Evaluate: Explain how **TBM-KC-103 — Lesson 9: Integration Lesson 9: Generosity, Tithing & Kingdom Impact** points to Christ in 400–600 words. Use literal-grammatical-historical method.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Integration, Lesson

Week 10

Week 10 Assignment — Teaching Prep

Course: TBM-KC-103 · Generosity, Tithing & Kingdom Impact

Week focus: TBM-KC-103 — Lesson 10: Integration Lesson 10: Generosity, Tithing & Kingdom Impact

Learning objective (Bloom's taxonomy)

Students will **design** course content from **TBM-KC-103 — Lesson 10: Integration Lesson 10: Generosity, Tithing & Kingdom Impact** with KJV integration and measurable evidence in the submission.

Task

Design: Prepare a 5-minute teaching outline for **TBM-KC-103 — Lesson 10: Integration Lesson 10: Generosity, Tithing & Kingdom Impact** suitable for a small group or homeschool lesson.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Integration, Lesson

Week 11

Week 11 Assignment — Integration & Review

Course: TBM-KC-103 · Generosity, Tithing & Kingdom Impact

Week focus: TBM-KC-103 — Lesson 10: Integration Lesson 10: Generosity, Tithing & Kingdom Impact

Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **TBM-KC-103 — Lesson 10: Integration Lesson 10: Generosity, Tithing & Kingdom Impact** with KJV integration and measurable evidence in the submission.

Task

Synthesize: Synthesize the top five themes from Generosity, Tithing & Kingdom Impact. 600 words, minimum six KJV citations, one paragraph on personal growth.

Submit: Text via LMS assignment form. PDF upload optional for longer work.

Grading

Grading mode: Auto-grade eligible (written text).

Pass: 70%

Rubric (100 points)

Auto-grade hints

Keywords for automated pre-check: KJV, Christ, Scripture, God, Lesson, Integration, Lesson

Week 12

Creative Ministry Project — TBM-KC-103

Course: Generosity, Tithing & Kingdom Impact

Code: TBM-KC-103

Learning objective (Bloom's taxonomy)

Students will **create** an original ministry artifact synthesizing course themes with KJV fidelity and scholarship-gallery quality.

Overview

Complete an original **Creative Ministry Project** demonstrating what you learned in this course. Select one project type when submitting your assignment. Approved work may appear in the [Scholarship Gallery](<https://twicebornministry.com/bible-school/scholarships/>) so supporters can **donate toward student scholarships** — you retain credit and ownership of your work.

> This is ministry education, not a sale of intellectual property. Donations fund scholarships.

Project types

Requirements

Original work — cite all Scripture in KJV; footnote other sources.

Course connection — explicitly tie your project to at least two module themes from TBM-KC-103.

Ministry focus — aim to edify believers or reach seekers with the gospel.

Upload — submit via the **Creative Ministry Project** assignment at the end of the course; select your project type in the form.

Length guides:

- Written: 800–1500 words
- Audio/Video: see durations above
- Photography: 1–3 images + caption
- Application: working prototype + 300-word user guide

Grading rubric (100 points)

Pass: 70%

Scholarship gallery

If your project is approved, it may be listed at /bible-school/scholarships/ with a **Support this student** donation button. Supporters give toward the scholarship fund for your project type — not to purchase your content.

Prayer

> *"Let the words of my mouth, and the meditation of my heart, be acceptable in thy sight, O LORD, my strength, and my redeemer."* — Psalm 19:14 (KJV)

Grading

Grading mode: Manual review (creative upload).

Pass: 70%

Rubric (100 points)

Creative Ministry Project

Creative Ministry Project — TBM-KC-103

Course: Generosity, Tithing & Kingdom Impact

Code: TBM-KC-103

Overview

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Project types

Requirements

Original work — cite all Scripture in KJV; footnote other sources.

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- Written: 800–1500 words
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Appendix B — Key Terms & Passages

- • Isaiah 8:20
- • Acts 17:11
- • 2 Timothy 3:16-17
- • "You're attacking my family tradition."
- • "All religions are the same."
- • "That's your interpretation."
- • "Christians are hypocrites."
- • Deuteronomy 26:1-2
- • Malachi 3:10
- • 2 Corinthians 9:7
- • Acts 2:44
- • Acts 4:36
- • 1 Timothy 6:17
- • 1 Timothy 6:17-19
- • Psalm 24:1
- • Mark 12:41
- • Acts 20:35
- • Luke 21:1