

Twice Born Ministry

TBM-TF01-102: Mary, Purgatory & Sacraments: Scripture Test

Course Code: TBM-TF01-102

Credit Hours: 3

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

Course Description

TBM-TF01-102: Mary, Purgatory & Sacraments: Scripture Test

Course Description

Vol 1 Part III-IV; 1 Tim 2:5; indulgences

This Layer 3 course teaches from Twice Born Ministry published apologetics — extracting structure and evidence themes without replacing the source books. Students learn to test every claim by Scripture (Isaiah 8:20) and witness with charity.

Primary source book: Tradition vs. Truth (True Faith Vol. 1)

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-TF01-102"]

Twice Born Ministry Bible School — Layer 3 TBM Book Track

Course Modules

TBM-TF01-102 — Lesson 1: Mary in Scripture: Honored Mother, Not Co-Redemptrix

Introduction

Welcome to Lesson 1 of **Mary, Purgatory & Sacraments: Scripture Test**. This session covers **Mary in Scripture: Honored Mother, Not Co-Redemptrix**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

Mary in Scripture: Honored Mother, Not Co-Redemptrix 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:

- • - What Catholics Teach (defined 1854) - What Scripture Says About Mary - Mary's Own Testimony: "My Savior" - All Have Sinned - Including Mary
- • - What Catholics Teach (defined 1950) - Complete Silence in Scripture - Why This Matters - The Danger of Adding to Scripture
- • - What Catholics Teach - One Mediator: Jesus Christ Alone - Mary's Proper Place: Blessed Among Women - The Sufficiency of Christ's Work

Concept summary (paraphrase): Chapter 5: The Immaculate Conception - Mary Without Sin? - What Catholics Teach (defined 1854) - What Scripture Says About Mary - Mary's Own Testimony: "My

Savior" - All Have Sinned - Including Mary Chapter 6: The Assumption of Mary - Bodily Ascension? - What Catholics Teach (defined 1950) - Complete Silence in Scripture - Why This Matters - The Danger of Adding to Scripture Chapter 7: Mary as Co-Redemptrix and Mediatrix - What Catholics Teach - One Mediator: Jesus Christ Alone - Mary's Proper Place: Blessed Among Women - The Sufficiency of Christ's Work Chapter 8: Prayers to Mary - Necromancy or Devotion? - What Catholics Practice - Biblical Prohibition of Contacting the Dead - Direct Access to God...

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 **Mary in Scripture: Honored Mother, Not Co-Redemptrix** 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Mary in Scripture: Honored Mother, Not Co-Redemptrix uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Mary in Scripture: Honored Mother, Not Co-Redemptrix**, 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.

Witness and Ministry Application

Mary in Scripture: Honored Mother, Not Co-Redemptrix equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Mary in Scripture: Honored Mother, Not Co-Redemptrix** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Mary in Scripture: Honored Mother, Not Co-Redemptrix**. 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.

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.

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.

Ministry Case Study

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Historical Figure Spotlight

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TBM-TF01-102 — Lesson 2: The Immaculate Conception — 1854 and Biblical Silence

Introduction

Welcome to Lesson 2 of **Mary, Purgatory & Sacraments: Scripture Test**. This session covers **The Immaculate Conception — 1854 and Biblical Silence**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

The Immaculate Conception — 1854 and Biblical Silence 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:

- • Introduction: Mary Without Sin?
- • The Biblical Case Against the Immaculate Conception
- • The Historical Development of the Immaculate Conception
- • Catholic "Proof Texts" Examined
- • The Devastating Consequences of the Immaculate Conception

Key passages in this section: Romans 3:23, Romans 3:10-12, Romans 5:12, 1 John 1:8, Luke 1:46-47, Hebrews 4:15

Concept summary (paraphrase): Introduction: Mary Without Sin? The Immaculate Conception is the Catholic teaching that Mary was conceived without original sin. This means that from the moment of her conception in her mother's womb, Mary was preserved from the stain of original sin that affects all other

human beings. This doctrine was officially defined as dogma in 1854—1,854 years after Christ. But is it biblical? Or is it an invention that elevates Mary to a position she never claimed? The Catholic Teaching: - Mary was conceived without original sin - She was preserved from all sin throughout her life - This was necessary so Jesus could be born from a sinless vessel - Defined as dogma by Pope Pius IX in 1854 -...

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 **The Immaculate Conception — 1854 and Biblical Silence** in the Word. Assigned references:

- **Romans 3:23** — read in context; note who speaks, to whom, and why.
- • **Romans 3:10-12** — read in context; note who speaks, to whom, and why.
- • **Romans 5:12** — read in context; note who speaks, to whom, and why.
- • **1 John 1:8** — 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- • **Question:** "Have you ever tested that belief against Scripture alone?"
- • **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

The Immaculate Conception — 1854 and Biblical Silence uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **The Immaculate Conception — 1854 and Biblical Silence**, 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.

Witness and Ministry Application

The Immaculate Conception — 1854 and Biblical Silence equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **The Immaculate Conception — 1854 and Biblical Silence** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **The Immaculate Conception — 1854 and Biblical Silence**. 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.

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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.

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.

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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-TF01-102 — Lesson 3: The Assumption of Mary — 1950 and Missing Evidence

Introduction

Welcome to Lesson 3 of **Mary, Purgatory & Sacraments: Scripture Test**. This session covers **The Assumption of Mary — 1950 and Missing Evidence**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith Track** track. Complete BS-FND-100 before

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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

The Assumption of Mary — 1950 and Missing Evidence 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:

- • Introduction: Mary Taken to Heaven?
- • The Biblical Case Against the Assumption
- • The Historical Development of the Assumption
- • Catholic "Proof Texts" Examined
- • The Devastating Consequences of the Assumption

Key passages in this section: Genesis 5:24, 2 Kings 2:11, John 3:13, Acts 1:9-11, 1 Corinthians 15:20-23, 1 Thessalonians 4:16-17

Concept summary (paraphrase): Introduction: Mary Taken to Heaven? The Assumption of Mary is the Catholic teaching that Mary was taken up to heaven, body and soul, at the end of her earthly life. Catholics believe she did not experience bodily decay but was assumed into heaven. This doctrine was

officially defined as dogma in 1950—1,950 years after Christ. But is it biblical? Or is it an invention with no scriptural support? The Catholic Teaching: - Mary was assumed into heaven, body and soul - She did not experience bodily decay - She was crowned Queen of Heaven - Defined as dogma by Pope Pius XII in 1950 - Catholics must believe this or be anathema (cursed) The Biblical Truth: The Assumption of Mary...

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 **The Assumption of Mary — 1950 and Missing Evidence** in the Word. Assigned references:

- **Genesis 5:24** — read in context; note who speaks, to whom, and why.
- • **2 Kings 2:11** — read in context; note who speaks, to whom, and why.
- • **John 3:13** — read in context; note who speaks, to whom, and why.
- • **Acts 1:9-11** — 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- • **Question:** "Have you ever tested that belief against Scripture alone?"
- • **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

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The Assumption of Mary — 1950 and Missing Evidence uses the TBM comparative method:

State the claim clearly — no straw men.

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Scripture verdict — Isaiah 8:20; Acts 17:11.

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Common Objections and Pastoral Responses

When teaching **The Assumption of Mary — 1950 and Missing Evidence**, expect pushback:

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Witness and Ministry Application

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- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
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Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **The Assumption of Mary — 1950 and Missing Evidence** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **The Assumption of Mary — 1950 and Missing Evidence**. Complete the module

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

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Ministry Case Study

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Supplemental Reading and Reflection

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Historical Figure Spotlight

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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.

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.

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

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Worship Integration

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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.

TBM-TF01-102 — Lesson 4: Prayers to Mary vs. One Mediator (1 Timothy 2:5)

Introduction

Welcome to Lesson 4 of **Mary, Purgatory & Sacraments: Scripture Test**. This session covers **Prayers to Mary vs. One Mediator (1 Timothy 2:5)**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

Prayers to Mary vs. One Mediator (1 Timothy 2:5) 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:

- Introduction: Can We Pray to Mary?
- The Biblical Case Against Prayers to Mary
- The "Hail Mary" Prayer Examined
- The Historical Development of Prayers to Mary
- Catholic "Proof Texts" Examined

Key passages in this section: Matthew 6:9, John 16:23, Philippians 4:6, 1 Thessalonians 5:17, Matthew 4:10, Revelation 19:10

Concept summary (paraphrase): Introduction: Can We Pray to Mary? Catholics pray to Mary, asking her to intercede for them. They believe Mary hears their prayers and brings them to Jesus. The "Hail Mary" is one of the most common Catholic prayers, prayed millions of times daily. But is this biblical?

Or does it contradict the clear teaching that we pray to God alone? The Catholic Teaching: - We can pray to Mary - Mary hears our prayers - Mary intercedes for us with Jesus - The "Hail Mary" is a biblical prayer - Praying to Mary is not worship, just asking for intercession The Biblical Truth: We pray to God alone. Prayer is worship, and worship belongs to God alone. Mary cannot hear...

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 **Prayers to Mary vs. One Mediator (1 Timothy 2:5)** in the Word. Assigned references:

- **Matthew 6:9** — read in context; note who speaks, to whom, and why.
- • **John 16:23** — read in context; note who speaks, to whom, and why.
- • **Philippians 4:6** — read in context; note who speaks, to whom, and why.
- • **1 Thessalonians 5:17** — 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- • **Question:** "Have you ever tested that belief against Scripture alone?"
- • **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Prayers to Mary vs. One Mediator (1 Timothy 2:5) uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Prayers to Mary vs. One Mediator (1 Timothy 2:5)**, 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.

Witness and Ministry Application

Prayers to Mary vs. One Mediator (1 Timothy 2:5) equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Prayers to Mary vs. One Mediator (1 Timothy 2:5)** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Prayers to Mary vs. One Mediator (1 Timothy 2:5)**. 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.

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.

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.

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Ministry Case Study

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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-TF01-102 — Lesson 5: Purgatory: Invented Doctrine or Biblical Hope?

Introduction

Welcome to Lesson 5 of **Mary, Purgatory & Sacraments: Scripture Test**. This session covers **Purgatory: Invented Doctrine or Biblical Hope?**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

Purgatory: Invented Doctrine or Biblical Hope? 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 **Purgatory: Invented Doctrine or Biblical Hope?** 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Purgatory: Invented Doctrine or Biblical Hope? uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Purgatory: Invented Doctrine or Biblical Hope?**, 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.

Witness and Ministry Application

Purgatory: Invented Doctrine or Biblical Hope? equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Purgatory: Invented Doctrine or Biblical Hope?** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Purgatory: Invented Doctrine or Biblical Hope?**. 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.

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

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.

Supplemental Reading and Reflection

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Ministry Case Study

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Supplemental Reading and Reflection

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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.

TBM-TF01-102 — Lesson 6: Indulgences and the Sale of Forgiveness

Introduction

Welcome to Lesson 6 of **Mary, Purgatory & Sacraments: Scripture Test**. This session covers **Indulgences and the Sale of Forgiveness**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

Indulgences and the Sale of Forgiveness 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:

- • Introduction: Can You Buy Forgiveness?
- • The Biblical Case Against Indulgences
- • The Historical Development of Indulgences
- • Catholic "Proof Texts" Examined
- • The Devastating Consequences of Indulgences

Key passages in this section: Isaiah 53:5, Colossians 2:13-14, Romans 8:1, 1 John 1:7, Romans 3:23, Luke 17:10

Concept summary (paraphrase): Introduction: Can You Buy Forgiveness? Indulgences are one of the most controversial Catholic practices. The Catholic Church teaches that indulgences reduce the temporal punishment for sins—either in this life or in purgatory. In the past, indulgences were openly sold for money. Today, they're obtained through prayers, pilgrimages, or good works. This practice sparked the Protestant Reformation when Martin Luther nailed his 95 Theses to the church door in Wittenberg (1517), protesting the sale of indulgences. But are indulgences biblical? Or are they a man-made tradition that contradicts the gospel? The Catholic Teaching: - Indulgences reduce temporal punishment for sins - The church has a "treasury of merit" from Christ and the saints - The pope can dispense this merit through...

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 **Indulgences and the Sale of Forgiveness** in the Word. Assigned references:

- **Isaiah 53:5** — read in context; note who speaks, to whom, and why.
- • **Colossians 2:13-14** — read in context; note who speaks, to whom, and why.
- • **Romans 8:1** — read in context; note who speaks, to whom, and why.
- • **1 John 1:7** — 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- • **Question:** "Have you ever tested that belief against Scripture alone?"
- • **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Indulgences and the Sale of Forgiveness uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Indulgences and the Sale of Forgiveness**, 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.

Witness and Ministry Application

Indulgences and the Sale of Forgiveness equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Indulgences and the Sale of Forgiveness** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Indulgences and the Sale of Forgiveness**. 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.

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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Ministry Case Study

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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.

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TBM-TF01-102 — Lesson 7: The Mass: Finished Sacrifice or Repeated Offering?

Introduction

Welcome to Lesson 7 of **Mary, Purgatory & Sacraments: Scripture Test**. This session covers **The Mass: Finished Sacrifice or Repeated Offering?**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

The Mass: Finished Sacrifice or Repeated Offering? 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:

- • - What Catholics Teach - Jesus' Use of Metaphor - "This Is My Body" Explained - The Spiritual Presence View
- • - What Catholics Teach - "It Is Finished" - The Complete Work - Hebrews: Once for All - Remembrance vs. Re-Sacrifice

Concept summary (paraphrase): Chapter 11: Transubstantiation - Literal Body and Blood? - What Catholics Teach - Jesus' Use of Metaphor - "This Is My Body" Explained - The Spiritual Presence View
Chapter 12: The Mass as Sacrifice - Re-Crucifying Christ? - What Catholics Teach - "It Is Finished" - The Complete Work - Hebrews: Once for All - Remembrance vs. Re-Sacrifice

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 **The Mass: Finished Sacrifice or Repeated Offering?** 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

The Mass: Finished Sacrifice or Repeated Offering? uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **The Mass: Finished Sacrifice or Repeated Offering?**, 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.

Witness and Ministry Application

The Mass: Finished Sacrifice or Repeated Offering? equips field witness:

- **Personal:** Repent of condescension; ask God for love for the lost.
- **Local church:** Propose one outreach night using this lesson's topic.
- **Conversation:** Use two questions from the book section before presenting conclusions.
- **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **The Mass: Finished Sacrifice or Repeated Offering?** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **The Mass: Finished Sacrifice or Repeated Offering?**. 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.

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Worship Integration

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TBM-TF01-102 — Lesson 8: Sacramental System vs. Priesthood of Believers

Introduction

Welcome to Lesson 8 of **Mary, Purgatory & Sacraments: Scripture Test**. This session covers **Sacramental System vs. Priesthood of Believers**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

Sacramental System vs. Priesthood of Believers 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 **Sacramental System vs. Priesthood of Believers** 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Sacramental System vs. Priesthood of Believers uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Sacramental System vs. Priesthood of Believers**, 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.

Witness and Ministry Application

Sacramental System vs. Priesthood of Believers equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Sacramental System vs. Priesthood of Believers** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Sacramental System vs. Priesthood of Believers**. 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.

Supplemental Reading and Reflection

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Ministry Case Study

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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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Historical Figure Spotlight

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TBM-TF01-102 — Lesson 9: Charitable Truth-Telling About Mary and Sacraments

Introduction

Welcome to Lesson 9 of **Mary, Purgatory & Sacraments: Scripture Test**. This session covers **Charitable Truth-Telling About Mary and Sacraments**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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

Charitable Truth-Telling About Mary and Sacraments 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 **Charitable Truth-Telling About Mary and Sacraments** 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Charitable Truth-Telling About Mary and Sacraments uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Charitable Truth-Telling About Mary and Sacraments**, 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.

Witness and Ministry Application

Charitable Truth-Telling About Mary and Sacraments equips field witness:

- • **Personal:** Repent of condescension; ask God for love for the lost.
- • **Local church:** Propose one outreach night using this lesson's topic.
- • **Conversation:** Use two questions from the book section before presenting conclusions.
- • **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Charitable Truth-Telling About Mary and Sacraments** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Charitable Truth-Telling About Mary and Sacraments**. 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.

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.

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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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.

Supplemental Reading and Reflection

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Worship Integration

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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.

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.

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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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.

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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-TF01-102 — Lesson 10: Integration Lesson 10: Mary, Purgatory & Sacraments: Scripture Test

Introduction

Welcome to Lesson 10 of **Mary, Purgatory & Sacraments: Scripture Test**. This session covers **Integration Lesson 10: Mary, Purgatory & Sacraments: Scripture Test**,

drawn from the structure of *Tradition vs. Truth (True Faith Vol. 1)* in the **True Faith 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: Mary, Purgatory & Sacraments: Scripture Test 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:

- • Introduction: Can We Pray to Mary?
- • The Biblical Case Against Prayers to Mary
- • The "Hail Mary" Prayer Examined
- • The Historical Development of Prayers to Mary
- • Catholic "Proof Texts" Examined

Key passages in this section: Matthew 6:9, John 16:23, Philippians 4:6, 1 Thessalonians 5:17, Matthew 4:10, Revelation 19:10

Concept summary (paraphrase): Introduction: Can We Pray to Mary? Catholics pray to Mary, asking her to intercede for them. They believe Mary hears their prayers and brings them to Jesus. The "Hail Mary" is one of the most common Catholic prayers, prayed millions of times daily. But is this biblical? Or does it contradict the clear teaching that we pray to God alone? The Catholic Teaching: - We can pray to Mary - Mary hears our prayers - Mary intercedes for us with Jesus - The "Hail Mary" is a biblical prayer - Praying to Mary is not worship, just asking for intercession The Biblical Truth: We pray to God alone. Prayer is worship, and worship belongs to God alone. Mary cannot hear...

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: Mary, Purgatory & Sacraments: Scripture Test** in the Word. Assigned references:

- **Matthew 6:9** — read in context; note who speaks, to whom, and why.
- • **John 16:23** — read in context; note who speaks, to whom, and why.

- **Philippians 4:6** — read in context; note who speaks, to whom, and why.
- **1 Thessalonians 5:17** — 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.

Witness Bridge

Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
- **Gospel bridge:** "Sin separates us from God; Christ died and rose — faith in Him is the answer."

Evidence, Logic, and Worldview Testing

Integration Lesson 10: Mary, Purgatory & Sacraments: Scripture Test uses the TBM comparative method:

State the claim clearly — no straw men.

Identify the evidence standard — history, manuscript, prophecy, archaeology, logic.

Apply internal consistency tests — does the system contradict itself?

Apply external verification — history, science where relevant, fulfilled prophecy.

Scripture verdict — Isaiah 8:20; Acts 17:11.

Write a one-page comparison chart: "Their claim → Evidence offered → Biblical evaluation → Gospel opportunity."

Common Objections and Pastoral Responses

When teaching **Integration Lesson 10: Mary, Purgatory & Sacraments: Scripture Test**, 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.

Witness and Ministry Application

Integration Lesson 10: Mary, Purgatory & Sacraments: Scripture Test equips field witness:

- **Personal:** Repent of condescension; ask God for love for the lost.
- **Local church:** Propose one outreach night using this lesson's topic.
- **Conversation:** Use two questions from the book section before presenting conclusions.
- **Follow-up:** Offer a Bible, source book chapter, or next-week coffee continuation.

Role-play assignment: 5-minute dialogue with a partner playing a seeker from the target worldview.

Discussion Questions

How does **Integration Lesson 10: Mary, Purgatory & Sacraments: Scripture Test** 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 *Tradition vs. Truth (True Faith Vol. 1)* material on **Integration Lesson 10: Mary, Purgatory & Sacraments: Scripture Test**. 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.

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

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.

Historical Figure Spotlight

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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.

Appendix A — Assignments

Week 01

Week 01 Assignment — Reflection Journal

Course: TBM-TF01-102 · Scripture Test

Week focus: TBM-TF01-102 — Lesson 1: Mary in Scripture: Honored Mother, Not Co-Redemptrix

Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **TBM-TF01-102 — Lesson 1: Mary in Scripture: Honored Mother, Not Co-Redemptrix** with KJV integration and measurable evidence in the submission.

Task

Analyze: Write a 300–500 word reflection on **TBM-TF01-102 — Lesson 1: Mary in Scripture: Honored Mother, Not Co-Redemptrix**. 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, Scripture, Honored

Week 02

Week 02 Assignment — Memory Verse Application

Course: TBM-TF01-102 · Scripture Test

Week focus: TBM-TF01-102 — Lesson 2: The Immaculate Conception — 1854 and Biblical Silence

Learning objective (Bloom's taxonomy)

Students will **apply** course content from **TBM-TF01-102 — Lesson 2: The Immaculate Conception — 1854 and Biblical Silence** 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, Immaculate, Conception

Week 03

Week 03 Assignment — Expository Outline

Course: TBM-TF01-102 · Scripture Test

Week focus: TBM-TF01-102 — Lesson 3: The Assumption of Mary — 1950 and Missing Evidence

Learning objective (Bloom's taxonomy)

Students will **outline** course content from **TBM-TF01-102 — Lesson 3: The Assumption of Mary — 1950 and Missing Evidence** with KJV integration and measurable evidence in the submission.

Task

Outline: Produce a structured outline (400+ words) for the main passage in **TBM-TF01-102 — Lesson 3: The Assumption of Mary — 1950 and Missing Evidence**. 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, Assumption, Missing

Week 04

Week 04 Assignment — Discussion Response

Course: TBM-TF01-102 · Scripture Test

Week focus: TBM-TF01-102 — Lesson 4: Prayers to Mary vs. One Mediator (1 Timothy 2:5)

Learning objective (Bloom's taxonomy)

Students will **explain** course content from **TBM-TF01-102 — Lesson 4: Prayers to Mary vs. One Mediator (1 Timothy 2:5)** 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, Prayers, Mediator

Week 05

Week 05 Assignment — Practical Ministry Step

Course: TBM-TF01-102 · Scripture Test

Week focus: TBM-TF01-102 — Lesson 5: Purgatory: Invented Doctrine or Biblical Hope?

Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **TBM-TF01-102 — Lesson 5: Purgatory: Invented Doctrine or Biblical Hope?** with KJV integration and measurable evidence in the submission.

Task

Demonstrate: Complete one practical ministry action tied to **TBM-TF01-102 — Lesson 5: Purgatory: Invented Doctrine or Biblical Hope?** (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-TF01-102 · Scripture Test

Week focus: TBM-TF01-102 — Lesson 6: Indulgences and the Sale of Forgiveness

Learning objective (Bloom's taxonomy)

Students will **construct** course content from **TBM-TF01-102 — Lesson 6: Indulgences and the Sale of Forgiveness** 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, Indulgences, Forgiveness

Week 07

Week 07 Assignment — Cross-Reference Study

Course: TBM-TF01-102 · Scripture Test

Week focus: TBM-TF01-102 — Lesson 7: The Mass: Finished Sacrifice or Repeated Offering?

Learning objective (Bloom's taxonomy)

Students will **compare** course content from **TBM-TF01-102 — Lesson 7: The Mass: Finished Sacrifice or Repeated Offering?** with KJV integration and measurable evidence in the submission.

Task

Compare: Find three cross-references that illuminate **TBM-TF01-102 — Lesson 7: The Mass: Finished Sacrifice or Repeated Offering?**. 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, Finished, Sacrifice

Week 08

Week 08 Assignment — Historical Context Brief

Course: TBM-TF01-102 · Scripture Test

Week focus: TBM-TF01-102 — Lesson 8: Sacramental System vs. Priesthood of Believers

Learning objective (Bloom's taxonomy)

Students will **describe** course content from **TBM-TF01-102 — Lesson 8: Sacramental System vs. Priesthood of Believers** with KJV integration and measurable evidence in the submission.

Task

Describe: Write 350 words on historical/literary context for **TBM-TF01-102 — Lesson 8: Sacramental System vs. Priesthood of Believers**. 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, Sacramental, System

Week 09

Week 09 Assignment — Christological Connection Essay

Course: TBM-TF01-102 · Scripture Test

Week focus: TBM-TF01-102 — Lesson 9: Charitable Truth-Telling About Mary and Sacraments

Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **TBM-TF01-102 — Lesson 9: Charitable Truth-Telling About Mary and Sacraments** with KJV integration and measurable evidence in the submission.

Task

Evaluate: Explain how **TBM-TF01-102 — Lesson 9: Charitable Truth-Telling About Mary and Sacraments** 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, Charitable, Truth

Week 10

Week 10 Assignment — Teaching Prep

Course: TBM-TF01-102 · Scripture Test

Week focus: TBM-TF01-102 — Lesson 10: Integration Lesson 10: Mary, Purgatory & Sacraments: Scripture Test

Learning objective (Bloom's taxonomy)

Students will **design** course content from **TBM-TF01-102 — Lesson 10: Integration Lesson 10: Mary, Purgatory & Sacraments: Scripture Test** with KJV integration and measurable evidence in the submission.

Task

Design: Prepare a 5-minute teaching outline for **TBM-TF01-102 — Lesson 10: Integration Lesson 10: Mary, Purgatory & Sacraments: Scripture Test** 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-TF01-102 · Scripture Test

Week focus: TBM-TF01-102 — Lesson 10: Integration Lesson 10: Mary, Purgatory & Sacraments: Scripture Test

Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **TBM-TF01-102 — Lesson 10: Integration Lesson 10: Mary, Purgatory & Sacraments: Scripture Test** with KJV integration and measurable evidence in the submission.

Task

Synthesize: Synthesize the top five themes from Scripture Test. 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-TF01-102

Course: Mary, Purgatory & Sacraments: Scripture Test

Code: TBM-TF01-102

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-TF01-102.

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-TF01-102

Course: Mary, Purgatory & Sacraments: Scripture Test

Code: TBM-TF01-102

Overview

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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-TF01-102.

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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
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Grading rubric (100 points)

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Appendix B — Key Terms & Passages

- • Isaiah 8:20
- • Acts 17:11
- • 2 Timothy 3:16-17
- • Question:
- • Gospel bridge:
- • "You're attacking my family tradition."
- • "All religions are the same."
- • "That's your interpretation."
- • "Christians are hypocrites."
- • Personal:
- • Local church:
- • Conversation:
- • Follow-up:
- • Romans 3:23
- • Romans 3:10-12
- • Romans 5:12
- • 1 John 1:8
- • Genesis 5:24
- • 2 Kings 2:11
- • John 3:13
- • Acts 1:9-11
- • Matthew 6:9
- • John 16:23
- • Philippians 4:6
- • 1 Thessalonians 5:17
- • Isaiah 53:5
- • Colossians 2:13-14
- • Romans 8:1
- • 1 John 1:7