

Twice Born Ministry

TBM-TF01-105: Catholic Eschatology, Indulgences & Reformation

Course Code: TBM-TF01-105

Credit Hours: 3

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

Course Description

TBM-TF01-105: Catholic Eschatology, Indulgences & Reformation

Course Description

Vol 1 late chapters; Council of Trent

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-TF01-105"]

Twice Born Ministry Bible School — Layer 3 TBM Book Track

Course Modules

TBM-TF01-105 — Lesson 1: Indulgences, Scapulars, and Rosary — Biblical Audit

Introduction

Welcome to Lesson 1 of **Catholic Eschatology, Indulgences & Reformation**. This session covers **Indulgences, Scapulars, and Rosary — Biblical Audit**,

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, Scapulars, and Rosary — Biblical Audit 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 **Indulgences, Scapulars, and Rosary — Biblical Audit** 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

Indulgences, Scapulars, and Rosary — Biblical Audit 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, Scapulars, and Rosary — Biblical Audit**, 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, Scapulars, and Rosary — Biblical Audit 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, Scapulars, and Rosary — Biblical Audit** 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 **Indulgences, Scapulars, and Rosary — Biblical Audit**. Complete the module

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

Soli Deo gloria.

Worship Integration

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

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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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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TBM-TF01-105 — Lesson 2: Saints, Relics, and Images — Worship Boundaries

Introduction

Welcome to Lesson 2 of **Catholic Eschatology, Indulgences & Reformation**. This session covers **Saints, Relics, and Images — Worship Boundaries**,

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

Saints, Relics, and Images — Worship Boundaries 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 Venerate Relics and Images?
- • The Biblical Case Against Veneration of Relics and Images
- • The Historical Development of Veneration of Images
- • Catholic "Proof Texts" Examined
- • The Devastating Consequences of Venerating Images and Relics

Key passages in this section: Exodus 20:4-5, Deuteronomy 5:8-9, Leviticus 26:1, Deuteronomy 4:15-19, Deuteronomy 4:23-24, Daniel 3:1-18

Concept summary (paraphrase): Introduction: Can We Venerate Relics and Images? Catholics venerate (honor) relics (physical remains or belongings of saints) and images (statues, icons, paintings). They bow before them, kiss them, pray before them, and attribute miraculous powers to

them. The Catholic Church teaches that this is not worship, but "veneration" or "honor." But is this biblical? Or is it idolatry that God explicitly forbids? The Catholic Teaching: - We can venerate (honor) relics and images - Veneration is different from worship - Relics have miraculous powers - Images help us focus our prayers - Bowing before images is not worship - The Second Commandment forbids only making images to worship as gods The Biblical Truth: God forbids making and bowing before images....

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 **Saints, Relics, and Images — Worship Boundaries** in the Word. Assigned references:

- **Exodus 20:4-5** — read in context; note who speaks, to whom, and why.
- • **Deuteronomy 5:8-9** — read in context; note who speaks, to whom, and why.
- • **Leviticus 26:1** — read in context; note who speaks, to whom, and why.
- • **Deuteronomy 4:15-19** — 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

Saints, Relics, and Images — Worship Boundaries 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 **Saints, Relics, and Images — Worship Boundaries**, 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

Saints, Relics, and Images — Worship Boundaries 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 **Saints, Relics, and Images — Worship Boundaries** 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 **Saints, Relics, and Images — Worship Boundaries**. 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

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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

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TBM-TF01-105 — Lesson 3: Catholic Eschatology vs. Scripture

Introduction

Welcome to Lesson 3 of **Catholic Eschatology, Indulgences & Reformation**. This session covers **Catholic Eschatology vs. Scripture**,

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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Book Structure and Teaching Aim

Catholic Eschatology vs. Scripture 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 **Catholic Eschatology vs. Scripture** 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

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Prepare one question and one gospel statement from this lesson:

- **Question:** "Have you ever tested that belief against Scripture alone?"
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Scripture verdict — Isaiah 8:20; Acts 17:11.

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Common Objections and Pastoral Responses

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- **"You're attacking my family tradition."** — Affirm love; distinguish people from unbiblical doctrines.
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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.
- **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 **Catholic Eschatology vs. Scripture** fit the source book's overall argument?

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Summary and Next Steps

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Supplemental Reading and Reflection

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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.

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

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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.

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-TF01-105 — Lesson 4: Historical Development After the Apostles

Introduction

Welcome to Lesson 4 of **Catholic Eschatology, Indulgences & Reformation**. This session covers **Historical Development After the Apostles**,

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

Historical Development After the Apostles 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:

- • - When Each Doctrine Was Added - The Gradual Departure from Scripture - Key Councils and Their Errors - The Reformation's Return to Scripture
- • - Catholic Claims About the Fathers - Fathers Who Contradicted Catholic Doctrine - Fathers Who Affirmed Sola Scriptura - Why the Fathers Aren't Infallible

Concept summary (paraphrase): Chapter 23: Timeline of Catholic Doctrine - When Each Doctrine Was Added - The Gradual Departure from Scripture - Key Councils and Their Errors - The Reformation's Return to Scripture Chapter 24: The Church Fathers - What Did They Really Teach? - Catholic Claims About the Fathers - Fathers Who Contradicted Catholic Doctrine - Fathers Who Affirmed Sola Scriptura - Why the Fathers Aren't Infallible

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 **Historical Development After the Apostles** 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

Historical Development After the Apostles 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 **Historical Development After the Apostles**, 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

Historical Development After the Apostles 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 **Historical Development After the Apostles** 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 **Historical Development After the Apostles**. Complete the module

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

Soli Deo gloria.

Worship Integration

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

Supplemental Reading and Reflection

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

Worship Integration

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

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Ministry Case Study

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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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.

Supplemental Reading and Reflection

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

Historical Figure Spotlight

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

Worship Integration

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

Historical Figure Spotlight

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Supplemental Reading and Reflection

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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.

TBM-TF01-105 — Lesson 5: Council of Trent — Lasting Doctrinal Divide

Introduction

Welcome to Lesson 5 of **Catholic Eschatology, Indulgences & Reformation**. This session covers **Council of Trent — Lasting Doctrinal Divide**,

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

Council of Trent — Lasting Doctrinal Divide 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 **Council of Trent — Lasting Doctrinal Divide** 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

Council of Trent — Lasting Doctrinal Divide 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 **Council of Trent — Lasting Doctrinal Divide**, 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

Council of Trent — Lasting Doctrinal Divide 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 **Council of Trent — Lasting Doctrinal Divide** 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 **Council of Trent — Lasting Doctrinal Divide**. 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.

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.

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

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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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Supplemental Reading and Reflection

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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-TF01-105 — Lesson 6: Reformation Recovery of the Gospel

Introduction

Welcome to Lesson 6 of **Catholic Eschatology, Indulgences & Reformation**. This session covers **Reformation Recovery of the Gospel**,

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

Reformation Recovery of the Gospel 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 **Reformation Recovery of the Gospel** 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

Reformation Recovery of the Gospel 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 **Reformation Recovery of the Gospel**, 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

Reformation Recovery of the Gospel 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 **Reformation Recovery of the Gospel** 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 **Reformation Recovery of the Gospel**. 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.

Supplemental Reading and Reflection

Assign one chapter from a standard systematic theology textbook or equivalent lecture notes. Summarize the author's definitions, note where Scripture proofs appear, and evaluate whether the

Bible truly supports each claim. Theology students must read widely yet judge all teaching by the Word. Write a half-page response connecting supplemental reading to this lesson's theme.

Historical Figure Spotlight

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

Worship Integration

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

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

Ministry Case Study

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

Supplemental Reading and Reflection

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

Historical Figure Spotlight

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

Worship Integration

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

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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.

TBM-TF01-105 — Lesson 7: Modern Rome and Evangelical Dialogue

Introduction

Welcome to Lesson 7 of **Catholic Eschatology, Indulgences & Reformation**. This session covers **Modern Rome and Evangelical Dialogue**,

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

Modern Rome and Evangelical Dialogue 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 **Modern Rome and Evangelical Dialogue** 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

Modern Rome and Evangelical Dialogue 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 **Modern Rome and Evangelical Dialogue**, 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

Modern Rome and Evangelical Dialogue 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 **Modern Rome and Evangelical Dialogue** 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 **Modern Rome and Evangelical Dialogue**. 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.

Supplemental Reading and Reflection

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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

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Historical Figure Spotlight

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

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TBM-TF01-105 — Lesson 8: Research Paper: One Doctrine Traced Historically

Introduction

Welcome to Lesson 8 of **Catholic Eschatology, Indulgences & Reformation**. This session covers **Research Paper: One Doctrine Traced Historically**,

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

Research Paper: One Doctrine Traced Historically 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 **Research Paper: One Doctrine Traced Historically** 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

Research Paper: One Doctrine Traced Historically 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 **Research Paper: One Doctrine Traced Historically**, 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

Research Paper: One Doctrine Traced Historically 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 **Research Paper: One Doctrine Traced Historically** 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 **Research Paper: One Doctrine Traced Historically**. 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.

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

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Historical Figure Spotlight

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

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TBM-TF01-105 — Lesson 9: Capstone: Reformation Timeline Presentation

Introduction

Welcome to Lesson 9 of **Catholic Eschatology, Indulgences & Reformation**. This session covers **Capstone: Reformation Timeline Presentation**,

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

Capstone: Reformation Timeline Presentation advances the source book's cumulative case. Students should identify:

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

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

Scripture Exposition

Anchor **Capstone: Reformation Timeline Presentation** in the Word. Assigned references:

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

Exegesis steps: (1) Read the full paragraph. (2) Define key terms biblically. (3) Compare with

clearer passages. (4) Apply to the worldview or practice under examination.

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

Capstone: Reformation Timeline Presentation 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 **Capstone: Reformation Timeline Presentation**, expect pushback:

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

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

Witness and Ministry Application

Capstone: Reformation Timeline Presentation 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 **Capstone: Reformation Timeline Presentation** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

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

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

Summary and Next Steps

Lesson 9 organized *Tradition vs. Truth (True Faith Vol. 1)* material on **Capstone: Reformation Timeline Presentation**. Complete the module

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

Soli Deo gloria.

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.

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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.

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.

Worship Integration

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

Historical Figure Spotlight

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

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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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TBM-TF01-105 — Lesson 10: Integration Lesson 10: Catholic Eschatology, Indulgences & Reformation

Introduction

Welcome to Lesson 10 of **Catholic Eschatology, Indulgences & Reformation**. This session covers **Integration Lesson 10: Catholic Eschatology, Indulgences & Reformation**,

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: Catholic Eschatology, Indulgences & Reformation 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 **Integration Lesson 10: Catholic Eschatology, Indulgences & Reformation** 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

Integration Lesson 10: Catholic Eschatology, Indulgences & Reformation 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: Catholic Eschatology, Indulgences & Reformation**, 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: Catholic Eschatology, Indulgences & Reformation 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: Catholic Eschatology, Indulgences & Reformation** 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: Catholic Eschatology, Indulgences & Reformation**. 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.

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

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

Worship Integration

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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-TF01-105 · Catholic Eschatology, Indulgences & Reformation

Week focus: TBM-TF01-105 — Lesson 1: Indulgences, Scapulars, and Rosary — Biblical Audit

Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **TBM-TF01-105 — Lesson 1: Indulgences, Scapulars, and Rosary — Biblical Audit** with KJV integration and measurable evidence in the submission.

Task

Analyze: Write a 300–500 word reflection on **TBM-TF01-105 — Lesson 1: Indulgences, Scapulars, and Rosary — Biblical Audit**. 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, Indulgences, Scapulars

Week 02

Week 02 Assignment — Memory Verse Application

Course: TBM-TF01-105 · Catholic Eschatology, Indulgences & Reformation

Week focus: TBM-TF01-105 — Lesson 2: Saints, Relics, and Images — Worship Boundaries

Learning objective (Bloom's taxonomy)

Students will **apply** course content from **TBM-TF01-105 — Lesson 2: Saints, Relics, and Images — Worship Boundaries** 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, Saints, Relics

Week 03

Week 03 Assignment — Expository Outline

Course: TBM-TF01-105 · Catholic Eschatology, Indulgences & Reformation

Week focus: TBM-TF01-105 — Lesson 3: Catholic Eschatology vs. Scripture

Learning objective (Bloom's taxonomy)

Students will **outline** course content from **TBM-TF01-105 — Lesson 3: Catholic Eschatology vs. Scripture** with KJV integration and measurable evidence in the submission.

Task

Outline: Produce a structured outline (400+ words) for the main passage in **TBM-TF01-105 — Lesson 3: Catholic Eschatology vs. Scripture**. 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, Catholic, Eschatology

Week 04

Week 04 Assignment — Discussion Response

Course: TBM-TF01-105 · Catholic Eschatology, Indulgences & Reformation

Week focus: TBM-TF01-105 — Lesson 4: Historical Development After the Apostles

Learning objective (Bloom's taxonomy)

Students will **explain** course content from **TBM-TF01-105 — Lesson 4: Historical Development After the Apostles** 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, Historical, Development

Week 05

Week 05 Assignment — Practical Ministry Step

Course: TBM-TF01-105 · Catholic Eschatology, Indulgences & Reformation

Week focus: TBM-TF01-105 — Lesson 5: Council of Trent — Lasting Doctrinal Divide

Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **TBM-TF01-105 — Lesson 5: Council of Trent — Lasting Doctrinal Divide** with KJV integration and measurable evidence in the submission.

Task

Demonstrate: Complete one practical ministry action tied to **TBM-TF01-105 — Lesson 5: Council of Trent — Lasting Doctrinal Divide** (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-TF01-105 · Catholic Eschatology, Indulgences & Reformation

Week focus: TBM-TF01-105 — Lesson 6: Reformation Recovery of the Gospel

Learning objective (Bloom's taxonomy)

Students will **construct** course content from **TBM-TF01-105 — Lesson 6: Reformation Recovery of the Gospel** 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, Reformation, Recovery

Week 07

Week 07 Assignment — Cross-Reference Study

Course: TBM-TF01-105 · Catholic Eschatology, Indulgences & Reformation

Week focus: TBM-TF01-105 — Lesson 7: Modern Rome and Evangelical Dialogue

Learning objective (Bloom's taxonomy)

Students will **compare** course content from **TBM-TF01-105 — Lesson 7: Modern Rome and Evangelical Dialogue** with KJV integration and measurable evidence in the submission.

Task

Compare: Find three cross-references that illuminate **TBM-TF01-105 — Lesson 7: Modern Rome and Evangelical Dialogue**. 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, Modern, Evangelical

Week 08

Week 08 Assignment — Historical Context Brief

Course: TBM-TF01-105 · Catholic Eschatology, Indulgences & Reformation

Week focus: TBM-TF01-105 — Lesson 8: Research Paper: One Doctrine Traced Historically

Learning objective (Bloom's taxonomy)

Students will **describe** course content from **TBM-TF01-105 — Lesson 8: Research Paper: One Doctrine Traced Historically** with KJV integration and measurable evidence in the submission.

Task

Describe: Write 350 words on historical/literary context for **TBM-TF01-105 — Lesson 8: Research Paper: One Doctrine Traced Historically**. 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, Research, Paper

Week 09

Week 09 Assignment — Christological Connection Essay

Course: TBM-TF01-105 · Catholic Eschatology, Indulgences & Reformation

Week focus: TBM-TF01-105 — Lesson 9: Capstone: Reformation Timeline Presentation

Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **TBM-TF01-105 — Lesson 9: Capstone: Reformation Timeline Presentation** with KJV integration and measurable evidence in the submission.

Task

Evaluate: Explain how **TBM-TF01-105 — Lesson 9: Capstone: Reformation Timeline Presentation** 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, Capstone, Reformation

Week 10

Week 10 Assignment — Teaching Prep

Course: TBM-TF01-105 · Catholic Eschatology, Indulgences & Reformation

Week focus: TBM-TF01-105 — Lesson 10: Integration Lesson 10: Catholic Eschatology, Indulgences & Reformation

Learning objective (Bloom's taxonomy)

Students will **design** course content from **TBM-TF01-105 — Lesson 10: Integration Lesson 10: Catholic Eschatology, Indulgences & Reformation** with KJV integration and measurable evidence in the submission.

Task

Design: Prepare a 5-minute teaching outline for **TBM-TF01-105 — Lesson 10: Integration Lesson 10: Catholic Eschatology, Indulgences & Reformation** 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-TF01-105 · Catholic Eschatology, Indulgences & Reformation

Week focus: TBM-TF01-105 — Lesson 10: Integration Lesson 10: Catholic Eschatology, Indulgences & Reformation

Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **TBM-TF01-105 — Lesson 10: Integration Lesson 10: Catholic Eschatology, Indulgences & Reformation** with KJV integration and measurable evidence in the submission.

Task

Synthesize: Synthesize the top five themes from Catholic Eschatology, Indulgences & Reformation. 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-TF01-105

Course: Catholic Eschatology, Indulgences & Reformation

Code: TBM-TF01-105

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-TF01-105.

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-TF01-105

Course: Catholic Eschatology, Indulgences & Reformation

Code: TBM-TF01-105

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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-TF01-105.

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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:
- • Exodus 20:4-5
- • Deuteronomy 5:8-9
- • Leviticus 26:1
- • Deuteronomy 4:15-19