

Twice Born Ministry

# **TBM-TF02-201: Quran on Trial: Textual & Historical Claims**

Course Code: TBM-TF02-201

Credit Hours: 3

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

## Course Description

### TBM-TF02-201: Quran on Trial: Textual & Historical Claims

#### Course Description

Vol 2 manuscript; manuscript variants

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:** Peace or Pieces? (True Faith Vol. 2)

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-TF02-201"]

*Twice Born Ministry Bible School — Layer 3 TBM Book Track*

## Course Modules

# TBM-TF02-201 — Lesson 1: Why Examine the Quran with Charity and Evidence

## Introduction

Welcome to Lesson 1 of **Quran on Trial: Textual & Historical Claims**. This session covers **Why Examine the Quran with Charity and Evidence**,

drawn from the structure of *Peace or Pieces? (True Faith Vol. 2)* 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

**Why Examine the Quran with Charity and 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:

- 5.1 The Quran Claims Perfect Preservation
- 5.2 Historical Evidence of CHANGES
- 5.3 The SELF-REFUTING Problem

**Key passages in this section:** Quran 15:9, Sahih Bukhari 6:61, Quran 2:259, Quran 3:146

**Concept summary (paraphrase):** 5.1 The Quran Claims Perfect Preservation Quran 15:9: "Indeed, it is We who sent down the Quran and indeed, We will be its guardian" Muslim Claim: "The Quran has been perfectly preserved, word-for-word, letter-for-letter, since Muhammad" --- 5.2 Historical Evidence

of CHANGES 5.2.1 Uthman Burned Competing Qurans Sahih Bukhari 6:61:510: "Uthman sent to every Muslim province one copy of what they had copied, and ordered that all the other Quranic materials, whether written in fragmentary manuscripts or whole copies, be burnt." Problem: - Why burn if all copies were identical? - What was in the burned copies? - How do we know Uthman's version was correct? Verdict: EVIDENCE OF VARIANTS - Otherwise no need to burn --- 5.2.2 Missing Verses...

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 **Why Examine the Quran with Charity and Evidence** in the Word. Assigned references:

- **Quran 15:9** — read in context; note who speaks, to whom, and why.
- • **Sahih Bukhari 6:61** — read in context; note who speaks, to whom, and why.
- • **Quran 2:259** — read in context; note who speaks, to whom, and why.
- • **Quran 3:146** — 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

**Why Examine the Quran with Charity and Evidence** 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 **Why Examine the Quran with Charity and Evidence**, 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

**Why Examine the Quran with Charity and Evidence** 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 **Why Examine the Quran with Charity and 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 1** organized *Peace or Pieces? (True Faith Vol. 2)* material on **Why Examine the Quran with Charity and Evidence**. 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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## 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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## 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-TF02-201 — Lesson 2: The Quran's Self-Test: No Contradictions

## Introduction

Welcome to Lesson 2 of **Quran on Trial: Textual & Historical Claims**. This session covers **The Quran's Self-Test: No Contradictions**,

drawn from the structure of *Peace or Pieces? (True Faith Vol. 2)* 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 Quran's Self-Test: No Contradictions** 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:

- 5. The Quran's Own Test: "No Contradictions" 6. Internal Contradictions in the Quran 7. The Quran Affirms Then Contradicts the Bible 8. The Quran Claims Clarity But Requires Massiv...

**Concept summary (paraphrase):** 5. The Quran's Own Test: "No Contradictions" 6. Internal Contradictions in the Quran 7. The Quran Affirms Then Contradicts the Bible 8. The Quran Claims Clarity But Requires Massive Interpretation 9. The Quran's Preservation Claims vs Historical Evidence 10. Muhammad's Failed Prophecies 11. Scientific Errors in the Quran 12. Moral Contradictions in the Quran 13. Logical Contradictions in Allah's Attributes

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 Quran's Self-Test: No Contradictions** 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 Quran's Self-Test: No Contradictions** 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 Quran's Self-Test: No Contradictions**, 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.
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## Witness and Ministry Application

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- **Personal:** Repent of condescension; ask God for love for the lost.
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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 Quran's Self-Test: No Contradictions** 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 *Peace or Pieces? (True Faith Vol. 2)* material on **The Quran's Self-Test: No Contradictions**. 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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# TBM-TF02-201 — Lesson 3: Internal Contradictions in Quranic Text

## Introduction

Welcome to Lesson 3 of **Quran on Trial: Textual & Historical Claims**. This session covers **Internal Contradictions in Quranic Text**,

drawn from the structure of *Peace or Pieces? (True Faith Vol. 2)* 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

**Internal Contradictions in Quranic Text** 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:

- • 2.1 CREATION: How Many Days?
- • 2.2 PHARAOH'S FATE: Saved or Destroyed?
- • 2.3 ABRAHAM'S FATHER: Azar or Tareh?
- • 2.4 MARY: Sister of Aaron?
- • 2.5 CRUCIFIXION IN PHARAOH'S TIME?

**Key passages in this section:** Quran 7:54, Quran 10:3, Quran 25:59, Quran 41:9-12, Quran 10:92, Quran 28:40

**Concept summary (paraphrase):** 2.1 CREATION: How Many Days? Contradiction 1: 6 Days vs. 8 Days  
 6 Days: - Quran 7:54: "Indeed, your Lord is Allah, who created the heavens and earth in six days"  
 - Quran 10:3: "Indeed, your Lord is Allah, who created the heavens and the earth in six days" - Quran



25:59: "He who created the heavens and the earth and what is between them in six days" 8 Days (when you add up the details): - Quran 41:9-12: - Earth in 2 days (v.9) - Mountains and sustenance in 4 days (v.10) - Heavens in 2 days (v.12) - TOTAL:  $2 + 4 + 2 = 8$  days Muslim Response: "The 4 days includes the first 2 days" Problem:...

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 **Internal Contradictions in Quranic Text** in the Word. Assigned references:

- **Quran 7:54** — read in context; note who speaks, to whom, and why.
- • **Quran 10:3** — read in context; note who speaks, to whom, and why.
- • **Quran 25:59** — read in context; note who speaks, to whom, and why.
- • **Quran 41:9-12** — 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

**Internal Contradictions in Quranic Text** 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 **Internal Contradictions in Quranic Text**, 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

**Internal Contradictions in Quranic Text** 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.
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- • **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 **Internal Contradictions in Quranic Text** 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 *Peace or Pieces? (True Faith Vol. 2)* material on **Internal Contradictions in Quranic Text**. 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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## Worship Integration

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## Ministry Case Study

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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.

## 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.

## 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.

## 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.

## 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.

## 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.

# TBM-TF02-201 — Lesson 4: Quran Affirms Bible, Then Contradicts It

## Introduction

Welcome to Lesson 4 of **Quran on Trial: Textual & Historical Claims**. This session covers **Quran Affirms Bible, Then Contradicts It**,

drawn from the structure of *Peace or Pieces? (True Faith Vol. 2)* 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

**Quran Affirms Bible, Then Contradicts It** 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:

- • 3.1 The Quran AFFIRMS the Bible
- • 3.2 The Quran CONTRADICTS the Bible
- • 3.3 The SELF-REFUTING Problem

**Key passages in this section:** Quran 5:46-47, Quran 10:94, Quran 5:68, John 1:1, John 20:28, Philippians 2:6

**Concept summary (paraphrase):** 3.1 The Quran AFFIRMS the Bible Quran 5:46-47: "And We sent, following in their footsteps, Jesus, the son of Mary, confirming that which came before him in the Torah; and We gave him the Gospel, in which was guidance and light and confirming that which preceded it of the Torah as guidance and instruction for the righteous. And let the People of the Gospel judge by what Allah has revealed therein. And whoever does not judge by what Allah has revealed - then it is those

who are the defiantly disobedient." Quran 10:94: "So if you are in doubt, [O Muhammad], about that which We have revealed to you, then ask those who have been reading the Scripture before you....

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 **Quran Affirms Bible, Then Contradicts It** in the Word. Assigned references:

- **Quran 5:46-47** — read in context; note who speaks, to whom, and why.
- • **Quran 10:94** — read in context; note who speaks, to whom, and why.
- • **Quran 5:68** — read in context; note who speaks, to whom, and why.
- • **John 1:1** — read in context; note who speaks, to whom, and why.

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

### 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

**Quran Affirms Bible, Then Contradicts It** 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 **Quran Affirms Bible, Then Contradicts It**, 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

**Quran Affirms Bible, Then Contradicts It** 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 **Quran Affirms Bible, Then Contradicts It** 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 *Peace or Pieces? (True Faith Vol. 2)* material on **Quran Affirms Bible, Then Contradicts It**. 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.

## 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.

## Worship Integration

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

## Worship Integration

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

## Worship Integration

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

## 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.

## 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.

## 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.

## 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.

## 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.

# TBM-TF02-201 — Lesson 5: Manuscript Variants and Preservation Claims

## Introduction

Welcome to Lesson 5 of **Quran on Trial: Textual & Historical Claims**. This session covers **Manuscript Variants and Preservation Claims**,

drawn from the structure of *Peace or Pieces? (True Faith Vol. 2)* 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

**Manuscript Variants and Preservation Claims** 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:

- 5.1 The Quran Claims Perfect Preservation
- 5.2 Historical Evidence of CHANGES
- 5.3 The SELF-REFUTING Problem

**Key passages in this section:** Quran 15:9, Sahih Bukhari 6:61, Quran 2:259, Quran 3:146

**Concept summary (paraphrase):** 5.1 The Quran Claims Perfect Preservation Quran 15:9: "Indeed, it is We who sent down the Quran and indeed, We will be its guardian" Muslim Claim: "The Quran has been perfectly preserved, word-for-word, letter-for-letter, since Muhammad" --- 5.2 Historical Evidence of CHANGES 5.2.1 Uthman Burned Competing Qurans Sahih Bukhari 6:61:510: "Uthman sent to every Muslim province one copy of what they had copied, and ordered that all the other Quranic materials, whether written in fragmentary manuscripts or whole copies, be burnt." Problem: - Why burn if all

copies were identical? - What was in the burned copies? - How do we know Uthman's version was correct? Verdict: EVIDENCE OF VARIANTS - Otherwise no need to burn --- 5.2.2 Missing Verses...

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 **Manuscript Variants and Preservation Claims** in the Word. Assigned references:

- **Quran 15:9** — read in context; note who speaks, to whom, and why.
- • **Sahih Bukhari 6:61** — read in context; note who speaks, to whom, and why.
- • **Quran 2:259** — read in context; note who speaks, to whom, and why.
- • **Quran 3:146** — 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

**Manuscript Variants and Preservation Claims** 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 **Manuscript Variants and Preservation Claims**, 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

**Manuscript Variants and Preservation Claims** 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 **Manuscript Variants and Preservation Claims** 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 *Peace or Pieces? (True Faith Vol. 2)* material on **Manuscript Variants and Preservation Claims**. 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.

## 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.

## 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.

## 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.

## 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

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

## Worship Integration

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

## Supplemental Reading and Reflection

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

## 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-TF02-201 — Lesson 6: Muhammad's Prophetic Tests Failed

## Introduction

Welcome to Lesson 6 of **Quran on Trial: Textual & Historical Claims**. This session covers **Muhammad's Prophetic Tests Failed**,

drawn from the structure of *Peace or Pieces? (True Faith Vol. 2)* 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

**Muhammad's Prophetic Tests Failed** 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:

- 6.1 The Quran's Test for Prophets
- 6.2 Muhammad's FAILED Prophecies
- 6.3 The SELF-REFUTING Problem

**Key passages in this section:** Deuteronomy 18:21-22, Quran 30:2-4, Quran 111:1-5, Quran 48:27, Quran 54:1, Quran 33:63

**Concept summary (paraphrase):** 6.1 The Quran's Test for Prophets Deuteronomy 18:21-22 (which Quran affirms): "And if you say in your heart, 'How shall we know the word which the LORD has not spoken?'— when a prophet speaks in the name of the LORD, if the thing does not happen or come to pass, that is the thing which the LORD has not spoken; the prophet has spoken it presumptuously; you shall not be afraid of him." Test: If a prophet's prediction fails, he is a FALSE prophet --- 6.2 Muhammad's FAILED Prophecies 6.2.1 The Romans Will Win "In a Few Years" Quran 30:2-4: "The Romans have been defeated. In the nearest land. But they, after their defeat, will overcome. Within three to nine..."

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 **Muhammad's Prophetic Tests Failed** in the Word. Assigned references:

- **Deuteronomy 18:21-22** — read in context; note who speaks, to whom, and why.
- • **Quran 30:2-4** — read in context; note who speaks, to whom, and why.
- • **Quran 111:1-5** — read in context; note who speaks, to whom, and why.
- • **Quran 48:27** — 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

**Muhammad's Prophetic Tests Failed** 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 **Muhammad's Prophetic Tests Failed**, 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

**Muhammad's Prophetic Tests Failed** 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 **Muhammad's Prophetic Tests Failed** 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 *Peace or Pieces? (True Faith Vol. 2)* material on **Muhammad's Prophetic Tests Failed**. 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.

## 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.

## 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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## Supplemental Reading and Reflection

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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.

## 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

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-TF02-201 — Lesson 7: Scientific and Historical Errors in the Quran

## Introduction

Welcome to Lesson 7 of **Quran on Trial: Textual & Historical Claims**. This session covers **Scientific and Historical Errors in the Quran**,

drawn from the structure of *Peace or Pieces? (True Faith Vol. 2)* 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

**Scientific and Historical Errors in the Quran** 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:

- 5.1 The Quran Claims Perfect Preservation
- 5.2 Historical Evidence of CHANGES
- 5.3 The SELF-REFUTING Problem

**Key passages in this section:** Quran 15:9, Sahih Bukhari 6:61, Quran 2:259, Quran 3:146

**Concept summary (paraphrase):** 5.1 The Quran Claims Perfect Preservation Quran 15:9: "Indeed, it is We who sent down the Quran and indeed, We will be its guardian" Muslim Claim: "The Quran has been perfectly preserved, word-for-word, letter-for-letter, since Muhammad" --- 5.2 Historical Evidence of CHANGES 5.2.1 Uthman Burned Competing Qurans Sahih Bukhari 6:61:510: "Uthman sent to every Muslim province one copy of what they had copied, and ordered that all the other Quranic materials, whether written in fragmentary manuscripts or whole copies, be burnt." Problem: - Why burn if all copies were identical? - What was in the burned copies? - How do we know Uthman's version was correct? Verdict: EVIDENCE OF VARIANTS - Otherwise no need to burn --- 5.2.2 Missing Verses...

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 **Scientific and Historical Errors in the Quran** in the Word. Assigned references:

- **Quran 15:9** — read in context; note who speaks, to whom, and why.
- **Sahih Bukhari 6:61** — read in context; note who speaks, to whom, and why.



- • **Quran 2:259** — read in context; note who speaks, to whom, and why.
- • **Quran 3:146** — 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

**Scientific and Historical Errors in the Quran** 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 **Scientific and Historical Errors in the Quran**, 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

**Scientific and Historical Errors in the Quran** 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 **Scientific and Historical Errors in the Quran** 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 *Peace or Pieces? (True Faith Vol. 2)* material on **Scientific and Historical Errors in the Quran**. Complete the module

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

*Soli Deo gloria.*

## Ministry Case Study

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

## Worship Integration

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

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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.

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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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## Historical Figure Spotlight

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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-TF02-201 — Lesson 8: Moral and Logical Tensions in Allah's Attributes

## Introduction

Welcome to Lesson 8 of **Quran on Trial: Textual & Historical Claims**. This session covers **Moral and Logical Tensions in Allah's Attributes**,

drawn from the structure of *Peace or Pieces? (True Faith Vol. 2)* 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

**Moral and Logical Tensions in Allah's Attributes** 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:

- • 9.1 Allah is All-Knowing vs. Allah Tests People
- • 9.2 Allah is All-Powerful vs. Allah Cannot Have a Son
- • 9.3 Allah is the Best of Deceivers vs. Allah Never Lies
- • 9.4 Allah Guides vs. Allah Leads Astray
- • 9.5 The SELF-REFUTING Problem

**Key passages in this section:** Quran 2:255, Quran 6:59, Quran 2:155, Quran 3:142, Quran 29:2-3, Quran 2:20

**Concept summary (paraphrase):** 9.1 Allah is All-Knowing vs. Allah Tests People Quran 2:255: "Allah - there is no deity except Him, the Ever-Living, the Sustainer of [all] existence... His Kursi extends over the heavens and the earth, and their preservation tires Him not. And He is the Most High, the Most Great" Quran 6:59: "And with Him are the keys of the unseen; none knows them except Him. And He knows what is on the land and in the sea. Not a leaf falls but that He knows it" Key Claim: Allah is all-knowing (knows everything) BUT: Quran 2:155: "And We will surely test you with something of fear and hunger and a loss of wealth and lives and fruits, but give good..."

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 **Moral and Logical Tensions in Allah's Attributes** in the Word. Assigned references:

- **Quran 2:255** — read in context; note who speaks, to whom, and why.
- • **Quran 6:59** — read in context; note who speaks, to whom, and why.
- • **Quran 2:155** — read in context; note who speaks, to whom, and why.
- • **Quran 3:142** — 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

**Moral and Logical Tensions in Allah's Attributes** 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 **Moral and Logical Tensions in Allah's Attributes**, 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

**Moral and Logical Tensions in Allah's Attributes** 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 **Moral and Logical Tensions in Allah's Attributes** 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 *Peace or Pieces? (True Faith Vol. 2)* material on **Moral and Logical Tensions in Allah's Attributes**. 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.

## 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.



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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

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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.

## **Supplemental Reading and Reflection**

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

## **Worship Integration**

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## **Historical Figure Spotlight**

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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## 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-TF02-201 — Lesson 9: Textual Verdict: Self-Refutation Case

## Introduction

Welcome to Lesson 9 of **Quran on Trial: Textual & Historical Claims**. This session covers **Textual Verdict: Self-Refutation Case**,

drawn from the structure of *Peace or Pieces?* (*True Faith Vol. 2*) 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

**Textual Verdict: Self-Refutation Case** 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 **Textual Verdict: Self-Refutation Case** 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

**Textual Verdict: Self-Refutation Case** 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 **Textual Verdict: Self-Refutation Case**, 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

**Textual Verdict: Self-Refutation Case** 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 **Textual Verdict: Self-Refutation Case** 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 *Peace or Pieces? (True Faith Vol. 2)* material on **Textual Verdict: Self-Refutation Case**. 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.

## 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.

## 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.

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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.

## 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-TF02-201 — Lesson 10: Research Brief: Document One Contradiction Set

## Introduction

Welcome to Lesson 10 of **Quran on Trial: Textual & Historical Claims**. This session covers **Research Brief: Document One Contradiction Set**,

drawn from the structure of *Peace or Pieces? (True Faith Vol. 2)* 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 Brief: Document One Contradiction Set** 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 Brief: Document One Contradiction Set** 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 Brief: Document One Contradiction Set** 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 Brief: Document One Contradiction Set**, 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 Brief: Document One Contradiction Set** 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 Brief: Document One Contradiction Set** 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 *Peace or Pieces? (True Faith Vol. 2)* material on **Research Brief: Document One Contradiction Set**. 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.

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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.

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## Appendix A — Assignments

### Week 01

## Week 01 Assignment — Reflection Journal

**Course:** TBM-TF02-201 · Textual & Historical Claims

**Week focus:** TBM-TF02-201 — Lesson 1: Why Examine the Quran with Charity and Evidence

### Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **TBM-TF02-201 — Lesson 1: Why Examine the Quran with Charity and Evidence** with KJV integration and measurable evidence in the submission.

### Task

**Analyze:** Write a 300–500 word reflection on **TBM-TF02-201 — Lesson 1: Why Examine the Quran with Charity and Evidence**. 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, Examine, Quran

### Week 02

## Week 02 Assignment — Memory Verse Application

**Course:** TBM-TF02-201 · Textual & Historical Claims

**Week focus:** TBM-TF02-201 — Lesson 2: The Quran's Self-Test: No Contradictions



## Learning objective (Bloom's taxonomy)

Students will **apply** course content from **TBM-TF02-201 — Lesson 2: The Quran's Self-Test: No Contradictions** 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, Quran, Contradictions

## Week 03

## Week 03 Assignment — Expository Outline

**Course:** TBM-TF02-201 · Textual & Historical Claims

**Week focus:** TBM-TF02-201 — Lesson 3: Internal Contradictions in Quranic Text

## Learning objective (Bloom's taxonomy)

Students will **outline** course content from **TBM-TF02-201 — Lesson 3: Internal Contradictions in Quranic Text** with KJV integration and measurable evidence in the submission.

### Task

**Outline:** Produce a structured outline (400+ words) for the main passage in **TBM-TF02-201 — Lesson 3: Internal Contradictions in Quranic Text**. 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, Internal, Contradictions

## Week 04

# Week 04 Assignment — Discussion Response

**Course:** TBM-TF02-201 · Textual & Historical Claims

**Week focus:** TBM-TF02-201 — Lesson 4: Quran Affirms Bible, Then Contradicts It

## Learning objective (Bloom's taxonomy)

Students will **explain** course content from **TBM-TF02-201 — Lesson 4: Quran Affirms Bible, Then Contradicts It** 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, Quran, Affirms

## Week 05

# Week 05 Assignment — Practical Ministry Step

**Course:** TBM-TF02-201 · Textual & Historical Claims

**Week focus:** TBM-TF02-201 — Lesson 5: Manuscript Variants and Preservation Claims

## Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **TBM-TF02-201 — Lesson 5: Manuscript Variants and Preservation Claims** with KJV integration and measurable evidence in the submission.

## Task

**Demonstrate:** Complete one practical ministry action tied to **TBM-TF02-201 — Lesson 5: Manuscript Variants and Preservation Claims** (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-TF02-201 · Textual & Historical Claims

**Week focus:** TBM-TF02-201 — Lesson 6: Muhammad's Prophetic Tests Failed

## Learning objective (Bloom's taxonomy)

Students will **construct** course content from **TBM-TF02-201 — Lesson 6: Muhammad's Prophetic Tests Failed** 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, Muhammad, Prophetic

## Week 07

## Week 07 Assignment — Cross-Reference Study

**Course:** TBM-TF02-201 · Textual & Historical Claims

**Week focus:** TBM-TF02-201 — Lesson 7: Scientific and Historical Errors in the Quran

## Learning objective (Bloom's taxonomy)

Students will **compare** course content from **TBM-TF02-201 — Lesson 7: Scientific and Historical Errors in the Quran** with KJV integration and measurable evidence in the submission.

## Task

**Compare:** Find three cross-references that illuminate **TBM-TF02-201 — Lesson 7: Scientific and Historical Errors in the Quran**. 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, Scientific, Historical

## Week 08

# Week 08 Assignment — Historical Context Brief

**Course:** TBM-TF02-201 · Textual & Historical Claims

**Week focus:** TBM-TF02-201 — Lesson 8: Moral and Logical Tensions in Allah's Attributes

## Learning objective (Bloom's taxonomy)

Students will **describe** course content from **TBM-TF02-201 — Lesson 8: Moral and Logical Tensions in Allah's Attributes** with KJV integration and measurable evidence in the submission.

## Task

**Describe:** Write 350 words on historical/literary context for **TBM-TF02-201 — Lesson 8: Moral and Logical Tensions in Allah's Attributes**. 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, Moral, Logical

## Week 09

# Week 09 Assignment — Christological Connection Essay

**Course:** TBM-TF02-201 · Textual & Historical Claims

**Week focus:** TBM-TF02-201 — Lesson 9: Textual Verdict: Self-Refutation Case

## Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **TBM-TF02-201 — Lesson 9: Textual Verdict: Self-Refutation Case** with KJV integration and measurable evidence in the submission.

## Task

**Evaluate:** Explain how **TBM-TF02-201 — Lesson 9: Textual Verdict: Self-Refutation Case** 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, Textual, Verdict

## Week 10

# Week 10 Assignment — Teaching Prep

**Course:** TBM-TF02-201 · Textual & Historical Claims

**Week focus:** TBM-TF02-201 — Lesson 10: Research Brief: Document One Contradiction Set

## Learning objective (Bloom's taxonomy)

Students will **design** course content from **TBM-TF02-201 — Lesson 10: Research Brief: Document One Contradiction Set** with KJV integration and measurable evidence in the submission.

## Task

**Design:** Prepare a 5-minute teaching outline for **TBM-TF02-201 — Lesson 10: Research Brief: Document One Contradiction Set** 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, Research, Brief

## Week 11

# Week 11 Assignment — Integration & Review

**Course:** TBM-TF02-201 · Textual & Historical Claims

**Week focus:** TBM-TF02-201 — Lesson 10: Research Brief: Document One Contradiction Set

## Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **TBM-TF02-201 — Lesson 10: Research Brief: Document One Contradiction Set** with KJV integration and measurable evidence in the submission.

## Task

**Synthesize:** Synthesize the top five themes from Textual & Historical Claims. 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, Research, Brief

## Week 12

# Creative Ministry Project — TBM-TF02-201

**Course:** Quran on Trial: Textual & Historical Claims

**Code:** TBM-TF02-201

## 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-TF02-201.

**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-TF02-201

**Course:** Quran on Trial: Textual & Historical Claims

**Code:** TBM-TF02-201

## 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-TF02-201.

**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)

## Appendix B — Key Terms & Passages

- • Quran 15:9
- • Sahih Bukhari 6:61
- • Quran 2:259
- • Quran 3:146
- • 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:
- • Isaiah 8:20
- • Acts 17:11
- • 2 Timothy 3:16-17
- • Quran 7:54
- • Quran 10:3
- • Quran 25:59
- • Quran 41:9-12
- • Quran 5:46-47
- • Quran 10:94
- • Quran 5:68
- • John 1:1
- • Deuteronomy 18:21-22
- • Quran 30:2-4
- • Quran 111:1-5
- • Quran 48:27
- • Quran 2:255
- • Quran 6:59
- • Quran 2:155
- • Quran 3:142