

Twice Born Ministry

# **TBM-TF04-401: Millions of Gods: Hinduism Tested by Scripture**

Course Code: TBM-TF04-401

Credit Hours: 3

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

## Course Description

### TBM-TF04-401: Millions of Gods: Hinduism Tested by Scripture

#### Course Description

Vol 4; Isaiah 44; karma/reincarnation

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:** Millions of Gods, One Savior (True Faith Vol. 4)

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-TF04-401"]

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

## Course Modules

# TBM-TF04-401 — Lesson 1: Isaiah 44 — One Creator God vs. Many Idols

## Introduction

Welcome to Lesson 1 of **Millions of Gods: Hinduism Tested by Scripture**. This session covers **Isaiah 44 — One Creator God vs. Many Idols**,

drawn from the structure of *Millions of Gods, One Savior (True Faith Vol. 4)* 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

**Isaiah 44 — One Creator God vs. Many Idols** 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 **Isaiah 44 — One Creator God vs. Many Idols** 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

**Isaiah 44 — One Creator God vs. Many Idols** 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 **Isaiah 44 — One Creator God vs. Many Idols**, 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

**Isaiah 44 — One Creator God vs. Many Idols** 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 **Isaiah 44 — One Creator God vs. Many Idols** 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 *Millions of Gods, One Savior (True Faith Vol. 4)* material on **Isaiah 44 — One Creator God vs. Many Idols**. Complete the module

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

*Soli Deo gloria.*

## Worship Integration

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

## Ministry Case Study

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

## Ministry Case Study

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## Supplemental Reading and Reflection

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

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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

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

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## **Ministry Case Study**

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## **Supplemental Reading and Reflection**

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## Supplemental Reading and Reflection

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

# TBM-TF04-401 — Lesson 2: What Hindus Actually Believe — Vedas and Gita

## Introduction

Welcome to Lesson 2 of **Millions of Gods: Hinduism Tested by Scripture**. This session covers **What Hindus Actually Believe — Vedas and Gita**,

drawn from the structure of *Millions of Gods, One Savior (True Faith Vol. 4)* 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).

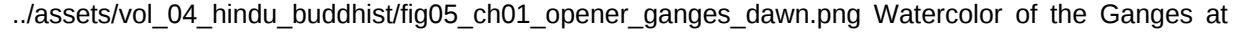
## Book Structure and Teaching Aim

**What Hindus Actually Believe — Vedas and Gita** 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:

- • Fig. 1 — The Hindu Trimurti (Conceptual Diagram)

**Concept summary (paraphrase):** Chapter Opener Art (Fig. 5):  Watercolor of the Ganges at dawn — pilgrims on ghats, temple spires in mist. Caption: "They seek the sacred river; we point them to the Living Water." Amazon keywords / chapter intro: Hinduism beliefs, dharma karma samsara, 330 million gods, Bhagavad Gita, comparative religion, Christian evangelism India, moksha liberation Hinduism is not one religion with one founder and one book. It is a family of traditions spanning 3,000+ years, 1.2 billion adherents, and philosophies ranging from polytheism to pantheism to atheistic schools (Carvaka, Samkhya). What unifies Hindu thought: - Dharma — cosmic/moral order - Karma — action and consequence across lifetimes - Samsara — cycle of rebirth - Moksha — liberation from the cycle...

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 **What Hindus Actually Believe — Vedas and Gita** 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

**What Hindus Actually Believe — Vedas and Gita** 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 **What Hindus Actually Believe — Vedas and Gita**, 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

**What Hindus Actually Believe — Vedas and Gita** 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 **What Hindus Actually Believe — Vedas and Gita** 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 *Millions of Gods, One Savior (True Faith Vol. 4)* material on **What Hindus Actually Believe — Vedas and Gita**. 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.

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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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## 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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# TBM-TF04-401 — Lesson 3: Karma, Caste, and Reincarnation Explained

## Introduction

Welcome to Lesson 3 of **Millions of Gods: Hinduism Tested by Scripture**. This session covers **Karma, Caste, and Reincarnation Explained**,

drawn from the structure of *Millions of Gods, One Savior (True Faith Vol. 4)* 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

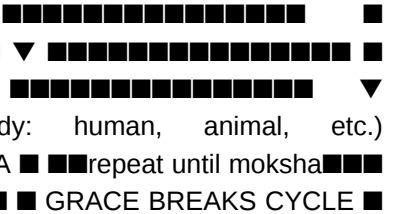
**Karma, Caste, and Reincarnation Explained** advances the source book's cumulative case. Students should identify:

- (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:

- Fig. 2 — The Karma/Reincarnation Cycle

**Key passages in this section:** Hebrews 9:27, Romans 6:23, Genesis 1:27

**Concept summary (paraphrase):** Fig. 2 — The Karma/Reincarnation Cycle  
 ![Figure](../assets/vol\_04\_hindu\_buddhist/fig02\_karma\_cycle.png) 

← Christ pays debt (Rom. 6:23) Biblical response: - Hebrews 9:27 — "People are destined to die once, and after that to face judgment." - Romans 6:23 — sin's wages is death; gift of God is eternal life in Christ - Karma offers no grace; Christianity offers a Savior who paid the debt Caste and human dignity: The caste system (varna/jati) is...

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 **Karma, Caste, and Reincarnation Explained** in the Word. Assigned references:

- **Hebrews 9:27** — read in context; note who speaks, to whom, and why.
- **Romans 6:23** — read in context; note who speaks, to whom, and why.
- **Genesis 1:27** — 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

**Karma, Caste, and Reincarnation Explained** 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 **Karma, Caste, and Reincarnation Explained**, 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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Draft a 150-word charitable response to one objection for your quiz preparation journal.

## Witness and Ministry Application

**Karma, Caste, and Reincarnation Explained** 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 **Karma, Caste, and Reincarnation Explained** 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?

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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.

## 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

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## Historical Figure Spotlight

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

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## Supplemental Reading and Reflection

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

## Ministry Case Study

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

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## Historical Figure Spotlight

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

## 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-TF04-401 — Lesson 4: Buddhism's Four Noble Truths and Anatta

## Introduction

Welcome to Lesson 4 of **Millions of Gods: Hinduism Tested by Scripture**. This session covers **Buddhism's Four Noble Truths and Anatta**,

drawn from the structure of *Millions of Gods, One Savior (True Faith Vol. 4)* 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

**Buddhism's Four Noble Truths and Anatta** 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:

- **Founder:** Siddhartha Gautama (~563–483 BCE) **Core teaching:** Life is suffering (*dukkha*); suffering arises from desire (*tanha*); cessation of desire leads to nirvana; the Ei...
- **Historical note:** Unlike Jesus, Buddha made no claim to divinity, performed no verifiable resurrection, and left no fulfilled prophecies. Buddhism is a philosophy of technique, ...
- **Conversation Starter Box** > "You seek to end suffering through the Eightfold Path. What if the Creator entered suffering on your behalf — and promises to make all things new, no...

**Concept summary (paraphrase):** Founder: Siddhartha Gautama (~563–483 BCE) Core teaching: Life is suffering (*dukkha*); suffering arises from desire (*tanha*); cessation of desire leads to nirvana; the Eightfold Path is the way. Historical note: Unlike Jesus, Buddha made no claim to divinity, performed no verifiable resurrection, and left no fulfilled prophecies. Buddhism is a philosophy of technique, not a historical redemption event. Conversation Starter Box "You seek to end suffering through the Eightfold Path. What if the Creator entered suffering on your behalf — and promises to make all things new, not merely escape them?" ---

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 **Buddhism's Four Noble Truths and Anatta** 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

**Buddhism's Four Noble Truths and Anatta** 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 **Buddhism's Four Noble Truths and Anatta**, 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

**Buddhism's Four Noble Truths and Anatta** 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 **Buddhism's Four Noble Truths and Anatta** 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 *Millions of Gods, One Savior (True Faith Vol. 4)* material on **Buddhism's Four Noble Truths and Anatta**. Complete the module

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

*Soli Deo gloria.*

## Historical Figure Spotlight

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

## Historical Figure Spotlight

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

## Ministry Case Study

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

## Ministry Case Study

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.

## 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

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.

## Supplemental Reading and Reflection

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

## Historical Figure Spotlight

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

## Worship Integration

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

## Historical Figure Spotlight

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## Supplemental Reading and Reflection

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

## Worship Integration

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

## Supplemental Reading and Reflection

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

# TBM-TF04-401 — Lesson 5: Nirvana vs. Resurrection Hope

## Introduction

Welcome to Lesson 5 of **Millions of Gods: Hinduism Tested by Scripture**. This session covers **Nirvana vs. Resurrection Hope**,

drawn from the structure of *Millions of Gods, One Savior (True Faith Vol. 4)* 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

**Nirvana vs. Resurrection Hope** advances the source book's cumulative case. Students should identify:

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

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

## Scripture Exposition

Anchor **Nirvana vs. Resurrection Hope** in the Word. Assigned references:

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

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

### Witness Bridge

Prepare one question and one gospel statement from this lesson:

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

## Evidence, Logic, and Worldview Testing

**Nirvana vs. Resurrection Hope** uses the TBM comparative method:

**State the claim** clearly — no straw men.

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

**Apply internal consistency tests** — does the system contradict itself?

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

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

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

## Common Objections and Pastoral Responses

When teaching **Nirvana vs. Resurrection Hope**, expect pushback:

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

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

## Witness and Ministry Application

**Nirvana vs. Resurrection Hope** equips field witness:

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

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

## Discussion Questions

How does **Nirvana vs. Resurrection Hope** fit the source book's overall argument?

Which scripture was most decisive for you? Why?

Where might Christians misapply this material with pride or cruelty?

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

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

## Summary and Next Steps

**Lesson 5** organized *Millions of Gods, One Savior (True Faith Vol. 4)* material on **Nirvana vs. Resurrection Hope**. Complete the module

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

*Soli Deo gloria.*

## Historical Figure Spotlight

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

## Supplemental Reading and Reflection

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

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## Worship Integration

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

## 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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## 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.

## Historical Figure Spotlight

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## Ministry Case Study

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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.

## Ministry Case Study

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## Worship Integration

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## Supplemental Reading and Reflection

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

## 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.

# TBM-TF04-401 — Lesson 6: Logic, History, and Evidence Standards

## Introduction

Welcome to Lesson 6 of **Millions of Gods: Hinduism Tested by Scripture**. This session covers **Logic, History, and Evidence Standards**,

drawn from the structure of *Millions of Gods, One Savior (True Faith Vol. 4)* 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

**Logic, History, and Evidence Standards** 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:

- • Fig. 3 — Eight-Category Worldview Comparison
- • Evidence Matrix — Testing Eastern Claims
- • Testing Hindu claims
- • Testing Buddhist claims

**Concept summary (paraphrase):** Fig. 3 — Eight-Category Worldview Comparison  
 ![Figure](../assets/vol\_04\_hindu\_buddhist/fig03\_eight\_category\_comparison.png) | Category | Biblical Christianity | Hinduism | Buddhism | |-----|-----|-----|-----| | God | Triune, personal Creator | Brahman (impersonal/personal); 330M+ gods | No personal God (most schools) | | Origin | God created ex nihilo | Cyclical; no datable beginning | Cyclical; no Creator | | Human nature | Image of God; fallen | Atman (soul) bound by karma | No permanent self (anatta) | | Problem | Sin against holy God | Ignorance (avidya); karma | Suffering (dukkha); desire | | Solution | Grace through Christ's cross | Works, devotion, knowledge | Eightfold Path; extinguishing desire | | Afterlife | Resurrection; judgment | Reincarnation until moksha | Rebirth until nirvana |...

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 **Logic, History, and Evidence Standards** 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

**Logic, History, and Evidence Standards** 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 **Logic, History, and Evidence Standards**, 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

**Logic, History, and Evidence Standards** 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 **Logic, History, and Evidence Standards** 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 *Millions of Gods, One Savior (True Faith Vol. 4)* material on **Logic, History, and Evidence Standards**. Complete the module

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

*Soli Deo gloria.*

## Supplemental Reading and Reflection

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

## Ministry Case Study

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

## 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**

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## **Ministry Case Study**

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## **Historical Figure Spotlight**

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

## **Ministry Case Study**

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## Worship Integration

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## Worship Integration

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

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## Historical Figure Spotlight

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## Supplemental Reading and Reflection

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

# TBM-TF04-401 — Lesson 7: Christ Enters History — Unique Verification

## Introduction

Welcome to Lesson 7 of **Millions of Gods: Hinduism Tested by Scripture**. This session covers **Christ Enters History — Unique Verification**,

drawn from the structure of *Millions of Gods, One Savior (True Faith Vol. 4)* 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

**Christ Enters History — Unique Verification** 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:**

- Fig. 4 — Messianic Prophecy Timeline (Selected)

**Key passages in this section:** Future

Micah 5:2, Daniel 9:26, 1 Corinthians 15:3

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 **Christ Enters History — Unique Verification** in the Word. Assigned references:

- \*\*Future

Micah 5:2\*\* — read in context; note who speaks, to whom, and why.

- **Daniel 9:26** — read in context; note who speaks, to whom, and why.
- **1 Corinthians 15:3** — 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

**Christ Enters History — Unique Verification** 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 **Christ Enters History — Unique Verification**, 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

**Christ Enters History — Unique Verification** 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 **Christ Enters History — Unique Verification** 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 *Millions of Gods, One Savior (True Faith Vol. 4)* material on **Christ Enters History — Unique Verification**. Complete the module

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

*Soli Deo gloria.*

## Historical Figure Spotlight

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

## Worship Integration

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

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## **Supplemental Reading and Reflection**

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

## **Historical Figure Spotlight**

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

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## Ministry Case Study

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

## Supplemental Reading and Reflection

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## Worship Integration

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

## Historical Figure Spotlight

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## Worship Integration

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# TBM-TF04-401 — Lesson 8: Testing Hindu and Buddhist Claims by Scripture

## Introduction

Welcome to Lesson 8 of **Millions of Gods: Hinduism Tested by Scripture**. This session covers **Testing Hindu and Buddhist Claims by Scripture**,

drawn from the structure of *Millions of Gods, One Savior (True Faith Vol. 4)* 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

**Testing Hindu and Buddhist Claims by Scripture** advances the source book's cumulative case. Students should identify:

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

### Chapter themes from source material:

- • 6. Logic, History, and Evidence — Do Eastern Paths Deliver? 7. Christ Enters History — The Event That Breaks the Cycle

**Concept summary (paraphrase):** 6. Logic, History, and Evidence — Do Eastern Paths Deliver? 7. Christ Enters History — The Event That Breaks the Cycle

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 **Testing Hindu and Buddhist Claims by Scripture** in the Word. Assigned references:

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

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

**Testing Hindu and Buddhist Claims by Scripture** 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 **Testing Hindu and Buddhist Claims by Scripture**, 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

**Testing Hindu and Buddhist Claims by Scripture** 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 **Testing Hindu and Buddhist Claims by Scripture** 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 *Millions of Gods, One Savior (True Faith Vol. 4)* material on **Testing Hindu and Buddhist Claims by Scripture**. Complete the module

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

*Soli Deo gloria.*

## Historical Figure Spotlight

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

## Ministry Case Study

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

## Worship Integration

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

## Historical Figure Spotlight

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## **Ministry Case Study**

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## **Supplemental Reading and Reflection**

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

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## Worship Integration

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## Historical Figure Spotlight

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## Worship Integration

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## Historical Figure Spotlight

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# TBM-TF04-401 — Lesson 9: Comparison Essay: Salvation Paths

## Introduction

Welcome to Lesson 9 of **Millions of Gods: Hinduism Tested by Scripture**. This session covers **Comparison Essay: Salvation Paths**,

drawn from the structure of *Millions of Gods, One Savior (True Faith Vol. 4)* 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

**Comparison Essay: Salvation Paths** 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 **Comparison Essay: Salvation Paths** 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

**Comparison Essay: Salvation Paths** 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 **Comparison Essay: Salvation Paths**, 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

**Comparison Essay: Salvation Paths** 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 **Comparison Essay: Salvation Paths** 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 *Millions of Gods, One Savior (True Faith Vol. 4)* material on **Comparison Essay: Salvation Paths**. Complete the module

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

*Soli Deo gloria.*

## Historical Figure Spotlight

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

## Supplemental Reading and Reflection

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

## 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.

## 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.

## Ministry Case Study

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

## 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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## 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.

# TBM-TF04-401 — Lesson 10: Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture

## Introduction

Welcome to Lesson 10 of **Millions of Gods: Hinduism Tested by Scripture**. This session covers **Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture**,

drawn from the structure of *Millions of Gods, One Savior (True Faith Vol. 4)* in the **True Faith Track** track. Complete BS-FND-100 before

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

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

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

## Book Structure and Teaching Aim

**Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture** advances the source book's cumulative case. Students should identify:

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

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

## Scripture Exposition

Anchor **Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture** in the Word. Assigned references:

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

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

### Witness Bridge

Prepare one question and one gospel statement from this lesson:

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

## Evidence, Logic, and Worldview Testing

**Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture** uses the TBM comparative method:

**State the claim** clearly — no straw men.

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

**Apply internal consistency tests** — does the system contradict itself?

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

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

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

## Common Objections and Pastoral Responses

When teaching **Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture**, expect pushback:

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

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

## Witness and Ministry Application

**Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture** equips field witness:

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

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

## Discussion Questions

How does **Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture** 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 *Millions of Gods, One Savior (True Faith Vol. 4)* material on **Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture**. 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.

## 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.

## 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.

## 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.

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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.

## Appendix A — Assignments

### Week 01

## Week 01 Assignment — Reflection Journal

**Course:** TBM-TF04-401 · Hinduism Tested by Scripture

**Week focus:** TBM-TF04-401 — Lesson 1: Isaiah 44 — One Creator God vs. Many Idols

### Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **TBM-TF04-401 — Lesson 1: Isaiah 44 — One Creator God vs. Many Idols** with KJV integration and measurable evidence in the submission.

### Task

**Analyze:** Write a 300–500 word reflection on **TBM-TF04-401 — Lesson 1: Isaiah 44 — One Creator God vs. Many Idols**. 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, Isaiah, Creator

### Week 02

## Week 02 Assignment — Memory Verse Application

**Course:** TBM-TF04-401 · Hinduism Tested by Scripture

**Week focus:** TBM-TF04-401 — Lesson 2: What Hindus Actually Believe — Vedas and Gita

## Learning objective (Bloom's taxonomy)

Students will **apply** course content from **TBM-TF04-401 — Lesson 2: What Hindus Actually Believe — Vedas and Gita** 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, Hindus, Actually

## Week 03

## Week 03 Assignment — Expository Outline

**Course:** TBM-TF04-401 · Hinduism Tested by Scripture

**Week focus:** TBM-TF04-401 — Lesson 3: Karma, Caste, and Reincarnation Explained

## Learning objective (Bloom's taxonomy)

Students will **outline** course content from **TBM-TF04-401 — Lesson 3: Karma, Caste, and Reincarnation Explained** with KJV integration and measurable evidence in the submission.

## Task

**Outline:** Produce a structured outline (400+ words) for the main passage in **TBM-TF04-401 — Lesson 3: Karma, Caste, and Reincarnation Explained**. 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, Karma, Caste

## Week 04

# Week 04 Assignment — Discussion Response

**Course:** TBM-TF04-401 · Hinduism Tested by Scripture

**Week focus:** TBM-TF04-401 — Lesson 4: Buddhism's Four Noble Truths and Anatta

## Learning objective (Bloom's taxonomy)

Students will **explain** course content from **TBM-TF04-401 — Lesson 4: Buddhism's Four Noble Truths and Anatta** 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, Buddhism, Noble

## Week 05

# Week 05 Assignment — Practical Ministry Step

**Course:** TBM-TF04-401 · Hinduism Tested by Scripture

**Week focus:** TBM-TF04-401 — Lesson 5: Nirvana vs. Resurrection Hope

## Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **TBM-TF04-401 — Lesson 5: Nirvana vs. Resurrection Hope** with KJV integration and measurable evidence in the submission.

## Task

**Demonstrate:** Complete one practical ministry action tied to **TBM-TF04-401 — Lesson 5: Nirvana vs. Resurrection Hope** (visit, prayer walk, family worship, or service). Submit a 200-word report plus optional photo upload.

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

## Grading

**Grading mode:** Manual review (practical/upload).

**Pass:** 70%

*Rubric (100 points)*

## Week 06

# Week 06 Assignment — Witness Outline

**Course:** TBM-TF04-401 · Hinduism Tested by Scripture

**Week focus:** TBM-TF04-401 — Lesson 6: Logic, History, and Evidence Standards

## Learning objective (Bloom's taxonomy)

Students will **construct** course content from **TBM-TF04-401 — Lesson 6: Logic, History, and Evidence Standards** 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, Logic, History

## Week 07

## Week 07 Assignment — Cross-Reference Study

**Course:** TBM-TF04-401 · Hinduism Tested by Scripture

**Week focus:** TBM-TF04-401 — Lesson 7: Christ Enters History — Unique Verification

## Learning objective (Bloom's taxonomy)

Students will **compare** course content from **TBM-TF04-401 — Lesson 7: Christ Enters History — Unique Verification** with KJV integration and measurable evidence in the submission.

## Task

**Compare:** Find three cross-references that illuminate **TBM-TF04-401 — Lesson 7: Christ Enters History — Unique Verification**. 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, Christ, Enters

## Week 08

# Week 08 Assignment — Historical Context Brief

**Course:** TBM-TF04-401 · Hinduism Tested by Scripture

**Week focus:** TBM-TF04-401 — Lesson 8: Testing Hindu and Buddhist Claims by Scripture

## Learning objective (Bloom's taxonomy)

Students will **describe** course content from **TBM-TF04-401 — Lesson 8: Testing Hindu and Buddhist Claims by Scripture** with KJV integration and measurable evidence in the submission.

## Task

**Describe:** Write 350 words on historical/literary context for **TBM-TF04-401 — Lesson 8: Testing Hindu and Buddhist Claims by Scripture**. 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, Testing, Hindu

## Week 09

# Week 09 Assignment — Christological Connection Essay

**Course:** TBM-TF04-401 · Hinduism Tested by Scripture

**Week focus:** TBM-TF04-401 — Lesson 9: Comparison Essay: Salvation Paths

## Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **TBM-TF04-401 — Lesson 9: Comparison Essay: Salvation Paths** with KJV integration and measurable evidence in the submission.

## Task

**Evaluate:** Explain how **TBM-TF04-401 — Lesson 9: Comparison Essay: Salvation Paths** 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, Comparison, Essay

## Week 10

# Week 10 Assignment — Teaching Prep

**Course:** TBM-TF04-401 · Hinduism Tested by Scripture

**Week focus:** TBM-TF04-401 — Lesson 10: Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture

## Learning objective (Bloom's taxonomy)

Students will **design** course content from **TBM-TF04-401 — Lesson 10: Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture** with KJV integration and measurable evidence in the submission.

## Task

**Design:** Prepare a 5-minute teaching outline for **TBM-TF04-401 — Lesson 10: Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture** suitable for a small group or homeschool lesson.

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

## Grading

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

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

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

## Week 11

# Week 11 Assignment — Integration & Review

**Course:** TBM-TF04-401 · Hinduism Tested by Scripture

**Week focus:** TBM-TF04-401 — Lesson 10: Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture

## Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **TBM-TF04-401 — Lesson 10: Integration Lesson 10: Millions of Gods: Hinduism Tested by Scripture** with KJV integration and measurable evidence in the submission.

## Task

**Synthesize:** Synthesize the top five themes from Hinduism Tested by Scripture. 600 words, minimum six KJV citations, one paragraph on personal growth.

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

## Grading

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

**Pass:** 70%

**Rubric (100 points)**

## Auto-grade hints

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

## Week 12

# Creative Ministry Project — TBM-TF04-401

**Course:** Millions of Gods: Hinduism Tested by Scripture

**Code:** TBM-TF04-401

## 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-TF04-401.

**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-TF04-401

**Course:** Millions of Gods: Hinduism Tested by Scripture

**Code:** TBM-TF04-401

## 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-TF04-401.

**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

- • Isaiah 8:20
- • Acts 17:11
- • 2 Timothy 3:16-17
- • Question:
- • Gospel bridge:
- • "You're attacking my family tradition."
- • "All religions are the same."
- • "That's your interpretation."
- • "Christians are hypocrites."
- • Personal:
- • Local church:
- • Conversation:
- • Follow-up:
- • Hebrews 9:27
- • Romans 6:23
- • Genesis 1:27
- • Founder:
- • Historical note:
- • Conversation Starter Box
- • Daniel 9:26
- • 1 Corinthians 15:3