

Twice Born Ministry

# **TH-117: Anthropology I: Image of God & Human Dignity**

Course Code: TH-117

Credit Hours: 2

King James Version (KJV) — Sola Scriptura Curriculum

Generated 2026-06-30

## Course Description

### TH-117: Anthropology I: Image of God & Human Dignity

#### Course Description

Imago Dei; body-soul; gender design

This course is part of **Layer 2 — Theology & Ministry** in the Twice Born Ministry Bible School catalog. It develops college-level competence aligned with historic evangelical systematic theology (Grudem/Ryrie/Chafer lineage) and KJV study standards.

#### Course Details

#### Learning Outcomes

Upon completion, students will be able to:

Define and biblically defend key terms and doctrines covered in the syllabus.

Exegete representative passages using literal-grammatical-historical method.

Connect this course's themes to the broader storyline of Scripture (creation → fall → redemption → glorification).

Apply doctrine to personal holiness, local church ministry, and evangelistic witness.

Complete written, oral, and collaborative assessments demonstrating mastery at 70% or higher.

#### Module Structure

Each lesson includes exposition, historical theology notes, application, discussion prompts, and module-aligned quizzes. Assignments require research, ministry projects, and peer interaction where noted.

#### Assessment Overview

- **Module quizzes:** 10 questions each (multiple choice + short answer); keys provided.
- **Assignments:** 3–4 graded projects with rubrics.
- **Group projects:** 2 collaborative exercises.
- **Final exam:** Comprehensive short and extended responses.
- **Video supplements:** 3–5 instructor scripts for optional video production.

## Christian Guardrails

- • King James Bible as citation standard.
- • Christ-centered, gospel-proclaiming instruction.
- • Respectful engagement with other traditions without compromising essential doctrines.
- • No completion of academic work on behalf of others; AI tools may assist study but not replace original exegesis and reflection.

## Instructor Notes

Professor Shepherd AI instructor shortcode: [tb\_ai\_instructor course\_code="TH-117"]

*Twice Born Ministry Bible School — Layer 2 Theology & Ministry*

## Course Modules

### TH-117 — Lesson 1: Imago Dei: Image and Likeness

#### Introduction

Welcome to Lesson 1 of **Anthropology I: Image of God & Human Dignity**. In this session we examine **Imago Dei: Image and Likeness**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Anthropology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

#### Historical and Theological Context

**Imago Dei: Image and Likeness** did not emerge in a vacuum. The Nicene-Constantinopolitan Creed (381) crystallized Trinitarian grammar under fire from Arian and Macedonian errors. Medieval scholastics like Anselm and Aquinas reflected on God's attributes using philosophical categories, yet evangelical theology returns always to exegetical foundations. Modern liberalism redefined God immanently without holiness; evangelical theism recovers transcendence and immanence together.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

#### Core Teaching

### ### Main Theme: Imago Dei: Image and Likeness

Moses asks in Deuteronomy 4:39, "Know therefore this day, and consider it in thine heart, that the LORD he is God in heaven above, and upon the earth beneath: there is none else." Biblical theism insists that God alone is eternal, self-existent, and worthy of ultimate worship. Every attribute affirmed about God in Scripture is true of the whole Godhead and distinguishes Him from creation.

Isaiah 6:3 records the seraphim crying, "Holy, holy, holy, is the LORD of hosts: the whole earth is full of his glory." Holiness is not merely one attribute among many; it is the perfection of all God's moral excellencies. God's love is holy love; His justice is holy justice. To know God is to know Him as thrice-holy and utterly separate from sin.

Malachi 3:6 declares, "I am the LORD, I change not." Immutability assures believers that God's promises, character, and saving purposes do not shift with cultural moods. He is not improved by time nor weakened by opposition. This stabilizes prayer, worship, and hope in a world of constant change.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Imago Dei: Image and Likeness**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Romans 1:16-17**. Paul is not ashamed of the gospel because it is God's power unto salvation. Righteousness is revealed from faith to faith—justification by faith stands as the article by which the church stands or falls. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Hebrews 1:1-4** complements the lesson theme: God spoke by prophets, then by His Son who is heir of all things and exact impress of His person. Christology and revelation converge: the fullest word is a Person. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### **Word Study Hint**

Select one theologically loaded term from **Imago Dei: Image and Likeness** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## **Common Questions and Objections**

Students routinely ask hard questions when studying **Imago Dei: Image and Likeness**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## **Application for Life and Ministry**

Knowledge without obedience puffs up (1 Corinthians 8:1). **Imago Dei: Image and Likeness** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Imago Dei: Image and Likeness** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 1 Summary:** We examined **Imago Dei: Image and Likeness** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*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.

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their

emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

## Supplemental Reading and Reflection

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

## Supplemental Reading and Reflection

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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.

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# TH-117 — Lesson 2: Human Dignity and Sanctity of Life

## Introduction

Welcome to Lesson 2 of **Anthropology I: Image of God & Human Dignity**. In this session we examine **Human Dignity and Sanctity of Life**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Anthropology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Human Dignity and Sanctity of Life** did not emerge in a vacuum. The Nicene-Constantinopolitan Creed (381) crystallized Trinitarian grammar under fire from Arian and Macedonian errors. Medieval scholastics like Anselm and Aquinas reflected on God's attributes using philosophical categories, yet evangelical theology returns always to exegetical foundations. Modern liberalism redefined God immanently without holiness; evangelical theism recovers transcendence and immanence together.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Human Dignity and Sanctity of Life

Moses asks in Deuteronomy 4:39, "Know therefore this day, and consider it in thine heart, that the LORD he is God in heaven above, and upon the earth beneath: there is none else." Biblical theism insists that God alone is eternal, self-existent, and worthy of ultimate worship. Every attribute affirmed about God in Scripture is true of the whole Godhead and distinguishes Him from creation.

Isaiah 6:3 records the seraphim crying, "Holy, holy, holy, is the LORD of hosts: the whole earth is full of his glory." Holiness is not merely one attribute among many; it is the perfection of all God's moral excellencies. God's love is holy love; His justice is holy justice. To know God is to know Him as thrice-holy and utterly separate from sin.

Malachi 3:6 declares, "I am the LORD, I change not." Immutability assures believers that God's promises, character, and saving purposes do not shift with cultural moods. He is not improved by time nor weakened by opposition. This stabilizes prayer, worship, and hope in a world of constant change.

### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Human Dignity and Sanctity of Life**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Jude 3-4**. Contend earnestly for the faith once delivered. Apologetics and ecclesial vigilance belong together—false teachers creep in unnoticed. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### ***Secondary Passage***

**Hebrews 1:1-4** complements the lesson theme: God spoke by prophets, then by His Son who is heir of all things and exact impress of His person. Christology and revelation converge: the fullest word is a Person. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### ***Word Study Hint***

Select one theologically loaded term from **Human Dignity and Sanctity of Life** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## **Common Questions and Objections**

Students routinely ask hard questions when studying **Human Dignity and Sanctity of Life**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## **Application for Life and Ministry**

Knowledge without obedience puffs up (1 Corinthians 8:1). **Human Dignity and Sanctity of Life** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Human Dignity and Sanctity of Life** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 2 Summary:** We examined **Human Dignity and Sanctity of Life** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*Soli Deo gloria.*

## Ministry Case Study

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

## Worship Integration

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

## Supplemental Reading and Reflection

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

## Worship Integration

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

## Historical Figure Spotlight

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

## Historical Figure Spotlight

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

## 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.

# TH-117 — Lesson 3: Body-Soul Unity and Biblical Anthropology

## Introduction

Welcome to Lesson 3 of **Anthropology I: Image of God & Human Dignity**. In this session we examine **Body-Soul Unity and Biblical Anthropology**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Anthropology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

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Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Body-Soul Unity and Biblical Anthropology** did not emerge in a vacuum. The Nicene-Constantinopolitan Creed (381) crystallized Trinitarian grammar under fire from Arian and Macedonian errors. Medieval scholastics like Anselm and Aquinas reflected on God's attributes using philosophical categories, yet evangelical theology returns always to exegetical foundations. Modern liberalism redefined God immanently without holiness; evangelical theism recovers transcendence and immanence together.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Body-Soul Unity and Biblical Anthropology

Moses asks in Deuteronomy 4:39, "Know therefore this day, and consider it in thine heart, that the LORD he is God in heaven above, and upon the earth beneath: there is none else." Biblical theism insists that God alone is eternal, self-existent, and worthy of ultimate worship. Every attribute affirmed about God in Scripture is true of the whole Godhead and distinguishes Him from creation.

Malachi 3:6 declares, "I am the LORD, I change not." Immutability assures believers that God's promises, character, and saving purposes do not shift with cultural moods. He is not improved by time nor weakened by opposition. This stabilizes prayer, worship, and hope in a world of constant change.

Isaiah 6:3 records the seraphim crying, "Holy, holy, holy, is the LORD of hosts: the whole earth is full of his glory." Holiness is not merely one attribute among many; it is the perfection of all God's moral excellencies. God's love is holy love; His justice is holy justice. To know God is to know Him as thrice-holy and utterly separate from sin.

### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Body-Soul Unity and Biblical Anthropology**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Colossians 1:15-20**. Christ is preeminent in creation and redemption—firstborn, reconciler, head of the body. Against false teaching, Paul exalts Christ's sufficiency. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Romans 1:16-17** complements the lesson theme: Paul is not ashamed of the gospel because it is God's power unto salvation. Righteousness is revealed from faith to faith—justification by faith stands as the article by which the church stands or falls. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Body-Soul Unity and Biblical Anthropology** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Body-Soul Unity and Biblical Anthropology**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Body-Soul Unity and Biblical Anthropology** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Body-Soul Unity and Biblical Anthropology** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 3 Summary:** We examined **Body-Soul Unity and Biblical Anthropology** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on

assessments.

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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.

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

## Ministry Case Study

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

## Supplemental Reading and Reflection

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

## Supplemental Reading and Reflection

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

## 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.

# TH-117 — Lesson 4: Gender Design: Male and Female

## Introduction

Welcome to Lesson 4 of **Anthropology I: Image of God & Human Dignity**. In this session we examine **Gender Design: Male and Female**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Anthropology** track and assumes

completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Gender Design: Male and Female** did not emerge in a vacuum. The Nicene-Constantinopolitan Creed (381) crystallized Trinitarian grammar under fire from Arian and Macedonian errors. Medieval scholastics like Anselm and Aquinas reflected on God's attributes using philosophical categories, yet evangelical theology returns always to exegetical foundations. Modern liberalism redefined God immanently without holiness; evangelical theism recovers transcendence and immanence together.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Gender Design: Male and Female

Moses asks in Deuteronomy 4:39, "Know therefore this day, and consider it in thine heart, that the LORD he is God in heaven above, and upon the earth beneath: there is none else." Biblical theism insists that God alone is eternal, self-existent, and worthy of ultimate worship. Every attribute affirmed about God in Scripture is true of the whole Godhead and distinguishes Him from creation.

Isaiah 6:3 records the seraphim crying, "Holy, holy, holy, is the LORD of hosts: the whole earth is full of his glory." Holiness is not merely one attribute among many; it is the perfection of all God's moral excellencies. God's love is holy love; His justice is holy justice. To know God is to know Him as thrice-holy and utterly separate from sin.

Malachi 3:6 declares, "I am the LORD, I change not." Immutability assures believers that God's promises, character, and saving purposes do not shift with cultural moods. He is not improved by time nor weakened by opposition. This stabilizes prayer, worship, and hope in a world of constant change.

#### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Gender Design: Male and Female**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Ephesians 1:3-14**. The triune God blesses, chooses, redeems, and seals according to His gracious will. This passage integrates election, adoption, and inheritance in doxological prose. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Colossians 1:15-20** complements the lesson theme: Christ is preeminent in creation and redemption—firstborn, reconciler, head of the body. Against false teaching, Paul exalts Christ's sufficiency. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Gender Design: Male and Female** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Gender Design: Male and Female**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Gender Design: Male and Female** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Gender Design: Male and Female** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 4 Summary:** We examined **Gender Design: Male and Female** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*Soli Deo gloria.*

## Ministry Case Study

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

## Supplemental Reading and Reflection

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

## Supplemental Reading and Reflection

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

## Ministry Case Study

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

## Supplemental Reading and Reflection

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

## Historical Figure Spotlight

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

## Ministry Case Study

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

## Historical Figure Spotlight

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

## Worship Integration

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

## Worship Integration

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

## Worship Integration

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

## TH-117 — Lesson 5: Work, Rest, and Vocation

### Introduction

Welcome to Lesson 5 of **Anthropology I: Image of God & Human Dignity**. In this session we examine **Work, Rest, and Vocation**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Anthropology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

### Historical and Theological Context

**Work, Rest, and Vocation** did not emerge in a vacuum. The Nicene-Constantinopolitan Creed (381) crystallized Trinitarian grammar under fire from Arian and Macedonian errors. Medieval scholastics like Anselm and Aquinas reflected on God's attributes using philosophical categories, yet evangelical theology returns always to exegetical foundations. Modern liberalism redefined God immanently without holiness; evangelical theism recovers transcendence and immanence together.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under

worse conditions than most Western students face today.

## Core Teaching

### ### Main Theme: Work, Rest, and Vocation

Isaiah 6:3 records the seraphim crying, "Holy, holy, holy, is the LORD of hosts: the whole earth is full of his glory." Holiness is not merely one attribute among many; it is the perfection of all God's moral excellencies. God's love is holy love; His justice is holy justice. To know God is to know Him as thrice-holy and utterly separate from sin.

Moses asks in Deuteronomy 4:39, "Know therefore this day, and consider it in thine heart, that the LORD he is God in heaven above, and upon the earth beneath: there is none else." Biblical theism insists that God alone is eternal, self-existent, and worthy of ultimate worship. Every attribute affirmed about God in Scripture is true of the whole Godhead and distinguishes Him from creation.

Malachi 3:6 declares, "I am the LORD, I change not." Immutability assures believers that God's promises, character, and saving purposes do not shift with cultural moods. He is not improved by time nor weakened by opposition. This stabilizes prayer, worship, and hope in a world of constant change.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Work, Rest, and Vocation**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Romans 1:16-17**. Paul is not ashamed of the gospel because it is God's power unto salvation. Righteousness is revealed from faith to faith—justification by faith stands as the article by which the church stands or falls. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**Hebrews 1:1-4** complements the lesson theme: God spoke by prophets, then by His Son who is heir of all things and exact impress of His person. Christology and revelation converge: the fullest word is a Person. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### ***Word Study Hint***

Select one theologically loaded term from **Work, Rest, and Vocation** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## **Common Questions and Objections**

Students routinely ask hard questions when studying **Work, Rest, and Vocation**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## **Application for Life and Ministry**

Knowledge without obedience puffs up (1 Corinthians 8:1). **Work, Rest, and Vocation** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Work, Rest, and Vocation** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 5 Summary:** We examined **Work, Rest, and Vocation** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*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.

## Supplemental Reading and Reflection

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## Worship Integration

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

## Supplemental Reading and Reflection

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

## 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

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.

# TH-117 — Lesson 6: Anthropology vs. Evolutionary Naturalism

## Introduction

Welcome to Lesson 6 of **Anthropology I: Image of God & Human Dignity**. In this session we examine **Anthropology vs. Evolutionary Naturalism**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Anthropology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Anthropology vs. Evolutionary Naturalism** did not emerge in a vacuum. The Nicene-Constantinopolitan Creed (381) crystallized Trinitarian grammar under fire from Arian and Macedonian errors. Medieval scholastics like Anselm and Aquinas reflected on God's attributes using

philosophical categories, yet evangelical theology returns always to exegetical foundations. Modern liberalism redefined God immanently without holiness; evangelical theism recovers transcendence and immanence together.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### ### Main Theme: Anthropology vs. Evolutionary Naturalism

Malachi 3:6 declares, "I am the LORD, I change not." Immutability assures believers that God's promises, character, and saving purposes do not shift with cultural moods. He is not improved by time nor weakened by opposition. This stabilizes prayer, worship, and hope in a world of constant change.

Isaiah 6:3 records the seraphim crying, "Holy, holy, holy, is the LORD of hosts: the whole earth is full of his glory." Holiness is not merely one attribute among many; it is the perfection of all God's moral excellencies. God's love is holy love; His justice is holy justice. To know God is to know Him as thrice-holy and utterly separate from sin.

Moses asks in Deuteronomy 4:39, "Know therefore this day, and consider it in thine heart, that the LORD he is God in heaven above, and upon the earth beneath: there is none else." Biblical theism insists that God alone is eternal, self-existent, and worthy of ultimate worship. Every attribute affirmed about God in Scripture is true of the whole Godhead and distinguishes Him from creation.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Anthropology vs. Evolutionary Naturalism**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Jude 3-4**. Contend earnestly for the faith once delivered. Apologetics and ecclesial vigilance belong together—false teachers creep in unnoticed. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**1 Peter 2:4-10** complements the lesson theme: Believers are living stones in a spiritual house, a holy priesthood offering spiritual sacrifices. Ecclesiology and identity merge in worship language. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Anthropology vs. Evolutionary Naturalism** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Anthropology vs. Evolutionary Naturalism**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Anthropology vs. Evolutionary Naturalism** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Anthropology vs. Evolutionary Naturalism** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 6 Summary:** We examined **Anthropology vs. Evolutionary Naturalism** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*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.

## 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.

## 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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# TH-117 — Lesson 7: Disability, Aging, and Dignity

## Introduction

Welcome to Lesson 7 of **Anthropology I: Image of God & Human Dignity**. In this session we examine **Disability, Aging, and Dignity**—a topic essential for faithful ministry in the Twice Born

Ministry Bible School curriculum. This course belongs to the **Anthropology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Disability, Aging, and Dignity** did not emerge in a vacuum. The Nicene-Constantinopolitan Creed (381) crystallized Trinitarian grammar under fire from Arian and Macedonian errors. Medieval scholastics like Anselm and Aquinas reflected on God's attributes using philosophical categories, yet evangelical theology returns always to exegetical foundations. Modern liberalism redefined God immanently without holiness; evangelical theism recovers transcendence and immanence together.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### Main Theme: Disability, Aging, and Dignity

Moses asks in Deuteronomy 4:39, "Know therefore this day, and consider it in thine heart, that the LORD he is God in heaven above, and upon the earth beneath: there is none else." Biblical theism insists that God alone is eternal, self-existent, and worthy of ultimate worship. Every attribute affirmed about God in Scripture is true of the whole Godhead and distinguishes Him from creation.

Isaiah 6:3 records the seraphim crying, "Holy, holy, holy, is the LORD of hosts: the whole earth is full of his glory." Holiness is not merely one attribute among many; it is the perfection of all God's moral excellencies. God's love is holy love; His justice is holy justice. To know God is to know Him as

thrice-holy and utterly separate from sin.

Malachi 3:6 declares, "I am the LORD, I change not." Immutability assures believers that God's promises, character, and saving purposes do not shift with cultural moods. He is not improved by time nor weakened by opposition. This stabilizes prayer, worship, and hope in a world of constant change.

#### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Disability, Aging, and Dignity**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Ephesians 1:3-14**. The triune God blesses, chooses, redeems, and seals according to His gracious will. This passage integrates election, adoption, and inheritance in doxological prose. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

### *Secondary Passage*

**1 Peter 2:4-10** complements the lesson theme: Believers are living stones in a spiritual house, a holy priesthood offering spiritual sacrifices. Ecclesiology and identity merge in worship language. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

### *Word Study Hint*

Select one theologically loaded term from **Disability, Aging, and Dignity** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Disability, Aging, and Dignity**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

**"Can't I just love Jesus without theology?"** To love Jesus is to love the real Christ, not a self-generated image. Doctrine describes who He is and what He has done. Superficial familiarity cannot sustain martyrs or missionaries.

**"What about contradictions?"** Apparent tensions (e.g., sovereignty and human responsibility) invite humble systematic reflection, not hasty rejection. The Bible is coherent; our finitude is the limit.

Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Disability, Aging, and Dignity** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

**Local church:** Discuss the lesson in Sunday school or small group. Teach one insight to a newer believer without using unexplained jargon.

**Evangelism:** Prepare a 60-second explanation connecting this doctrine to the gospel's bad news (sin) and good news (Christ crucified and risen).

**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Disability, Aging, and Dignity** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 7 Summary:** We examined **Disability, Aging, and Dignity** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*Soli Deo gloria.*

## Historical Figure Spotlight

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

## Worship Integration

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

## Historical Figure Spotlight

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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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# TH-117 — Lesson 8: Anthropology in Bioethics Introduction

## Introduction

Welcome to Lesson 8 of **Anthropology I: Image of God & Human Dignity**. In this session we examine **Anthropology in Bioethics Introduction**—a topic essential for faithful ministry in the Twice Born Ministry Bible School curriculum. This course belongs to the **Anthropology** track and assumes completion of BS-FND-100 (Introduction to Bible School), with the King James Version as our primary study text unless otherwise noted.

Systematic theology serves the local church. We study doctrine not to win arguments in abstraction but to love Christ more deeply, preach more accurately, counsel more wisely, and defend the faith with gentleness and reverence (1 Peter 3:15). Each lesson builds toward measurable outcomes: biblical literacy, doctrinal clarity, and ministry readiness.

Before proceeding, pray for illumination. Ask the Holy Spirit—the divine Author who inspired Scripture—to guide your understanding. Read assigned passages aloud when possible. Take notes in a dedicated theology journal; you will use these notes for assignments, quizzes, and your final integrative exam.

## Historical and Theological Context

**Anthropology in Bioethics Introduction** did not emerge in a vacuum. The Nicene-Constantinopolitan Creed (381) crystallized Trinitarian grammar under fire from Arian and Macedonian errors. Medieval scholastics like Anselm and Aquinas reflected on God's attributes using philosophical categories, yet evangelical theology returns always to exegetical foundations. Modern liberalism redefined God immanently without holiness; evangelical theism recovers transcendence and immanence together.

When reading secondary sources—including standard systematic theologies in the Grudem, Ryrie, and Chafer traditions—always verify claims by exegesis. Tradition may inform; Scripture judges. The Twice Born Ministry approach welcomes helpful summaries while insisting that confessional statements remain servants, not masters, of the biblical text.

Students should note how cultural pressures reshape doctrinal debates. In every era, the church faces temptation to soften uncomfortable truths—hell, sin, exclusivity of Christ, biblical authority. Historical study strengthens courage: saints before us contended for the faith once delivered (Jude 3) under worse conditions than most Western students face today.

## Core Teaching

### ### Main Theme: Anthropology in Bioethics Introduction

Moses asks in Deuteronomy 4:39, "Know therefore this day, and consider it in thine heart, that the LORD he is God in heaven above, and upon the earth beneath: there is none else." Biblical theism insists that God alone is eternal, self-existent, and worthy of ultimate worship. Every attribute affirmed about God in Scripture is true of the whole Godhead and distinguishes Him from creation.

Malachi 3:6 declares, "I am the LORD, I change not." Immutability assures believers that God's promises, character, and saving purposes do not shift with cultural moods. He is not improved by time nor weakened by opposition. This stabilizes prayer, worship, and hope in a world of constant change.

Isaiah 6:3 records the seraphim crying, "Holy, holy, holy, is the LORD of hosts: the whole earth is full of his glory." Holiness is not merely one attribute among many; it is the perfection of all God's moral excellencies. God's love is holy love; His justice is holy justice. To know God is to know Him as thrice-holy and utterly separate from sin.

### ### Systematic Connections

Doctrine is interconnected. A shift in bibliology eventually alters soteriology; a flawed Christology undermines assurance; pneumatology affects worship and ethics. As you study **Anthropology in Bioethics Introduction**, map at least three connections to other loci (doctrine areas). Use cross-references in a chain reference Bible or equivalent study tool.

Evangelical systematic theology organizes truth for teaching while preserving the biblical storyline. Dispensational and covenant theologians may disagree on ecclesiology and eschatology yet affirm Nicene Christology and Reformation soteriology. Charity in disagreement, clarity on essentials, and partnership in evangelism mark mature students.

## Exposition and Cross-References

### *Primary Passage Walkthrough*

Consider **Romans 1:16-17**. Paul is not ashamed of the gospel because it is God's power unto salvation. Righteousness is revealed from faith to faith—justification by faith stands as the article by which the church stands or falls. Read the paragraph aloud, noting verbs, connectives, and repeated words. Ask: Who is acting? What is promised? What response is commanded?

## Secondary Passage

**Hebrews 1:1-4** complements the lesson theme: God spoke by prophets, then by His Son who is heir of all things and exact impress of His person. Christology and revelation converge: the fullest word is a Person. Use the analogy of faith—Scripture interprets Scripture. Clearer passages illuminate harder ones; narrative, poetry, epistle, and apocalyptic each contribute distinct lenses.

## Word Study Hint

Select one theologically loaded term from **Anthropology in Bioethics Introduction** (e.g., grace, holiness, justification, church, revelation). Use a concordance to trace its usage across Testaments. Note semantic range but anchor meaning in the specific context of your primary passage. Avoid importing English connotations anachronistically.

## Common Questions and Objections

Students routinely ask hard questions when studying **Anthropology in Bioethics Introduction**. Pastoral theology addresses minds and hearts.

**"Isn't doctrine divisive?"** Division over pride is sin; division over truth is sometimes necessary (Romans 16:17-18). Unity without truth is mere sentiment. Pursue both biblical fidelity and Spirit-produced gentleness.

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Document one objection you have encountered in ministry or personal study. Answer it in 200 words using at least three scripture references. This exercise prepares you for the short-answer portions of module quizzes and the final exam.

## Application for Life and Ministry

Knowledge without obedience puffs up (1 Corinthians 8:1). **Anthropology in Bioethics Introduction** should change how you pray, preach, parent, counsel, and witness.

**Personal devotion:** Write a one-paragraph prayer responding to God's character and commands in this lesson. Identify one sin to mortify and one grace to cultivate.

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**Homeschool band:** Parents adapt concepts for age-appropriate catechism. High school students complete scripture memory; younger students draw storyline comics for narrative doctrines.

## Discussion Questions

How does **Anthropology in Bioethics Introduction** reshape your understanding of God, humanity, Christ, or the church?

Which scripture from this lesson is most convicting? Most comforting? Explain.

Where have you heard this doctrine distorted in popular culture or religious media?

What preaching or teaching error would correct application of this lesson prevent?

How would you explain this topic to a twelve-year-old believer? To a seminary-trained pastor?

## Summary and Memory Work

**Lesson 8 Summary:** We examined **Anthropology in Bioethics Introduction** through biblical exposition, historical theology, systematic connection, and ministry application. Truth learned must be truth lived.

**Memory Verse:** Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic.

**Preview:** In the next lesson, continue building the cumulative framework of this course. Review prior quiz questions before advancing—Tutor LMS progress assumes mastery at 70% or higher on assessments.

*Soli Deo gloria.*

## Supplemental Reading and Reflection

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

## Historical Figure Spotlight

Research one defender of orthodoxy related to this doctrine—Augustine, Athanasius, Luther, Calvin, Spurgeon, or a modern missionary martyr. Write 150 words on how their context shaped their

emphasis. Standing on their shoulders, we inherit confessions forged in controversy. Imitate their courage and Scripture saturation, not necessarily every cultural application.

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## Worship Integration

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

## Supplemental Reading and Reflection

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## Ministry Case Study

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## Appendix A — Assignments

### Week 01

## Week 01 Assignment — Reflection Journal

**Course:** TH-117 · Image of God & Human Dignity

**Week focus:** TH-117 — Lesson 1: Imago Dei: Image and Likeness

### Learning objective (Bloom's taxonomy)

Students will **analyze** course content from **TH-117 — Lesson 1: Imago Dei: Image and Likeness** with KJV integration and measurable evidence in the submission.

### Task

**Analyze:** Write a 300–500 word reflection on **TH-117 — Lesson 1: Imago Dei: Image and Likeness**. 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, Imago, Image

### Week 02

## Week 02 Assignment — Memory Verse Application

**Course:** TH-117 · Image of God & Human Dignity

**Week focus:** TH-117 — Lesson 2: Human Dignity and Sanctity of Life

## Learning objective (Bloom's taxonomy)

Students will **apply** course content from **TH-117 — Lesson 2: Human Dignity and Sanctity of Life** with KJV integration and measurable evidence in the submission.

### Task

**Apply:** Recite Memory Verse:\*\* Select one verse introduced this lesson. Write it on an index card; review daily until verbatim recall is automatic. 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, Human, Dignity

### Week 03

## Week 03 Assignment — Expository Outline

**Course:** TH-117 · Image of God & Human Dignity

**Week focus:** TH-117 — Lesson 3: Body-Soul Unity and Biblical Anthropology

## Learning objective (Bloom's taxonomy)

Students will **outline** course content from **TH-117 — Lesson 3: Body-Soul Unity and Biblical Anthropology** with KJV integration and measurable evidence in the submission.

### Task

**Outline:** Produce a structured outline (400+ words) for the main passage in **TH-117 — Lesson 3: Body-Soul Unity and Biblical Anthropology**. 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, Unity, Biblical

## Week 04

# Week 04 Assignment — Discussion Response

**Course:** TH-117 · Image of God & Human Dignity

**Week focus:** TH-117 — Lesson 4: Gender Design: Male and Female

## Learning objective (Bloom's taxonomy)

Students will **explain** course content from **TH-117 — Lesson 4: Gender Design: Male and Female** 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, Gender, Design

## Week 05

# Week 05 Assignment — Practical Ministry Step

**Course:** TH-117 · Image of God & Human Dignity

**Week focus:** TH-117 — Lesson 4: Gender Design: Male and Female

## Learning objective (Bloom's taxonomy)

Students will **demonstrate** course content from **TH-117 — Lesson 4: Gender Design: Male and Female** with KJV integration and measurable evidence in the submission.

## Task

**Demonstrate:** Complete one practical ministry action tied to **TH-117 — Lesson 4: Gender Design: Male and Female** (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:** TH-117 · Image of God & Human Dignity

**Week focus:** TH-117 — Lesson 5: Work, Rest, and Vocation

## Learning objective (Bloom's taxonomy)

Students will **construct** course content from **TH-117 — Lesson 5: Work, Rest, and Vocation** 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, Vocation

## Week 07

## Week 07 Assignment — Cross-Reference Study

**Course:** TH-117 · Image of God & Human Dignity

**Week focus:** TH-117 — Lesson 6: Anthropology vs. Evolutionary Naturalism

## Learning objective (Bloom's taxonomy)

Students will **compare** course content from **TH-117 — Lesson 6: Anthropology vs. Evolutionary Naturalism** with KJV integration and measurable evidence in the submission.

## Task

**Compare:** Find three cross-references that illuminate **TH-117 — Lesson 6: Anthropology vs. Evolutionary Naturalism**. 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, Anthropology, Evolutionary

## Week 08

# Week 08 Assignment — Historical Context Brief

**Course:** TH-117 · Image of God & Human Dignity

**Week focus:** TH-117 — Lesson 7: Disability, Aging, and Dignity

## Learning objective (Bloom's taxonomy)

Students will **describe** course content from **TH-117 — Lesson 7: Disability, Aging, and Dignity** with KJV integration and measurable evidence in the submission.

## Task

**Describe:** Write 350 words on historical/literary context for **TH-117 — Lesson 7: Disability, Aging, and Dignity**. 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, Disability, Aging

## Week 09

# Week 09 Assignment — Christological Connection Essay

**Course:** TH-117 · Image of God & Human Dignity

**Week focus:** TH-117 — Lesson 8: Anthropology in Bioethics Introduction

## Learning objective (Bloom's taxonomy)

Students will **evaluate** course content from **TH-117 — Lesson 8: Anthropology in Bioethics Introduction** with KJV integration and measurable evidence in the submission.

## Task

**Evaluate:** Explain how **TH-117 — Lesson 8: Anthropology in Bioethics Introduction** 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, Anthropology, Bioethics

## Week 10

# Week 10 Assignment — Teaching Prep

**Course:** TH-117 · Image of God & Human Dignity

**Week focus:** TH-117 — Lesson 8: Anthropology in Bioethics Introduction

## Learning objective (Bloom's taxonomy)

Students will **design** course content from **TH-117 — Lesson 8: Anthropology in Bioethics Introduction** with KJV integration and measurable evidence in the submission.

## Task

**Design:** Prepare a 5-minute teaching outline for **TH-117 — Lesson 8: Anthropology in Bioethics Introduction** 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, Anthropology, Bioethics

## Week 11

# Week 11 Assignment — Integration & Review

**Course:** TH-117 · Image of God & Human Dignity

**Week focus:** TH-117 — Lesson 8: Anthropology in Bioethics Introduction

## Learning objective (Bloom's taxonomy)

Students will **synthesize** course content from **TH-117 — Lesson 8: Anthropology in Bioethics Introduction** with KJV integration and measurable evidence in the submission.

## Task

**Synthesize:** Synthesize the top five themes from Image of God & Human Dignity. 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, Anthropology, Bioethics

## Week 12

# Creative Ministry Project — TH-117

**Course:** Anthropology I: Image of God & Human Dignity

**Code:** TH-117

## 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 TH-117.

**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 — TH-117

**Course:** Anthropology I: Image of God & Human Dignity

**Code:** TH-117

## 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 TH-117.

**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)