

## **CHRISTIAN EVIDENCES**

### Course Expectations

This course will examine the evidence for the validity of the Christian religion. Specific areas of emphasis will include evidence for:

- A Supreme Being God who created all things.
- The inspiration of the Bible, which reveals the true nature of God.
- Jesus of Nazareth being the Son of God.

The goals of this course are to:

- Show that belief in God, the Bible, and Jesus is very reasonable based on the available evidence.
- Encourage your belief in Christianity.
- Enable you to share this evidence with others.

My expectations of you are:

- Carefully consider the questions that are handed out for each lesson and come prepared to discuss them.
- To do considerable research on your own to prepare for class. Plan your preparation time accordingly.
- If you miss a class, you should find out what we covered and be prepared to pick where the class stopped.
- Keep the finished lessons for future use (e.g., in a three-ring binder).

Special notes to parents of teenagers in the class:

- I find typical pre-printed Bible class materials to be too shallow for the age of their intended audience. That is why I develop most of my own handouts.
- The handouts tend to be very light on reading material and heavy on challenging questions that encourage students to think.
- That combination means students are expected to supply and use their own study aids to research answers to the questions, just like in public school.
- Depending on their maturity, study habits, and knowledge of available aids, they will likely need your help and encouragement. That is to be expected.
- I may provide material written by others. I try to be careful, but that material is not guaranteed to be 100% true. The same certainly can be said about any outside material students may encounter in their research. I will point out false doctrine whenever I can. You may need to do the same.
  - Ken Ham's book "The New Answer Book #1" is provided as a supplement.
- I am honored and am looking forward to offering this course topic to your children. Personally, I view it as very foundational to a stable Christian life, especially in our modern, secular world.

## CHRISTIAN EVIDENCES

### Lesson 1 – Introduction

The subject of Christian evidences is a very broad one with multiple facets, special vocabulary, and other distinctive features. In this introductory lesson, we'll examine some of them.

1. Define the following terms:
  - a. Evidence
    - i. anything presented in support of an assertion. This support may be strong or weak. The strongest type of evidence is that which provides direct proof of the truth of an assertion.
  - b. Christian evidences
    - i. Anything presented in support of various aspects of the Christian religion
      1. There is a God
      2. The Bible is God's Word
      3. Jesus Christ is God's Son
  - c. Apology
    - i. Saying you're sorry
  - d. Apologetics
    - i. Not an apology, but reasoned arguments or writings in justification of something, typically a theory or religious doctrine.
2. It has been said that acceptance of evidence depends on the 1) weight of the evidence, 2) clearness of the presentation, 3) honesty of the hearer, 4) ability of the hearer to evaluate the evidence, and 5) background prejudices of the hearer. Which of these do we have some control over as hearers? As speakers?
  - a. Control as hearers – 3, 4, 5
  - b. Control as speakers – 1, 2
3. Define "worldview". Briefly summarize and contrast the following major worldviews:
  - a. Atheism – belief there is no kind of God or Supreme Being
  - b. Agnosticism – uncertain belief, may/may not be a God
  - c. Theism – belief in some kind of God/Supreme Being
4. Define "values" and "ethics". Briefly summarize and contrast the following major value systems:
  - a. Values
    - i. Collection of what is important to oneself, family, culture
  - b. Ethics
    - i. Standards of right and wrong, moral behavior
  - c. Naturalism
    - i. In philosophy, naturalism is the "idea or belief that only natural laws and forces operate in the world." Adherents of naturalism assert that natural

laws are the rules that govern the structure and behavior of the natural universe, that the changing universe at every stage is a product of these laws.

- d. Secular humanism
    - i. A philosophy or life stance that embraces human reason, secular ethics, and philosophical naturalism while specifically rejecting religious dogma, supernaturalism, and superstition as the basis of morality and decision making.
  - e. Judeo-Christian ethics
    - i. A common Judeo-Christian ethics or Judeo-Christian values underpins American politics, law and morals based on the influence of the Hebrew Bible and the New Testament on one's system of values, laws and ethical code.
5. How is our worldview and values/ethics related to our view of the supernatural and our behavior?  
Whether there is a "higher power" that sets the standards of right/wrong and holds us accountable for following those standards
6. What responsibilities does a Christian have toward evidences (John 8:32; Phil. 1:17; I Thess. 5:21; I Pet. 3:15; 1 John 4:1; Jude 3)?  
Investigate, hear, learn, know the "truth"
7. Answer the following
- a. What is "faith"?
    - i. Belief, confidence, trust
  - b. What is "blind faith"?
    - i. one without evidence (e.g., "just because my parents said so:")
  - c. What are the dangers of "blind faith"?
    - i. Could easily be misled or wrong
8. Define "science" and the "scientific method". Why do some claim science and the Bible are incompatible with science being fact based and the Bible being faith based?
- a. Science - the intellectual and practical activity encompassing the systematic study of the structure and behavior of the physical and natural world through observation and experiment.
  - b. Scientific method - a method of procedure that has characterized natural science since the 17th century, consisting in systematic observation, measurement, and experiment, and the formulation, testing, and modification of hypotheses.
  - c. Why – don't understand that science includes assumptions, unproven "faith" and that there can be scientific basis for religious faith.
9. What questions would you like us to discuss during this course?

## CHRISTIAN EVIDENCES

### Lesson 2 – Pre-assessment

You will encounter many people (teachers, friends, co-workers), movies/TV shows, and books that say things about God, the Bible, and Jesus which are different from what you may have heard in church and/or what you believe. Let's discuss how you would answer the following questions. If you struggle with them, don't worry. One of the primary goals of the course is to give you information and evidence to answer them confidently.

1. Scientists say earth is +4 billion years old. How can you believe it was created only thousands of years ago?
2. Scientists say life came from non-living matter by natural processes in an ancient, primordial sea. How can you believe it was created supernaturally?
3. Scientists say the fossil record shows a steady transition from deeply buried, simple forms to shallowly buried more complex forms, indicating that evolution occurred over a long time. How can you believe all plants/animals were created in one week?
4. Scientists say fossil evidence has been found showing that apes evolved into men (e.g., Java man, "Lucy", Neanderthal man). How can you believe man was created?
5. How can you believe in an all-powerful and all-good God when there is suffering and evil in the world He allegedly created?
6. Skeptics say the Bible contains numerous errors, absurdities, and inconsistencies. How can you believe it came from God?
7. Scientists say there is no way all the animal species could fit and survive inside a primitive boat for a year. How can you believe the Bible "myth" of Noah and the ark?
8. Since the Bible is so old that we don't have any of the original copies, how can you believe today's version is still reliable?
9. Skeptics say Jesus of Nazareth never existed or was an ordinary man like you and me. How can you believe He was the promised Messiah, the Son of God?
10. Skeptics say Jesus faked His death and/or the disciples stole His body. How can you believe He was resurrected?
11. How can the Bible which was written thousands of years ago still be relevant in our modern era?

## CHRISTIAN EVIDENCES

### Lesson 3 – Introduction to “God Is”

The first major section of Christian Evidences focuses on the existence of a Supreme Being. Classically, there are many philosophical arguments for the existence of such a being. But most modern arguments center around creation versus evolution.

1. In lesson 1, we discussed the scientific method (hypothesis/experimentation).
  - a. Can this method “prove” the occurrence of historical persons or events?
    - i. No
  - b. How can we believe in the existence of people/events 1000’s of years ago?
    - i. Weight of historical evidence, writings, some degree of scientific/forensic evaluation
  - c. Does this mean the study of history is “unscientific”?
    - i. No. Science involved. Just can have a modern experiment “prove” what happened historically
2. Define the following:
  - a. God
    - i. a superhuman being or spirit worshiped as having power over nature or human fortunes; a deity. (typ. polytheistic religions)
    - ii. the creator and ruler of the universe and source of all moral authority; the supreme being. (typ. monotheistic religions)
  - b. Polytheism
    - i. belief that many gods or goddesses exist, sometimes known as paganism (e.g., Hinduism)
  - c. Monotheism
    - i. belief that only one god exists (e.g., Christians, Muslims, Jews)
  - d. Pantheism
    - i. god and the universe are the same
  - e. Deism
    - i. belief that god(s) exist, but that they do not take part in our lives
  - f. Ditheism
    - i. belief that two gods exist and they are both equal, typically one good and the other evil (e.g., Wicca)
  - g. Maltheism — that god or the gods are evil (some kinds of Gnostics believing matter is evil)
3. Without special revelation, can we know the nature of deity (one God or many gods, male/female/neuter, good/evil, alive/dead, concerned/indifferent toward mankind)?
  - a. No
4. Psalms 19:1-14 says we can learn about God through what two ways?
  - a. Natural revelation (a.k.a. nature)

- b. Special revelation (a.k.a. God's Word)
5. Which of these two categories does Acts 14:15-17 and Rom. 1:18-23 fit into?
- a. Natural revelation
6. Briefly describe the following explanations offered for the origin of the universe, earth, life, and man.
- a. Natural Evolution
    - i. More than just "change"
      - 1. Transformation from one kind to another
    - ii. Stellar evolution – Stars, sun, earth/moon
      - 1. +14 Bya Nothing, big bang, expanding universe, stars
      - 2. Sun - Solar system coalescing out of dust,
      - 3. +4 Bya hot earth, moon
      - 4. Cooled to form global ocean
    - iii. Chemical evolution – life from non-life in a primordial ocean
    - iv. Biological evolution – molecules to man via mutations, natural selection, survival of the fittest
      - 1. Marine life
      - 2. Land plants
      - 3. Land animals
      - 4. Birds
      - 5. Man
  - b. Creation/Global Flood ("young earth creationism")
    - i. In the beginning God
    - ii. Watery chaos in the dark
    - iii. Day 1 Light
    - iv. Day 2 Watery above/below firmament separated
    - v. Day 3 Dry land, land plants
    - vi. Day 4 Sun, moon, stars
    - vii. Day 5 Marine life, birds
    - viii. Day 6 Land animals, man, Garden of Eden, Eve
  - c. Theistic Evolution ("old earth creationism")
    - i. Gap Theory of relative recent ruin & reconstruction Gen. 1:1-2
    - ii. Progressive creation – sudden bursts of creation over long static time periods
    - iii. Day-Age Theory - Figurative "days" of multi-million-year epochs
7. Briefly contrast these three models in terms of:
- a. Starting state (a.k.a. "In the beginning...")?
  - b. Starting Time?
  - c. Sequence/time spans?
  - d. Primary acting force(s)?
  - e. Time spans?
  - f. Other contrasts?



Aspect	Natural Evolution	Young Earth Creationism	Old Earth Creat.- Gap Theory	Old Earth Creat.- Progressive	Old Earth Creat.- Day-Age
Starting State	Nothing	God/heaven Darkness Watery chaos	God/heaven	Same	Same
Starting Time	+14 Bya	10 to +6 Kya	+14 Bya	Same	Same
Sequence	Stars Sun +4B Earth/moon hot/dry Oceans Marine life Land plants Land animals Birds +2M Man	D1. Light D2. Water separated, oceans D3. Dry land Land plants D4. Sun, moon, stars D5. Marine life Birds D6. Land animals Man Later Global Flood	Creation of heavens (universe) and earth Gap until ~10-6 Kya Recreation in 6 literal days	Long natural epochs with literal 1 day creation periods between	Figurative days being long epochs with slow "creation" process (God-guided evolution)
Primary Force	Big bang/physics, chemistry, mutations, natural selection	God Natural laws	God Natural laws	Same	God (minor) physics, mutations, natural selection
Other Contrasts	Slow Abiogenesis (life from non-life) Many transitions between kinds Common ancestors Ongoing Imperfect & improving	Fast No transition between kinds Mature (apparent age) Common Creator Finished Perfect & winding down			



## CHRISTIAN EVIDENCES

### Lesson 4 – The Origin of Life

In this lesson, we'll examine the evidence for the complexity of "simple" life and what might be responsible for its origin. Read the following in addition to other research you may do:

- Ham Ch. 1 "Is There Really a God?"

1. What characteristics would you say are needed to classify an object as "living"?
  - a. Consist of one or more cells (a basic structural, functional, biological building block) distinguishing self from the external environment
  - b. Maintain homeostasis (active cell membrane restricting/enabling exchange with environment)
  - c. Undergo metabolism (feed, produce energy, expel waste products)
  - d. Reproduce (mitosis cellular division)
  - e. Respond to environment (sensors, relays, actuators)?
2. What are the following in cells and what do they do?
  - a. Proteins
    - i. Large, complex molecules that play many critical roles in the body. They do most of the work in cells and are required for the structure, function, and regulation of the body's tissues and organs.
    - ii. Proteins are large size molecules (macromolecules), polymers of structural units called amino acids. A total of 20 different amino acids exist in proteins and hundreds to thousands of these amino acids are attached to each other in long chains to form a protein.
  - b. Ribosomes
    - i. A complex macromolecular machine, found within all living cells, that serves as the site of biological protein synthesis. Ribosomes link amino acids together in the order specified by messenger RNA molecules.
  - c. RNA
    - i. Ribonucleic acid is a polymeric molecule essential in various biological roles in coding, decoding, regulation and expression of genes.
  - d. Gene
    - i. a sequence of nucleotides in DNA or RNA that encodes the synthesis of a gene product, either RNA or protein.
  - e. DNA
    - i. deoxyribonucleic acid, a self-replicating material which is present in nearly all living organisms as the main constituent of chromosomes. It is the carrier of genetic information.
  - f. Nucleotide
    - i. The basic structural units of nucleic acids. The five types (bases) are adenine, guanine, cytosine, thymine, and uracil, which have the symbols A, G, C, T, and U, respectively

3. How many nucleotides (base pairs) are in the DNA of a typical "simple" bacteria like E. coli?
  - a. The genome of E. coli (sequenced in 1997) is about 4 million base pairs with about 3000 genes.
  
4. To get some idea of the complexity of life, view the following (or find similar ones on the Internet)
  - a. <https://www.youtube.com/watch?v=Tfy1mOT-gEQ>
  - b. <https://www.youtube.com/watch?v=oefAI2x2CQM>
  - c. <https://www.youtube.com/watch?v=WFCvkkDSfIU>
  
5. How much of this complexity must be fully functional in order for life to exist?
  - a. All of it
  
6. Define Irreducible Complexity and how it relates to the origin of life?
  - a. certain biological systems cannot evolve by successive small modifications to pre-existing functional systems through natural selection.
  
7. Define the following alternative explanations offered for the origin of life:
  - a. Spontaneous generation
    - i. an obsolete body of thought on the ordinary formation of living organisms without descent from similar organisms. The theory of spontaneous generation held that living creatures could arise from nonliving matter and that such processes were commonplace and regular.
  - b. Abiogenesis
    - i. the natural process by which life has arisen from non-living matter, such as simple organic compounds.
  - c. Panspermia
    - i. The hypothesis that life exists throughout the Universe, distributed by space dust, meteoroids, asteroids, comets, planetoids, and also by spacecraft carrying unintended contamination by microorganisms.
  - d. Intelligent Design (note: you may detect a bias based on public/Internet sources?)
    - i. Intelligent design is a pseudoscientific argument for the existence of God, presented by its proponents as "an evidence-based scientific theory about life's origins".
    - ii. Proponents claim that "certain features of the universe and of living things are best explained by an intelligent cause, not an undirected process such as natural selection."
  
8. Which offered explanation better explains this complexity? Which requires the most faith?

## CHRISTIAN EVIDENCES

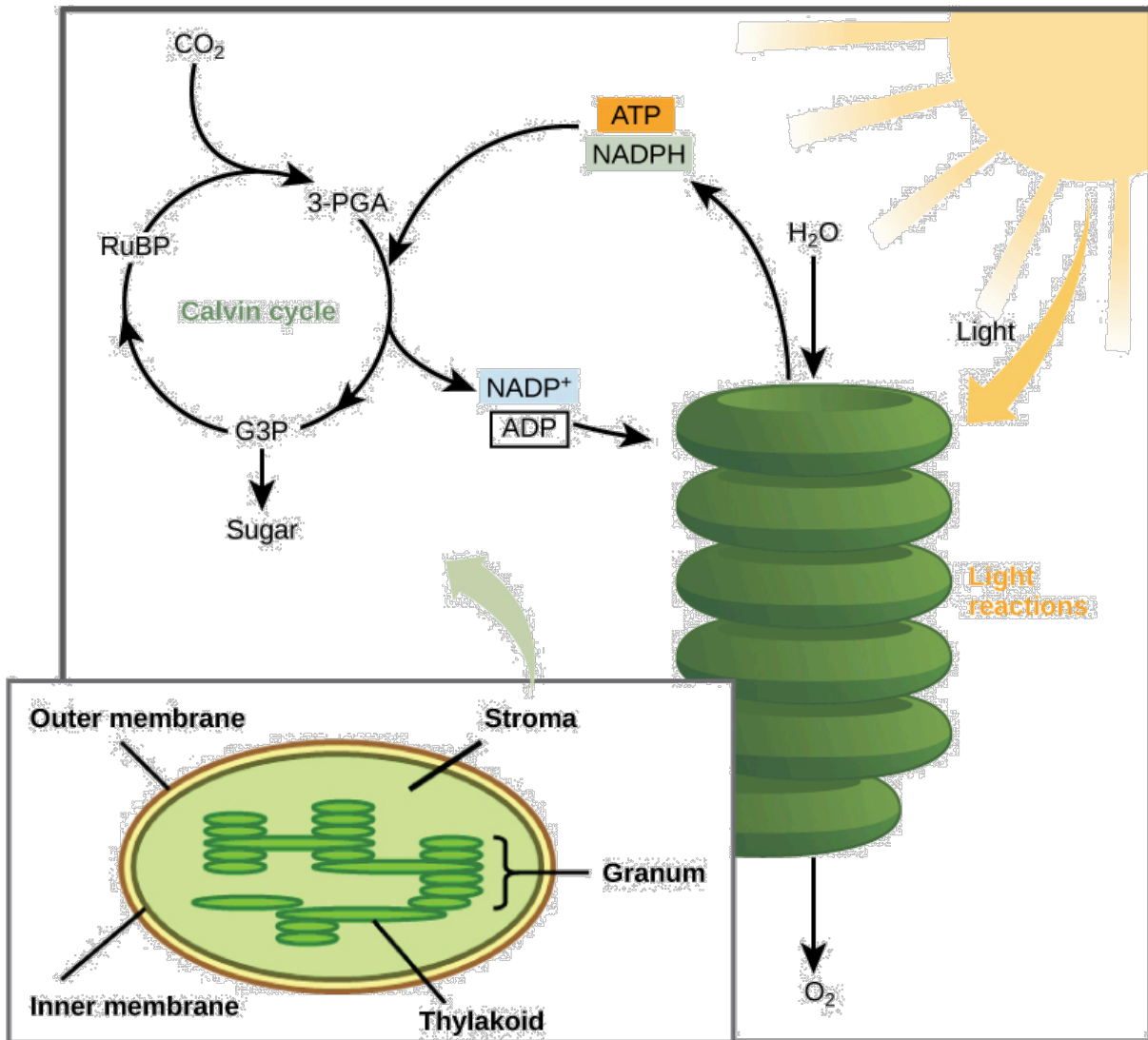
### Lesson 5 – Diversification of Life

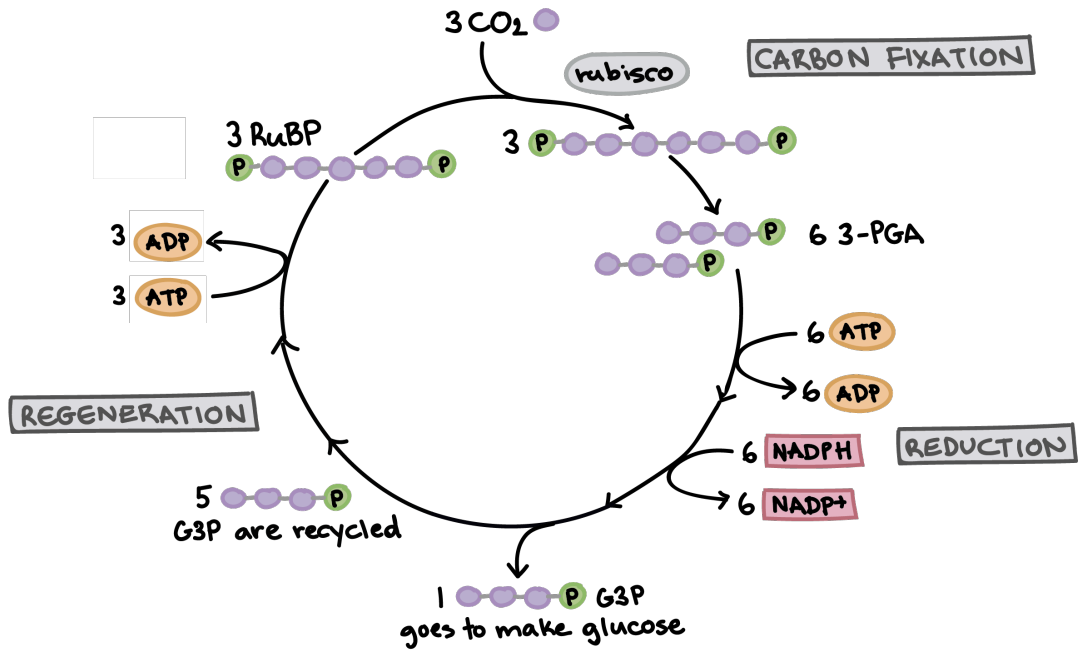
Next, we'll examine the complexity of various lifeforms and what might be responsible for their origin. Read the following in addition to other research you may do:

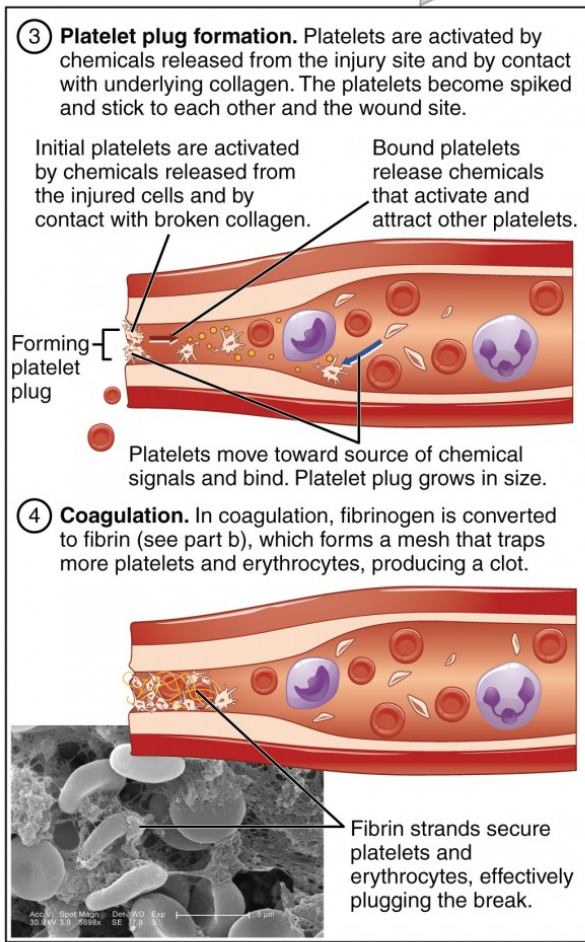
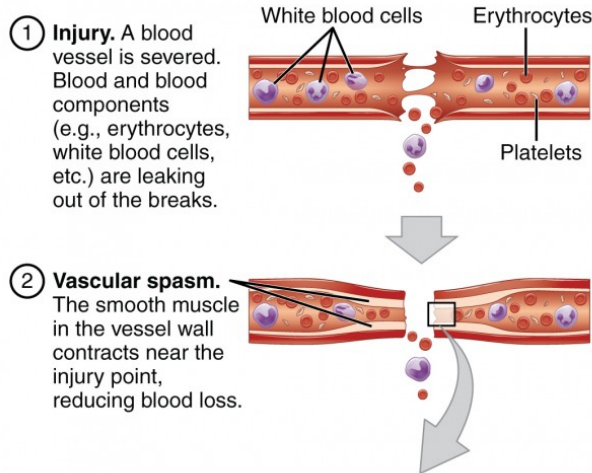
- Ham Ch. 22 "Is Natural Selection the Same Thing as Evolution?"
1. Describe the complexity needed to add the following biological processes to a hypothetical "simple" ancient lifeform:
    - a. Motion (e.g., bacteria's flagellum per <https://www.youtube.com/watch?v=NaVoGfSSSV8>
      - i. A molecular motor with a minimum number of protein components, perhaps 30, are required to produce a working biological function.
      - ii. Associated with sensing and controls
    - b. Multi-cell organism
      - i. Yet another boundary layer
      - ii. Dependencies
      - iii. Reproduction
    - c. Photosynthesis per <https://www.youtube.com/watch?v=gW3fuILye2M>
      - i. Leaf structure
      - ii. Cell chlorophyll molecules to convert light into chemical energy with over 80 atoms requiring 18 enzymes to make
      - iii. Calvin cycle to use the energy to convert CO<sub>2</sub> into sugar (food)
    - d. Circulation, blood clotting, and coagulation cascade per <https://www.khanacademy.org/science/health-and-medicine/advanced-hematologic-system/hematologic-system-introduction/v/how-do-we-make-blood-clots> and <https://www.khanacademy.org/science/health-and-medicine/advanced-hematologic-system/hematologic-system-introduction/v/coagulation-cascade>
      - i. Pump, pipes, power, sensors, controls
      - ii. Vessel constriction, platelets stick to the collagen fibers on the wall
      - iii. 12 enzymes called clotting factors react "and the mechanism that occurs is very complex"
    - e. Bombardier beetle defense mechanism per <https://www.youtube.com/watch?v=IKM9yoQ3Wug>
      - i. Production of three separate chemicals, storage, valve, reaction chamber with an aiming mechanism of sensors, control, nerves, muscles
  2. Can you think of other equally complex processes you'd like to research and tell us about (like adding an exoskeleton, being endothermic, adding vision, switching cell reproduction from mitosis to meiosis)?
  3. The following alternative explanations are offered for the origin of this complexity:
    - a. Lamarckism or Lamarckian inheritance
      - i. Describe this mechanism.

1. an organism can pass on to its offspring physical characteristics that the parent organism acquired through use or disuse during its lifetime (e.g., muscles, tanned skin, giraffe's stretched neck)
- ii. Why is it not generally accepted today?
  1. Inheritance is via genetics, not acquired characteristics
- b. Natural selection or survival of the fittest
  - i. Describe this mechanism and what causes it.
    1. the process whereby organisms better adapted to their environment tend to survive and produce more offspring.
    2. now believed to be the main process that brings about evolution.
  - ii. Give two examples of it.
    1. Domestic dogs
    2. Antibiotic resistance in bacteria
    3. English moths before/during/after industrial revolution
  - iii. What are its limitations?
    1. Does not create new genetic material, merely shuffles the probability of occurrence
- c. Genetic mutations
  - i. Describe this mechanism and what causes it.
    1. a random and permanent alteration in the DNA sequence that makes up a gene. Mutations range in size; they can affect anywhere from a single DNA building block (base pair) to a large segment of a chromosome that includes multiple genes
    2. Caused by external factors (environmental radiation/chemicals) and/or internal factors (errors in copying DNA during reproduction)
  - ii. Give four examples of it.
    1. Sickle cell anemia
    2. Color blindness
    3. Down's Syndrome
    4. Shetland pony
    5. Autism
  - iii. What are its limitations?
    1. Normally very rare
    2. Usually harmful (like random changes to computer code), especially for major changes sufficient to give the organism an evolutionary advantage
    3. Not directional
    4. Accumulated genetic burden (shorter lifespans in the Bible over time?)
    5. Can't account for complex, interdependent characteristics
  - iv. Do cells have built-in mechanisms to prevent or reverse a mutation per the following? <https://www.khanacademy.org/science/high-school-biology/hs-molecular-genetics/hs-discovery-and-structure-of-dna/a/dna-proofreading-and-repair>

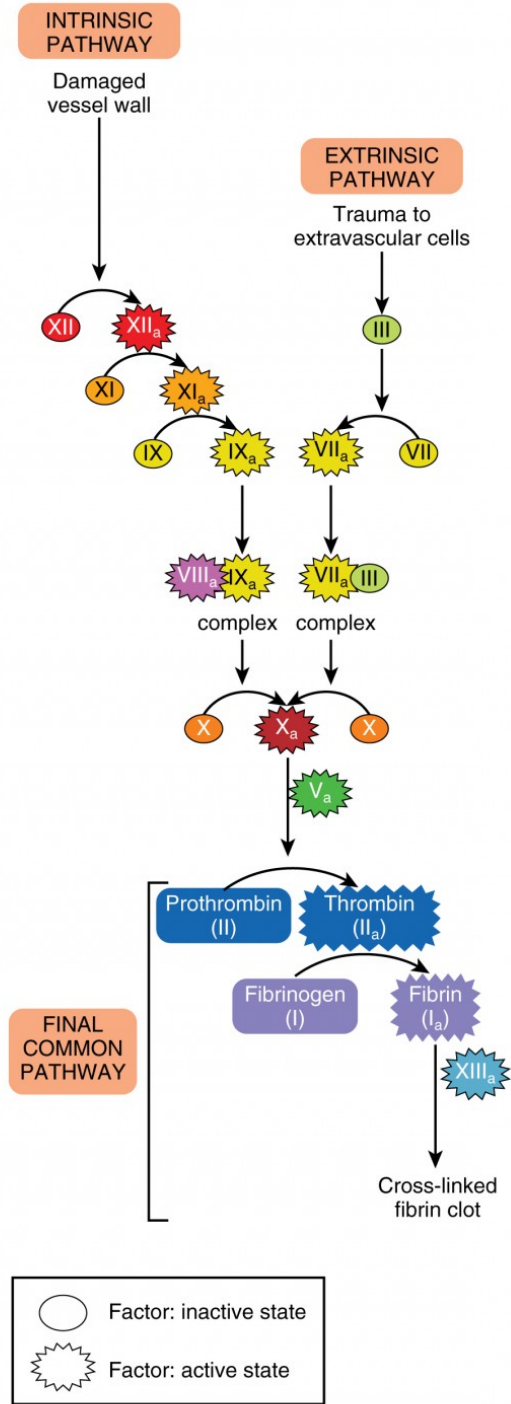
- d. Creation followed by natural selection within kinds per Edward Blyth (1810-1873)
    - i. Describe this mechanism
4. Which offered explanation better explains this complexity? Which requires the most faith?
  - a. Better – Intelligent Design
  - b. Most faith – random mutations
5. Discuss the following quotation:
  - a. "If it could be demonstrated that any complex organ existed which could not possibly have been formed by numerous, successive, slight modifications, my theory would absolutely break down." --Charles Darwin, Origin of Species
6. Regarding the change of one lifeform (plant, animal) into another:
  - a. Define "species"
    - i. a group of living organisms consisting of similar individuals capable of exchanging genes or interbreeding.
  - b. Define Biblical "kind" (Gen. 1)
    - i. A broad term for a class of lifeforms (e.g., birds, cattle, wolf/dog kind)
  - c. Have we observed the origin of new species? New kinds?
    - i. Yes (domesticated dogs)
    - ii. No







(a) The general steps of clotting



(b) Fibrin synthesis cascade



## CHRISTIAN EVIDENCES

### Lesson 6 – Evidence for Evolution?

Having examined the complexity of the origin and diversification of life, next we'll look at various evidence offered in support of different types of evolution (stellar, chemical, biological). Read the following in addition to other research you may do:

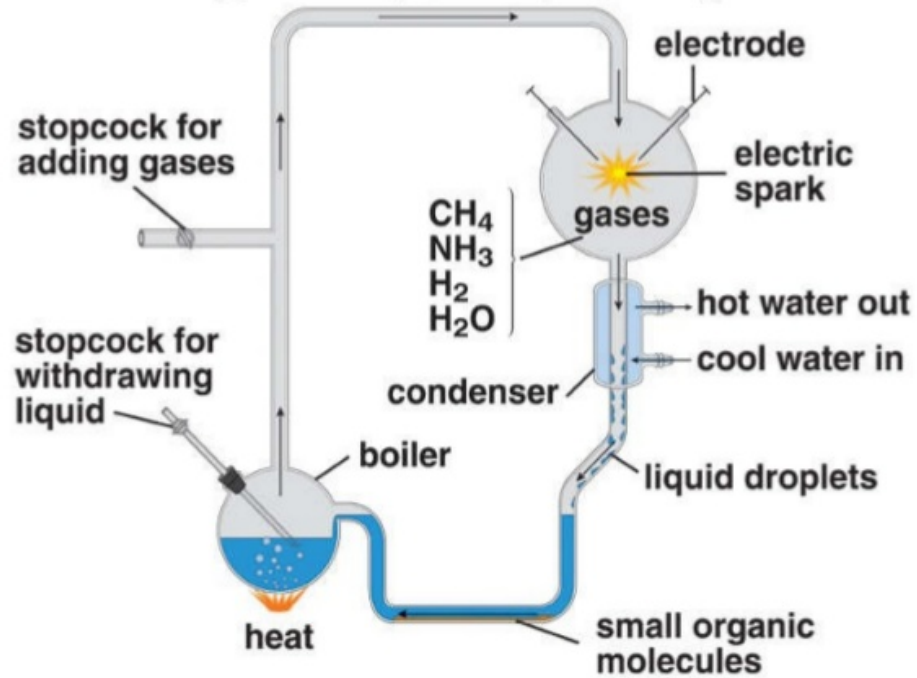
- Ham Ch. 23 "Hasn't Evolution Been Proven True?"

1. Many people believe the "Big Bang" is unquestionably explains the origin of the universe via purely natural means.
  - a. What is the Big Bang theory?
    - i. The universe began as a very hot, small, and dense superforce (the mix of the four fundamental forces), with no stars, atoms, form, or structure (called a "singularity"). Then about 13.8 billion years ago,[1] space expanded very quickly (thus the name "Big Bang"). This started the formation of atoms, which eventually led to the formation of stars and galaxies. It was Georges Lemaître who first noted (in 1927) that an expanding universe could be traced back in time to an originating single point. The universe is still expanding today, and getting colder as well.
  - b. Search the Internet using the term "Problems with the Big Bang theory". How many scientific (not creationist) websites list such problems? Which site lists the most problems?
    - i. <https://science.howstuffworks.com/dictionary/astronomy-terms/big-bang-theory7.htm>
    - ii. [https://www.realclearscience.com/blog/2016/05/three\\_problems\\_with\\_the\\_big\\_bang.html](https://www.realclearscience.com/blog/2016/05/three_problems_with_the_big_bang.html)
    - iii. <https://blogs.scientificamerican.com/observations/cosmology-has-some-big-problems/>
      1. "This well-known story is usually taken as a self-evident scientific fact, despite the relative lack of empirical evidence—and despite a steady crop of discrepancies arising with observations of the distant universe.
    - iv. <https://www.spaceandmotion.com/cosmology/top-30-problems-big-bang-theory.htm> "top 30"
  - c. Is the Bible consistent with an expanding universe per Psalm 104:2; Isaiah 42:5; Isaiah 44:24; and Jeremiah 10:12)
    - i. Yes – "stretch out the heavens"  
<https://www.blueletterbible.org/lang/lexicon/lexicon.cfm?Strongs=H5186&t=KJV>
  - d. How much faith is needed to accept an explanation that all the matter and energy in the universe came from nothing?
2. Many people believe the "Miller experiment" proves life can easily arise from non-life via purely natural means.

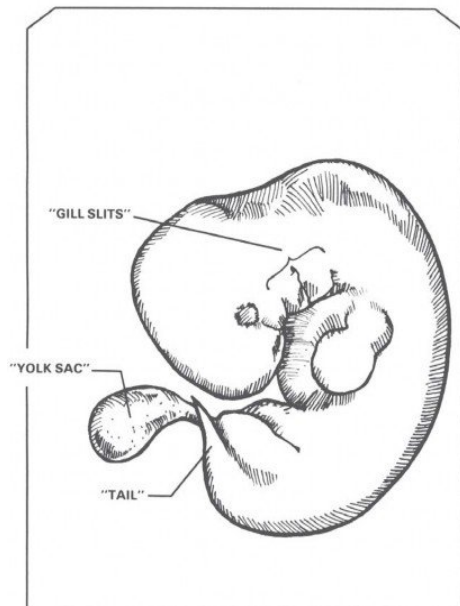
- a. What was the experiment conducted by Stanley Miller and Harold Urey in 1953?
    - i. The Miller–Urey experiment (or Miller experiment) was a chemical experiment that simulated the conditions thought (1952) at the time to be present on the early Earth, and tested the chemical origin of life under those conditions. The experiment at the time supported Alexander Oparin's and J. B. S. Haldane's hypothesis that putative conditions on the primitive Earth favoured chemical reactions that synthesized more complex organic compounds from simpler inorganic precursors.
  - b. What problems did this experiment have?
    - i. Assumptions about “early atmosphere”
    - ii. Absence of oxygen, no protective ozone layer, UV degradation
    - iii. Handedness of the resulting amino acids
    - iv. Failure to explain +M lines of viable genetic coding
    - v. See [https://evolutionnews.org/2012/12/top\\_five\\_prob/](https://evolutionnews.org/2012/12/top_five_prob/) for more
3. Many people believe comparative anatomy shows life forms evolved from common ancestors.
- a. What is “comparative anatomy”?
    - i. the comparative study of the body structures of different species of animals in order to understand the adaptive changes they have undergone in the course of evolution from common ancestors.
  - b. Is it plausible that comparative anatomy points to a common Creator instead of a common ancestor per <https://answersingenesis.org/biology/homology-comparative-similarities/>?
    - i. Yes
4. Many people believe embryology shows life forms evolved from common ancestors.
- a. What is “embryology”?
    - i. the branch of biology and medicine concerned with the study of embryos and their development.
  - b. How do people use it and alleged vestigial organs to support evolution?
    - i. Early embryo stages show alleged vestigial organs left over from ancient ancestors
    - ii. Human embryo “gill slits”, tail, “egg yolk sac” left over from our mammal, reptilian, and fish ancestors
  - c. What evidence indicates these alleged vestigial organs are not leftovers from evolutionary ancestors per <https://answersingenesis.org/evidence-for-creation/human-embryonic-development/>?
    - i. studies have shown that at least 178 of 180 organs once listed as evolutionary vestiges have quite important functions in human beings
    - ii. Gill slits turn into critical organs (middle-ear canals, parathyroid and thymus glands), tail is part of the spine, yolk sac contains essential first blood cells

# Miller's experiment

Copyright © The McGraw-Hill Companies, Inc. Permission required for reproduction or display.



27-24



## CHRISTIAN EVIDENCES

### Lesson 7 – Dating methods (part 1) – Ancient life

In this lesson, we'll examine attempts to date formerly living objects using radioactive carbon. Read the following in addition to other research you may do:

- Ham Ch. 9 “Does Radiometric Dating Prove the Earth Is Old?” pages 113-117
- Ham Ch. 7 “Doesn't Carbon-14 Dating Disprove the Bible?”

1. Define the following:
  - a. Isotope
    - i. Any form of an element (same number of protons) with varying number of neutrons in the nucleus
  - b. Radioactivity
    - i. Some element's isotopes are unstable and naturally decay into other isotopes (same element) or other elements
    - ii. Types (#1 and #2 typical in radiometric dating)
      1. Alpha decay: losing 2 protons and 2 neutrons – Helium nucleus)
      2. Beta (negative) decay: neutron breaks into a proton and an electron
      3. Gamma: excited atom (electron levels) falls into a lower energy state
      4. Beta (positive) decay: proton breaks into a neutron and a positron
      5. Electron capture: electron captured by the nucleus joins with a proton to become a neutron
  - c. Parent and daughter isotopes
    - i. Unstable parent becomes stable daughter(s) sometimes via intermediate unstable forms
  - d. Half-life
    - i. Amount of time for half the unstable isotope to decay
2. Explain how radioactivity is used to date objects in general (“radiometric dating” or “radioisotope dating”).
  - a. Radioactive decay of one element into another (unstable to stable)
  - b. Based on the half-life and the ratio of parent/daughter isotopes at start and end
3. What assumptions must be true for radiometric dating to be accurate?
  - a. (Illustrate using hourglass)
  - b. Initial conditions are known (starting amount of the unstable parent and stable daughter)
  - c. Amounts of parent/daughter not altered over time other than by radioactive decay (escape/leaching)
  - d. Constant decay rate
4. Briefly summarize how Carbon-14 dating works (“radiocarbon dating”).
  - a. Three isotopes C-12 (main stable), C-13 (stable), C-14 (unstable)
  - b. C-14 created in the atmosphere by cosmic ray interaction with nitrogen

- c. Combined with oxygen to product carbon dioxide absorbed by plants eaten by animals
  - d. At death, carbon ingest (and hence C-14 ingest) stops.
  - e. C-14 naturally decays into nitrogen-14 (by beta decay)
  - f. Measure ratio of remaining unstable C-14 to stable C-12
  - g. Use half-life of 5730 years
5. What are the scientific limitations of radiocarbon dating?
- a. Can only date formerly living things (not rock)
  - b. Only up to ~80k years due to half-life and limitations on instrument sensitivity
6. What dating assumption(s) are questionable or invalid in the case of radiocarbon dating?
- a. Known starting amount of the unstable parent (C-14)
    - i. Assumes C-14 to C-12 ratio in the past is the same as today (“the present is the key to the past” or “uniformitarianism”)
    - ii. But C-14 production does not appear to be in equilibrium (ratio is still currently increasing)  $\neq$  Less C-14 in the past
    - iii. Magnetic field is decaying (stronger fields mean more shielding from cosmic radiation)  $\neq$  Less C-14 in the past
    - iv. Impact of Genesis flood?
  - b. If there was less C-14 in the past, how would that distort radiocarbon results?
    - i. Make them appear to be much older than they are
7. Detectable amounts of Carbon-14 have been allegedly found in coal (fossilized plants/animals) and diamonds (compressed coal) that are supposedly millions of years old. What does this suggest?
- a. Contamination?
  - b. Beta emissions from other sources?
  - c. Younger than other methods suggest
    - i. With a half-life of 5730 years, all C-14 would have decayed to immeasurable levels after ~80,000 years

## CHRISTIAN EVIDENCES

### Lesson 8 – Dating methods (part 2) – Rocks and beyond

In this lesson, we'll examine attempts to date older objects. Read the following in addition to other research you may do:

- Ham Ch. 9 “Does Radiometric Dating Prove the Earth Is Old?” pages 117- 124
1. What kinds of radioactive elements are typically used in addition to Carbon-14?
    - a. Potassium-40, uranium-238, rubidium-87 (Ham ch. 9 pg. 116)
  2. Can you give examples of rock formed recently that have allegedly been in existence for millions of years? What does this imply about the assumptions about initial conditions?
    - a. Mt. St. Helens lava dome in Washington State; Mt. Ngauruhoe in New Zealand
    - b. Higher than expected concentrations of daughter isotopes
  3. What technique do scientists use to try eliminating the assumption of initial conditions? Does this always yield consistent results?
    - a. Isochron dating
    - b. Not according to RATE
  4. Can you find articles from scientific sources suggesting radioactive decay rates may not be constant (hint: search for “variable radioactive decay rates”)?
    - a. <https://wtamu.edu/~cbaird/sq/2015/04/27/can-the-decay-half-life-of-a-radioactive-material-be-changed/>
    - b. <https://physics.stackexchange.com/questions/46073/can-you-speed-up-radioactive-decay-of-plutonium>
    - c. <https://www.forbes.com/sites/alexknapp/2011/05/03/radioactive-decay-rates-may-not-be-constant-after-all/>
  5. What is suggested by the recent discovery of soft tissue surviving allegedly millions of years in fossils per <https://www.smithsonianmag.com/science-nature/dinosaur-shocker-115306469/>?
    - a. Unknown preservation mechanism OR not as old as the radiometric dating indicates
  6. What is “apparent age” and how does this potentially distort dating methods?
    - a. Fully mature creation in Gen. 1 and 2
    - b. Man, animals, rocks, planet, universe may appear to be mature when they aren't.

## CHRISTIAN EVIDENCES

### Lesson 9 – Theistic Evolution

Some professed Bible believers attempt to harmonize the Bible's account of origins with an allegedly "proven" old earth and evolution. Read the following in addition to other research you may do:

- Ham Ch. 2 "Why Shouldn't Christians Accept Millions of Years?"
- Ham Ch. 5 "What About the Gap & Ruin-Reconstruction Theories?"
- Ham Ch. 8 "Could God Really Have Created Everything in Six Days?"
- Ham Ch. 23 "Hasn't Evolution Been Proven True?" pgs. 284-285

1. The following alternative explanations are offered for combining Biblical creation and evolution. Briefly describe each.
  - a. Theistic evolution
    - i. God used or guided evolutionary processes
  - b. Day-Age Theory
    - i. Figurative "days" of multi-million-year epochs
  - c. Progressive creation
    - i. Sudden bursts of creation over long static time periods
  - d. Gap Theory
    - i. An ancient earth with a relatively recent ruin & six-day reconstruction Gen. 1:1-2
  - e. Young Earth Creationism
    - i. Acceptance of Bible account of origins with micro-evolution, but rejection of old earth and molecules-to-man evolution
2. What Biblical references point to Gen. 1 describing six literal days and a relatively recent creation?
  - a. Gen. 1 "day"
  - b. Gen. 3 Curse with pain in childbirth, thorns and thistles, physical death
  - c. Gen. 5, 11 genealogies
  - d. Ex. 20 "in 6 days Lord made heavens and the earth"
  - e. Jesus Matt. 19:4-5; Mark 10:6 From the beginning of creation God made male and female
  - f. Heb. 4:3-4 God's works finished from the foundation of the world... rested seventh day
3. What differences between the order of events can you find in the evolution model versus the creation model? What does this suggest about evolution-creation hybrids?
  - a. Numerous differences
  - b. Both can't be right
4. What Biblical references suggest no significant gap between Gen. 1:1 and 1:2?
  - a. Natural flow from verse 1 to 2

- b. Nothing in the narrative suggesting restoring, recreating, etc.
  - c. From question #2 – b, d, e, f,
5. Which explanation best fits the available evidence?
- a. YEC with
6. Do evolutionary scientists concede a planetary cataclysm destroyed all land animals within the last 10,000 years (per Gen. 6-9)? What implications does this have for those promoting evolution-creation hybrids when it comes to the Genesis flood being historically accurate?
- a. Likely encouraged to make it figurative or local
7. If the Genesis narrative of creation and the global flood can't be trusted as factual history, what does this imply regarding the rest of the Bible that references those events as fact?
- a. Can't be trusted



## CHRISTIAN EVIDENCES

### Lesson 10 – Geologic Record (part 1)


















In Genesis 1, God pronounced everything he created as very good. However, buried in the ground we find the fossilized remains of countless plants and animals. Where did they come from? See the following in addition to other research you may do:

- Ham Ch. 14 “Can Catastrophic Plate Tectonics Explain Flood Geology?”
- <https://answersingenesis.org/geology/geologic-time-scale/geologic-column/>
- <https://answersingenesis.org/geology/catastrophism/>
- <https://www.youtube.com/watch?v=47vDpY3eMXg> (14 min.)
- <https://www.youtube.com/watch?v=zd5-dHxOQhg> (23 min.)

1. Define the following terms:
  - a. The geological column or geological record
    - i. Layers of rock with various fossilized (mineralized) plants & animals
    - ii. Sedimentary depths ranging from none (Canadian Shield) to 12 miles (Texas Gulf Coast) per <http://www.tulane.edu/~sanelson/eens212/sedrxintro.htm>
  - b. Continental drift or plate tectonics
    - i. Deep fractures in the earth’s crust with plates spreading/moving/colliding
2. Briefly describe and contrast the following models offered to explain the geological column:
  - a. Uniformitarianism
    - i. Present process and rates responsible for historical deposits
    - ii. No longer commonly accepted in the scientific community
  - b. Catastrophism (old earth)
    - i. The oldest rocks on the bottom and the youngest on the top, preserving a record of evolving life (molecules to man) with occasional disruptive cataclysms (some local, some global)
    - ii. Very slowly over millions of years
  - c. Catastrophism (young earth)
    - i. Massive hydrological movements in creation Gen. 1:9 and Genesis flood Gen. 6-9
    - ii. Very quickly
3. What terms in Gen. 6:5-9:19 indicate the severity of the flood? What about Matt. 24:36-39; Luke 17:27; 2 Pet. 2:5; and 2 Pet. 3:3-6?
  - a. Covered all the land, killing all land animals that breathe, year long
  - b. Worldwide Matt. 24 “took them all away”; Luke 17:27 “the flood came and destroyed them all”; 2 Pet. 2:5 “old world...”; 2 Pet. 3:6 “overflowed with water, perished”
4. Gen. 1:6-8; 2:6; and 7:11 suggest a great canopy of water vapor around the earth. What climate effects might this cause prior to the flood? What about during/after the flood?

- a. Little rain; warm, mild temperatures; even heating; humidity/mists; few storms (rainbows), rich plant -growth ↗ eventual source of fossil fuels.
  - b. Massive precipitation, wild temperature fluctuations (ice ages), violent weather storms/rainbows, rainforests & deserts (encouraging wildlife diversity), increased radiation/mutations (decreasing Bible ages)
5. Gen. 7:11 indicates much water was stored in the earth's crust. What effect would releasing this water have? (Hint: think of earthquakes and Mt. Saint Helens).
  - a. Massive upwelling and crustal erosion
  - b. Tidal waves reaching far inland
  - c. Plate tectonics and continental drift
  - d. Massive extinction with rapid burial of plant and animals
6. If the earth was covered with water during the flood, where did the water go afterwards? What effect would that have on earlier deposits?
  - a. Expanded and deepened ocean basins Psalm 104:5-9? Plus mountain uplifting (e.g., Rockies, Himalayas)
  - b. Massive erosion caused by water's retreat with continued earthquakes, tidal waves
7. Given the forces likely at work throughout the Genesis flood, is it reasonable they could produce the massive layers of fossil-containing sediment seen today?
  - a. Yes

Table 25.1 The Geologic Record

Relative Duration of Eons	Era	Period	Epoch	Age (Millions of Years Ago)	Some Important Events in the History of Life	
Phanerozoic	Cenozoic	Quaternary	Holocene	0.01	Historical time	
			Pleistocene	2.6	Ice ages; origin of genus <i>Homo</i>	
		Neogene	Pliocene	5.3	Appearance of bipedal human ancestors	
			Miocene	23	Continued radiation of mammals and angiosperms; earliest direct human ancestors	
		Paleogene	Oligocene	33.9	Origins of many primate groups	
			Eocene	55.8	Angiosperm dominance increases; continued radiation of most present-day mammalian orders	
			Paleocene	65.5	Major radiation of mammals, birds, and pollinating insects	
			Mesozoic	Cretaceous	145.5	Flowering plants (angiosperms) appear and diversify; many groups of organisms, including most dinosaurs, become extinct at end of period
		Jurassic		199.6	Gymnosperms continue as dominant plants; dinosaurs abundant and diverse	
		Triassic		251	Cone-bearing plants (gymnosperms) dominate landscape; dinosaurs evolve and radiate; origin of mammals	
Proterozoic	Paleozoic	Permian	299	Radiation of reptiles; origin of most present-day groups of insects; extinction of many marine and terrestrial organisms at end of period		
		Carboniferous	359	Extensive forests of vascular plants form; first seed plants appear; origin of reptiles; amphibians dominant		
		Devonian	416	Diversification of bony fishes; first tetrapods and insects appear		
		Silurian	444	Diversification of early vascular plants		
		Ordovician	488	Marine algae abundant; colonization of land by diverse fungi, plants, and animals		
		Cambrian	542	Sudden increase in diversity of many animal phyla (Cambrian explosion)		
		Ediacaran	635	Diverse algae and soft-bodied invertebrate animals appear		
Archaean				2,100	Oldest fossils of eukaryotic cells appear	
				2,500		
				2,700	Concentration of atmospheric oxygen begins to increase	
				3,500	Oldest fossils of cells (prokaryotes) appear	
				3,800	Oldest known rocks on Earth's surface	
				Approx. 4,600	Origin of Earth	

© 2011 Pearson Education, Inc.

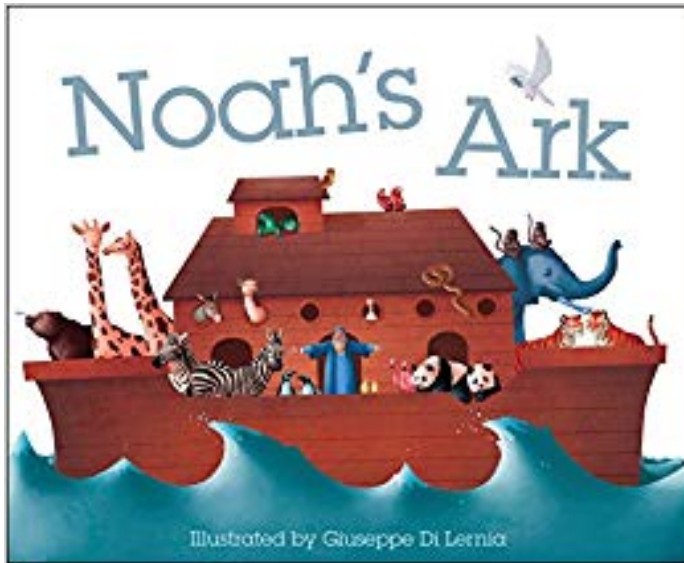
## CHRISTIAN EVIDENCES

### Lesson 11 – Geologic Record (part 2)

In this lesson, we'll examine evidence for the rapid formation of the geologic record as well as examine the credibility of Noah's ark. Review the following:

- <https://answersingenesis.org/the-flood/geologic-evidences-for-the-genesis-flood/>
  - <https://answersingenesis.org/geology/grand-canyon-facts/> (4 min.)
  - <https://answersingenesis.org/geology/mount-st-helens/> (3 min.)
  - Ham Ch. 10 "Was There Really a Noah's Ark & Flood?" pgs. 136-138
  - Ham Ch. 11 "How Did Animals Spread All Over the World from Where the Ark Landed?"
1. How does Mt. Saint Helens suggest large geologic features can be formed by large amounts of water over short time spans?
    - a. Rapid formation of layers
    - b. Catastrophic flooding carving canyons (including into bedrock)
  2. What are polystrate or polystratic fossils and what do they suggest regarding rates of sediment deposit per the following?
    - <https://www.icr.org/article/classic-polystrate-fossil/>
    - <https://askjohnmackay.com/polystrate-fossils-vertical-fossil-trees-any-other-polystrate-fossils/>
    - <http://apologeticspress.org/apcontent.aspx?category=9&article=213>
    - a. Fossils extending through multiple layers of sediment which allegedly took millions of years to form
    - b. Rapid layer formation before the fossil could decompose – evidence for at least local catastrophic flooding
  3. What geological evidence suggests a global flood?
    - a. Marine fossils high above sea level (Mt. Everest)
    - b. Rapid burial of plants and animals preserving their skeletons in place (not scattered on the surface by predators)
    - c. Very large sediment layers spread over vast areas
      - i. Same layers on multiple continents
      - ii. Massive sand & coal deposit in the Gulf of Mexico)
    - d. Sediment transported long distances
    - e. Rapid or no erosion between strata
    - f. Many strata bend without fracturing (while still wet and pliable)
  4. Briefly describe Noah's ark. Compare its size to modern steel ships. Is there anything significant about its proportions (length, width, height)?
    - a. Huge wooden structure, multi-story, one door, one window
    - b. 2/3 length of SS Titanic, 1/2 length of aircraft carrier
    - c. Very stable


5. Some people scoff at the size of the ark in comparison to the number of animal species today as well as the size of larger species. How would you respond?
  - a. Number of species today more than then
  - b. Kinds preserved (broad groups of species), not individual species
  - c. Younger members could have been preserved – especially for larger species like elephants and dinosaurs
  
6. Some people assert there is no reasonable way for the limited number and kinds of animals from the ark spreading around the world after the flood and becoming all the species we see today. How would you respond?
  - a. Diversification of kinds into species encountering different ecosystems (e.g., canines, felines, etc.)
  - b. Land bridges formed by likely post-flood ice age
  - c. Flew/floated (e.g., Easter Island, Hawaii)
  - d. Brought with humans
  
7. Which model for the origin of the geologic column from Lesson 10 question 2 better fits the available evidence?
  - a. YEC



### Noah's Ark Length Comparison:

 137m - Noah's Ark - 2500

 40m - Viking Longboat - 1000

 30m - Santa Maria - 1492

 128m - Greek Trireme - 210 BC

 243m - Titanic - 1912

 270m - USS Missouri - 1944

 333m - Aircraft Carrier Nimitz Class - 1975

 345m - Queen Mary 2 - 2003

Noah's Ark was big but not an impossible size for wood. Steel is a superior material for shipbuilding so a wooden hull will never reach the lengths of steel hulls.



## CHRISTIAN EVIDENCES

### Lesson 12 – The Fossil Record and Dinosaurs

From the fossil record, dinosaurs hold a fascinating position in the minds of people, especially children. How do they fit within the Biblical narrative? Review the following:

- Ham Ch. 12 “What Really Happened to the Dinosaurs?”
- Ham Ch. 24 “Did Dinosaurs Turn into Birds?”
- <https://answersingenesis.org/dinosaurs/feathers/> (5 min. video)
- Ham Ch. 21 “How Did Defense/Attack Structures Come About?”
- Ham Ch. 13 “Why Don’t We Find Human & Dinosaur Fossils Together?”

1. Define the following according to evolutionary theory:

- a. Paleontology
  - i. The scientific study of life that existed in the past. It includes the study of fossils to determine organisms' evolution and interactions with each other and their environments.
- b. The fossil record
  - i. “A fossil (from Classical Latin: Fossilis; literally means: "obtained by digging") is any preserved remains, impression, or trace of any once-living thing from a past geological age. Examples include bones, shells, exoskeletons, stone imprints of animals or microbes, objects preserved in amber, hair, petrified wood, oil, coal, and DNA remnants. The totality of fossils is known as the fossil record.”
  - ii. “life's evolutionary epic that unfolded over four billion years as environmental conditions and genetic potential interacted in accordance with natural selection. It could be likened to a movie recording the history of life across nearly four billion years of geological time.”
- c. Transitional fossils
  - i. Any fossil remains of a life form that exhibits traits common to both an ancestral group and its derived descendant group.
- d. Dinosaurs
  - i. From Greek meaning “terrible lizard”
  - ii. Dinosaurs are a diverse group of reptiles that lived between 240 and 65 Mya.
- e. Archaeopteryx
  - i. Alleged transitional fossil between dinosaurs and birds as modern feathered dinosaurs.

2. According to Ham, pg. 290-293, and <https://answersingenesis.org/fossils/transitional-fossils/>, is there abundant evidence for the existence of transitional fossils?

- a. No – scarcity of the record admitted by some (few animals fossilized)

3. According to many evolutionists, archaeopteryx is abundant evidence birds evolved from reptilian dinosaurs. What problems does this claim have?



- a. Gen. 1 with birds on Day 5 and land animals (e.g., dinosaurs) on Day 6, although there is nothing scriptural to specify land animals' scales, feathers, or fur
  - b. Reptilians are cold-blooded while birds are warm-blooded (with high metabolic rates)
  - c. Reptilians (and mammals) have bidirectional lungs (via bronchial tubes) while birds have unidirectional lungs
  - d. Reptilians have scales while birds have highly refined/specialized feathers
    - i. Some alleged evidence of "primitive" or "proto-feather" structures on some dinosaurs
    - ii. But the evolutionary dating ~125 Mya is after fully formed feathers in archaeopteryx 153 Mya.
    - iii. Some of the "primitive features" could be decayed skin collagen fibers
4. Prior to the discovery of large dinosaur fossils in the 1800's, what evidence in the Bible and elsewhere suggests mankind already knew about dinosaur-like animals?
- a. Gen. 1:21 (Heb. tanniyn) translated "dragon" 21x, "serpent" 3x, whale 3x, sea monster 1x (KJV)
  - b. Job 40:15-19 Behemoth
  - c. Job 41 Leviathan
  - d. Isaiah 30:6 Fiery flying serpent?
5. What do the following scriptures indicate about the behavior and diet of ancient animals: Gen. 1:28; 1:30; 3:17; 9:2?
- a. Man had dominion
  - b. Man and animals (including dinosaurs) were originally vegetarian
  - c. Ground cursed due to sin
  - d. Animals started to fear/dread man after the flood
  - e. Man (&animals?) started eating meat after the flood
6. Skeptics challenge the concept of a loving Creator God by pointing out animals with sharp teeth, claws, venomous poison, and other defense/attack capabilities. How would you respond?
- a. Based on the assumption current world (including fossil evidence) has always been that way
  - b. Connection between Adam & Eve's sin and impacts on the natural world (Rom. 8:22-23 whole creation; Gen. 3 thorns & thistles)
  - c. Defense/attack capabilities used for different purposes originally (plant eaters today with sharp teeth) AND/OR altered as a result of the Fall

## CHRISTIAN EVIDENCES

### Lesson 13 – The Fossil Record and Man

Did man and ape evolve from a common ancestor as many scientists claim according to the fossil record? This lesson will examine the alleged evidence for this claim. Review the following:

- <https://answersingenesis.org/human-evolution/ape-man/did-humans-really-evolve-from-ape-like-creatures/>
- <https://answersingenesis.org/human-evolution/making-leap-ape-adam/> (See “Part 1— Do Humans and Chimps Share a Common Ancestor?”)
- <https://creation.com/apeman>
- <https://www.youtube.com/watch?v=XmwnPwbAwuM> (28 min)
- <https://answersingenesis.org/human-evolution/ape-man/making-monkeys-out-of-man/>

1. Contrast the origin of mankind according to evolutionists versus creationists.
  - a. Evolution
    - i. Descended from an ancestor common to both apes and man over 5-10 million years
  - b. Creationists
    - i. Created separately from the animals (Adam from dust, Eve from Adam) thousands of years ago
    - ii. Planet repopulated from small group of 8 of unknown genetic diversity (from pre-flood diversification)
2. Define the following:
  - a. Hominids or Hominidae
    - i. the group consisting of all modern and extinct Great Apes (that is, modern humans, chimpanzees, gorillas and orangutans plus all their immediate ancestors)
  - b. Ape-men
    - i. Alleged transitional fossils/lifeforms between ancient apes and modern man
  - c. Missing link
    - i. Ditto, not favored by scientists, “missing” per creationists
3. Scientists cite a genetic difference of 1% to 2% between modern apes and men as proof they are closely related via a common ancestor. How would you respond?
  - a. Inaccurate measure since it ignores large amounts of different gene sequence
  - b. *“The 98–99% figure comes from comparing only DNA between humans and chimps that “aligns.” This refers to any genetic sequence that is similar enough (although not a 100% match) that a computer program can align them.”* Single substitutions yield 1-2% difference
  - c. *“What about the other differences within the aligned DNA, such as gaps where whole sections of human DNA have no match to the sequence in chimp DNA (and*

*vice versa)? There are other differences as well that total **approximately 16%**. That's 480 million base differences!*

- d. *“What about the DNA that does not align? Millions of DNA bases outside the aligned regions in human DNA have no match in chimp DNA and vice versa. **Approximately 4%** of human DNA has no alignment to chimp DNA.<sup>5</sup> That's a glaring **20% total difference** between human and chimp DNA!*
4. Summarize the following attempts to bridge the gap between ape-like ancestors and modern man:
  - a. Combining men and apes
    - i. Piltdown man (hoax)
    - ii. Nebraska man (pig's tooth)
  - b. Making man out of apes
    - i. Australopithecus afarensis (“Lucy”)
  - c. Making apes out of men
    - i. Homo Erectus
    - ii. Neandertal man
5. Describe Australopithecus (“Lucy”). Scientists cite these fossils as a transition from ape-like ancestors to modern man. How would you respond?
  - a. Human like features, but also found in some modern living apes (pygmy chimpanzee–common chimpanzee range)
  - b. Allegedly human-like hands and feet although missing from the skeleton
  - c. Knee joints, the strongest evidence for a more upright stance, found in different locations
  - d. Notice the contrast in the two artists' reconstructions. Note critical body features like hair, nose, ears, and other soft tissue often cannot normally be determined from fossil evidence ≠ bias of the artist
6. Describe Homo Erectus. Scientists cite these fossils as a transition from ape-like ancestors to modern man. How would you respond?
  - a. Similar to Neandertals, with smaller cranial capacity
  - b. With complex seafaring skills (fossils found on Indonesian islands)
7. Describe Neandertals. Scientists cite these fossils as a transition from ape-like ancestors to modern man. How would you respond?
  - a. Within normal genetic variation
  - b. Average brain size (cranial capacity) larger than modern man
  - c. Posture potentially affected by poor diet, lack of sunlight (northern cold climates), rickets
  - d. Elaborate funeral customs, buried their dead
  - e. DNA evidence suggests they interbred with “modern” man





## CHRISTIAN EVIDENCES

### Lesson 14 – Review

With this lesson we will wrap up the first major part of our study – the evidence for the existence of a Supreme Creator.

1. Briefly summarize the major explanations offered for the origin of the universe, earth, life, and man (Lesson 3).
2. Scientists say life came from non-living matter by natural processes in an ancient, primordial sea. How can you believe it was created supernaturally (Lesson 4)?
3. Scientists say the diversity and complexity of various lifeforms came from incremental mutations and natural selection over non-living matter by natural processes in an ancient, primordial sea. How can you believe it was created supernaturally (Lesson 5)?
4. Scientists say earth is +4 billion years old. How can you believe it was created only thousands of years ago (Lesson 7 & 8)?
5. Some religious people say we can easily harmonize the Bible's supernatural account of origins with evolution's natural account of origins? How would you respond (Lesson 9)?
6. Scientists say the fossil record shows a steady transition from deeply buried, simple forms to shallowly buried more complex forms, indicating that evolution occurred over a long time. How can you believe all plants/animals were created in one week (Lesson 10 & 11)?
7. Scientists scoff at the concept of a simple wooden boat being able to preserve all land animals sufficient to repopulate and redistribute animals around the globe. How would you respond (Lesson 11)?
8. Scientists say the fossil record, especially the dinosaurs, provide abundant evidence for evolution. How would you respond (Lesson 12)?
9. Before leaving this section, do you have any related topics you would like to discuss?

## CHRISTIAN EVIDENCES

### Lesson 15 – Introduction to “The Bible is God’s Word”

This next major section of Christian Evidences focuses on claims and evidence for the Bible being the inspired, accurate “special” revelation from the Creator God. This evidence tends to fall into three categories (to be covered in later lessons): unusual features, items difficult for man to do, and items beyond the power of man to do. Review the following:

- <https://www.biblequestions.org/bqar014.html>
- <http://www.bibletruths.net/archives/BTARO37.htm>
- <https://en.wikipedia.org/wiki/Bible>
- [https://en.wikipedia.org/wiki/Biblical\\_inspiration](https://en.wikipedia.org/wiki/Biblical_inspiration)

1. Define the following:
  - a. Bible
    - i. “the Books”
    - ii. Collection of sacred texts or scriptures
  - b. Scriptures
    - i. the sacred writings of Christianity contained in the Bible.
  - c. Inspired or inspiration
    - i. the doctrine in Christian theology that the human authors and editors of the Bible were led or influenced by God with the result that their writings may be designated in some sense the word of God.
2. Summarize the various attitudes people have toward the Bible. How does this influence their interpretation of available evidence?
  - a. Indifferent, curious, hostile, reverent
  - b. Tendency to look for problems, easily accept positive/negative evidence, etc.
3. Summarize the following types of Biblical “inspiration”.
  - a. Natural inspiration
    - i. Authors inspired like good authors are inspired or that they were just wise
  - b. Partial inspiration
    - i. Some parts are and some parts aren’t
  - c. Thought (noematic) inspiration
    - i. God gave the authors the overall thoughts while man supplied the words
  - d. Verbal plenary inspiration
    - i. God gave the authors the words, but also permitted their own personality to show through.
  - e. Verbal dictation
    - i. The authors were totally passive with God giving them all of the exact words
4. Explain the following scriptures associated with the inspiration of the Bible.
  - a. Gen. 1:3
    - i. “God said...”

- b. Matt. 10:17-20
    - i. "...the Spirit of your Father who speaks in you"
  - c. Acts 4:31
    - i. "filled with the Holy Spirit and spoke the word of God..."
  - d. 1 Cor. 14:37
    - i. "things I write are the commandments of the Lord"
  - e. 2 Tim. 3:16-17
    - i. "God-breathed".
  - f. Heb.1:1-2
    - i. "God in times past..."
  - g. 2 Pet. 1:20-21
    - i. "moved by the Holy Spirit"
  - h. 2 Pet. 3:16
    - i. "Paul's epistles... wrest as they do also the other scriptures..."
5. Is claiming inspiration sufficient to prove that any book, including the Bible is inspired?
- a. No, many books claim to be inspired (e.g., Book of Mormon, Koran)
  - b. But it would be consistent
6. Briefly describe the various human authors of the Bible (when they lived, education, cultural background, language, etc.).
- a. Written over 1400 years by about 40 different people from kings to uneducated fishermen from multiple kingdoms/cultures



## CHRISTIAN EVIDENCES

### Lesson 16 – Unusual Features of the Bible

If the Bible were God’s word, you would expect it to have certain characteristics. The works of men could share some of these characteristics, but a document lacking them would certainly not be taken seriously. Review the following:

- Ham Ch. 25 “Does Archaeology Support the Bible?”
1. List several unusual features about the Bible per <https://www.josh.org/investigation-bible-unique/>
    - a. Contains a multitude of diverse literary forms (history, law, poetry, personal letters)
    - b. Multiple languages (Hebrew, Aramaic, Greek)
    - c. Consistency and Common themes, especially in light of the superstitious, pagan cultures of the time (nature of God, salvation)
    - d. Claims to be the exclusive way to the Father and salvation John 12:48; John 14:6
    - e. Most widely distributed work ever written – survival despite ongoing attack and persecution
    - f. Great influence over western civilization
  2. Describe some of the unusual/controversial themes addressed consistently throughout the Bible. Why is this consistency unusual given the human authors (discussed last lesson)?
    - a. Nature of God
    - b. Sin and man’s accountability
    - c. The Messiah/Savior
    - d. Salvation
    - e. Morality
    - f. Slavery
    - g. After-life
  3. How are the following doctrines unusual?
    - a. Deut. 4:35; Isa. 44:6-8; Isa. 45:5, 21-22
      - i. Monotheism
    - b. Ex. 20:1-17
      - i. Ten commandments (succinct, relatively comprehensive)
    - c. Lev. 24:19-20; Deut. 19:21
      - i. Equivalent justice
    - d. Matt. 5:44
      - i. Love enemies
    - e. Matt. 22:21
      - i. Obey civil government (even external conquerors)
    - f. Matt. 22:37-40
      - i. Love God completely and love neighbor as yourself
    - g. Matt. 26:52
      - i. Qualified pacifism

4. How are the following unusual in contrast to typical accounts of society's "heroes"?
  - a. Gen. 6:8 versus Gen. 9:20-21
    - i. Noah's drunkenness
  - b. 2 Pet. 2:7 versus Gen. 19:29-38
    - i. Lot's drunkenness and incest with his daughters
  - c. Acts 13:22 versus 2 Sam. 11
    - i. King David's lust/adultery with Bathsheba, getting her husband drunk, murdering him, deception
  - d. 2 Chron. 1:7-12 versus 1 Kings 11
    - i. King Solomon's idolatry
  - e. John 13:36-38; Gal. 2:11-16
    - i. Peter's denial of Christ, hypocrisy toward the Gentiles
  - f. Acts 8:1-3
    - i. Paul's persecution of the church
  
5. Per Ham, in what ways is the Bible historically accurate?
  - a. Consistency with creation/flood "myths" from around the world
  - b. Actual geographical setting – Mediterranean, "fertile crescent"
  - c. Actual ancient empires/countries/cities
    - i. Egypt, Babylon, Medo-Persia, Assyria, Greece, Rome
    - ii. Nineveh, Babylon, Ur, Jerusalem, Tyre, Alexandria, Rome, Ephesus
  - d. Ancient customs (Egyptian embalming, Baal/Asheroth worship,
  - e. Actual ancient people (Sargon Isaiah 20:1; Sannacherib Isaiah 37; Herod, Pilate, Claudius)
  
6. Describe some of the influence and motivational power the Bible has had over the centuries?
  - a. World's best-selling book – basis for roughly half the world's population
    - i. since 1815 the Bible has sold approximately 2.5 billion copies and has been translated into more than 2,200 languages or dialects.
  - b. Dates (B.C., A.D.)
  - c. Judeo-Christian ethic and morals, Ten Commandments
  - d. Justice system ("eye for eye", two witnesses)
  - e. Common English terms from the King James Version
    - i. Gave up the ghost ~ Genesis 35:29
    - ii. Out of the mouth of babes ~ Psalms 8:2
    - iii. Feet of clay ~ Daniel 2:33
    - iv. Salt of the earth ~ Matthew 5:13
    - v. Fought the good fight ~ 2 Timothy 4:7
    - vi. Filthy lucre ~ 1 Timothy 3:3
    - vii. No peace for the wicked ~ Isaiah 57: 21
    - viii. A fly in the ointment ~ Ecclesiastes 10:1
    - ix. The blind leading the blind ~ Matthew 15:13

- x. Read more: <https://www.whatchristianswanttoknow.com/how-does-the-bible-influence-society/#ixzz6Fy8cvVC1>
  - f. Enduring persecution (e.g., martyrs)
  - g. Fostering persecution (e.g., Crusades, Spanish Inquisition)
  - h. American founding fathers (e.g., Declaration of Independence “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”)
  - i. Influence on art, film
7. Is having unusual features & doctrines, historical accuracy, and/or the power to motivate countless millions over the centuries sufficient to prove that the Bible is inspired?
- a. No, but it would be consistent if it was

## CHRISTIAN EVIDENCES

### Lesson 17 – “How did they know that?”

The second category of evidences for the Bible’s inspiration are alleged scientific items in the Bible that you would not have expected ancient man to have known on their own (“scientific foreknowledge”). Review the following:

- <https://www.biblequestions.org/bqar546.html>
- [https://www.conservapedia.com/Biblical\\_scientific\\_foreknowledge](https://www.conservapedia.com/Biblical_scientific_foreknowledge)

1. From your research, list 7 items offered as Biblical scientific foreknowledge that you find compelling you would like to discuss in class. Consider the following categories
  - a. Physics/Astronomy
    - i. Gen. 15:5 Number of the stars
    - ii. Job 26:7 Earth suspended
    - iii. Ps. 102: 25-27 Law of entropy
    - iv. 1 Cor. 15:41 Uniqueness (glory) of stars
    - v. Isa. 40:22; 45:12 Expanding universe - in 17 different verses, that God "stretched out" the heavens
    - vi. Heb. 11:3 Atomic nature of matter
  - b. Earth sciences
    - i. Gen. 7:11 Fountains in the great deep
    - ii. Psm. 8:8 Paths in the sea
    - iii. Eccl. 1:6-7 Hydrologic cycle
  - c. Biology
    - i. Gen. 1:25 Reproduction after their own kind
    - ii. Lev. 14 Germs, cleanliness laws
    - iii. Lev. 17:10 Life in the blood
    - iv. Lev. 18:7-11 Harm in inbreeding/incest
    - v. Gen. 17:12 Circumcision on 8<sup>th</sup> day when clotting (prothrombin) allegedly is highest
2. How would you respond if someone said, "Maybe the Bible writers already knew about these scientific truths or they just got lucky."?
  - a. Unlikely given number, diversity of authors, cultural knowledge elsewhere
3. Skeptics say the Bible is scientifically wrong because of the following verses. How would you respond?
  - a. The sun goes around the earth per Eccl. 1:5 and Psm. 19:6
    - i. Written from the author’s perspective - we still use the terms sun rise and sun set
  - b. The earth is a flat circle per Isa. 40:22
    - i. “chuwg” – 3x OT circle, circuit, compass, sphere
      1. Arch/vault of the sky (Prov. 8:27; Job 22:14)
      2. Earth Isa. 40:22

- ii. Septuagint – “curve”
    - iii. Written from the author’s perspective (or God’s from space)
  - c. The earth is a flat square per Isa. 11:12; Rev. 7:1; Rev. 20:8 “four corners”
    - i. Figurative meaning comprehensive (Ezek. 7:2 four corners of the land of Israel)
  - d. The earth is unmovable on “foundations” per 1 Chr. 16:30; Psa. 93:1; Job 38:4-6; Psa. 104:5
    - i. “the earth is firmly established, it shall not be moved”
    - ii. Planet as a whole on top of a foundation (myths) or the foundation of the crust/mantle or firm/unmovable by human means (vs. continental drift)
- 4. Is having scientifically accurate information in the Bible about physics, chemistry, biology, and earth sciences sufficient to prove that the Bible is inspired?
  - a. Not necessarily, but it would be consistent if it was AND it makes you wonder how the ancients got these things right

## CHRISTIAN EVIDENCES

### Lesson 18 – Fulfilled Prophecy

The third category of evidences for the Bible's inspiration are alleged predictions of the future that came true. Review the following:

- <https://www.blueletterbible.org/search/Dictionary/viewTopic.cfm?topic=ET0003005>
- <https://www.blueletterbible.org/search/Dictionary/viewTopic.cfm?topic=VT0002236>
- <https://www.youtube.com/watch?v=PgN33jH6jHk>
- <https://www.biblestudytools.com/bible-study/topical-studies/the-old-testament-is-filled-with-fulfilled-prophecy-11652232.html>
- <https://parish.rcdow.org.uk/swisscottage/wp-content/uploads/sites/52/2014/11/44-Prophecies-Jesus-Christ-Fulfilled.pdf>

1. Define "prophecy".
  - a. *"miracle of knowledge, a declaration or description or representation of something future, beyond the power of human sagacity to foresee, discern, or conjecture."*
  - b. *"prophecy is not necessarily, nor even primarily, fore-telling. It is the declaration of that which cannot be known by natural means, [Mat 26:68](#), it is the forth-telling of the will of God, whether with reference to the past, the present, or the future"*
2. Many people make lots of predictions (e.g., fortune tellers, astrologers, scientists). List the things that would make prophecies compelling as evidence for a supernatural origin.
  - a. Non-obvious (the sun will rise)
  - b. About the future, including when it was written down (yesterday)
  - c. Relatively specific/accurate (at 7:03 tomorrow)
  - d. Beyond the power of man to easily anticipate (in the east)
  - e. Beyond the power of man to cause
  - f. Multiple predictions
3. Does the Bible claim to use fulfilled prophecies to establish its trustworthiness per Isa. 46:9-10; Rom. 1:1-4; Rom. 16:25; Heb. 1:1-2?
  - a. Declaring the end from the beginning
  - b. Prophetic word promised beforehand
4. Describe the prophecies regarding Babylon in Jeremiah 25:11-12; 32:36-37; Isaiah 13:19; Isaiah 14:23
  - a. Jeremiah ~600 B.C.
    - i. 70 years captivity – ended around 540 B.C.
    - ii. Babylon punished/overthrown
  - b. Isaiah ~700 B.C.
    - i. Babylon overthrown like Sodom/Gomorrah, destroyed, reduced to swamp land
5. Describe the prophecy regarding Cyrus in Isaiah 44:28; 45:1

- a. The prophet Isaiah, writing about 700 b.c., predicts Cyrus by name as the king who will say to Jerusalem that it shall be built and that the temple foundation shall be laid. At the time of Isaiah's writing, the city of Jerusalem was fully built and the entire temple was standing. Not until more than 100 years later would the city and temple be destroyed by King Nebuchadnezzar in 586 b.c.
  - b. After Jerusalem was taken by the Babylonians, it was conquered by the Persians in about 539 b.c. Shortly after that, a Persian king named Cyrus gave the decree to rebuild the temple in Jerusalem. This was around 160 years after the prophecy of Isaiah!
6. Describe the prophecy regarding Tyre in Ezek. 26:12
  - a. Ezekial ~580 B.C.
  - b. Tyre rubble thrown into the sea
  - c. By Alexander the Great 333 B.C. to build a land bridge out to the besieged island
7. Describe at least 7 prophecies regarding Jesus of Nazareth as the Messiah.
  - a. See list below
8. Describe the prophecy regarding the fall of Jerusalem (70 A.D.) in Matt. 24:1-28; Mark 13:1-23; Luke 21:5-24.
  - a. Surrounded by enemies (Roman siege)
  - b. Great distress and wrath
  - c. Not one stone of the temple left
  - d. Led captive among all nations
9. Is having fulfilled prophecies sufficient to prove that the Bible is inspired?
  - a. Yes.

44 Prophecies Jesus Christ Fulfilled			
	Prophecies About Jesus	Old Testament Scripture	New Testament Fulfillment
1	Messiah would be born of a woman.	<a href="#">Genesis 3:15</a>	<a href="#">Matthew 1:20</a> <a href="#">Galatians 4:4</a>
2	Messiah would be born in <a href="#">Bethlehem</a> .	<a href="#">Micah 5:2</a>	<a href="#">Matthew 2:1</a> <a href="#">Luke 2:4-6</a>
3	Messiah would be born of a virgin.	<a href="#">Isaiah 7:14</a>	<a href="#">Matthew 1:22-23</a> <a href="#">Luke 1:26-31</a>
4	Messiah would come from the line of <a href="#">Abraham</a> .	<a href="#">Genesis 12:3</a> <a href="#">Genesis 22:18</a>	<a href="#">Matthew 1:1</a> <a href="#">Romans 9:5</a>
5	Messiah would be a descendant of <a href="#">Isaac</a> .	<a href="#">Genesis 17:19</a> <a href="#">Genesis 21:12</a>	<a href="#">Luke 3:34</a>
6	Messiah would be a descendant of <a href="#">Jacob</a> .	<a href="#">Numbers 24:17</a>	<a href="#">Matthew 1:2</a>
7	Messiah would come from the tribe of Judah.	<a href="#">Genesis 49:10</a>	<a href="#">Luke 3:33</a> <a href="#">Hebrews 7:14</a>
8	Messiah would be heir to <a href="#">King David's</a> throne.	<a href="#">2 Samuel 7:12-13</a> <a href="#">Isaiah 9:7</a>	<a href="#">Luke 1:32-33</a> <a href="#">Romans 1:3</a>
9	Messiah's throne will be anointed and eternal.	<a href="#">Psalm 45:6-7</a> <a href="#">Daniel 2:44</a>	<a href="#">Luke 1:33</a> <a href="#">Hebrews 1:8-12</a>
10	Messiah would be called <a href="#">Immanuel</a> .	<a href="#">Isaiah 7:14</a>	<a href="#">Matthew 1:23</a>
11	Messiah would spend a season in Egypt.	<a href="#">Hosea 11:1</a>	<a href="#">Matthew 2:14-15</a>
12	A massacre of children would happen at Messiah's birthplace.	<a href="#">Jeremiah 31:15</a>	<a href="#">Matthew 2:16-18</a>
13	A messenger would prepare the way for Messiah	<a href="#">Isaiah 40:3-5</a>	<a href="#">Luke 3:3-6</a>
14	Messiah would be rejected by his own people.	<a href="#">Psalm 69:8</a> <a href="#">Isaiah 53:3</a>	<a href="#">John 1:11</a> <a href="#">John 7:5</a>
15	Messiah would be a prophet.	<a href="#">Deuteronomy 18:15</a>	<a href="#">Acts 3:20-22</a>
16	Messiah would be preceded by <a href="#">Elijah</a> .	<a href="#">Malachi 4:5-6</a>	<a href="#">Matthew 11:13-14</a>
17	Messiah would be declared the <a href="#">Son of God</a> .	<a href="#">Psalm 2:7</a>	<a href="#">Matthew 3:16-17</a>
18	Messiah would be called a Nazarene.	<a href="#">Isaiah 11:1</a>	<a href="#">Matthew 2:23</a>
19	Messiah would bring light to Galilee.	<a href="#">Isaiah 9:1-2</a>	<a href="#">Matthew 4:13-16</a>
20	Messiah would speak in <a href="#">parables</a> .	<a href="#">Psalm 78:2-4</a> <a href="#">Isaiah 6:9-10</a>	<a href="#">Matthew 13:10-15, 34-35</a>
21	Messiah would be sent to heal the brokenhearted.	<a href="#">Isaiah 61:1-2</a>	<a href="#">Luke 4:18-19</a>
22	Messiah would be a priest after the order of <a href="#">Melchizedek</a> .	<a href="#">Psalm 110:4</a>	<a href="#">Hebrews 5:5-6</a>
23	Messiah would be called King.	<a href="#">Psalm 2:6</a> <a href="#">Zechariah 9:9</a>	<a href="#">Matthew 27:37</a> <a href="#">Mark 11:7-11</a>
24	Messiah would be praised by <a href="#">little children</a> .	<a href="#">Psalm 8:2</a>	<a href="#">Matthew 21:16</a>



25	Messiah would be betrayed.	<a href="#">Psalm 41:9</a> <a href="#">Zechariah 11:12-13</a>	<a href="#">Luke 22:47-48</a> <a href="#">Matthew 26:14-16</a>
26	Messiah's price money would be used to buy a potter's field.	<a href="#">Zechariah 11:12-13</a>	<a href="#">Matthew 27:9-10</a>
27	Messiah would be falsely accused.	<a href="#">Psalm 35:11</a>	<a href="#">Mark 14:57-58</a>
28	Messiah would be silent before his accusers.	<a href="#">Isaiah 53:7</a>	<a href="#">Mark 15:4-5</a>
29	Messiah would be spat upon and struck.	<a href="#">Isaiah 50:6</a>	<a href="#">Matthew 26:67</a>
30	Messiah would be hated without cause.	<a href="#">Psalm 35:19</a> <a href="#">Psalm 69:4</a>	<a href="#">John 15:24-25</a>
31	Messiah would be <a href="#">crucified</a> with criminals.	<a href="#">Isaiah 53:12</a>	<a href="#">Matthew 27:38</a> <a href="#">Mark 15:27-28</a>
32	Messiah would be given vinegar to drink.	<a href="#">Psalm 69:21</a>	<a href="#">Matthew 27:34</a> <a href="#">John 19:28-30</a>
33	Messiah's hands and feet would be pierced.	<a href="#">Psalm 22:16</a> <a href="#">Zechariah 12:10</a>	<a href="#">John 20:25-27</a>
34	Messiah would be mocked and ridiculed.	<a href="#">Psalm 22:7-8</a>	<a href="#">Luke 23:35</a>
35	Soldiers would gamble for Messiah's garments.	<a href="#">Psalm 22:18</a>	<a href="#">Luke 23:34</a> <a href="#">Matthew 27:35-36</a>
36	Messiah's bones would not be broken.	<a href="#">Exodus 12:46</a> <a href="#">Psalm 34:20</a>	<a href="#">John 19:33-36</a>
37	Messiah would be forsaken by God.	<a href="#">Psalm 22:1</a>	<a href="#">Matthew 27:46</a>
38	Messiah would pray for his enemies.	<a href="#">Psalm 109:4</a>	<a href="#">Luke 23:34</a>
39	Soldiers would pierce Messiah's side.	<a href="#">Zechariah 12:10</a>	<a href="#">John 19:34</a>
40	Messiah would be buried with the rich.	<a href="#">Isaiah 53:9</a>	<a href="#">Matthew 27:57-60</a>
41	Messiah would <a href="#">resurrect</a> from the dead.	<a href="#">Psalm 16:10</a> <a href="#">Psalm 49:15</a>	<a href="#">Matthew 28:2-7</a> <a href="#">Acts 2:22-32</a>
42	Messiah would ascend to heaven.	<a href="#">Psalm 24:7-10</a>	<a href="#">Mark 16:19</a> <a href="#">Luke 24:51</a>
43	Messiah would be seated at God's right hand.	<a href="#">Psalm 68:18</a> <a href="#">Psalm 110:1</a>	<a href="#">Mark 16:19</a> <a href="#">Matthew 22:44</a>
44	Messiah would be a <a href="#">sacrifice</a> for sin.	<a href="#">Isaiah 53:5-12</a>	<a href="#">Romans 5:6-8</a>

## CHRISTIAN EVIDENCES

### Lesson 19 – The Canon of the Bible

Skeptics will question the trustworthiness of the Bible due to how it was gathered together.

Review the following:

- “Topics > B” for “Bible Origins” at biblequestions.org
  - “How were the books of the New Testament selected?”
- <https://www.christianity.com/wiki/bible/what-is-the-apocrypha-are-apocryphal-books-really-scripture.html>
- <https://www.youtube.com/watch?v=k7o6JXCfCjM> (5 min)

1. Define the following terms:

- a. Epistle
  - i. A poem or other literary work in the form of a letter or series of letters
- b. Canon and Canonization
  - i. a set of texts (or "books") which a particular religious community regards as authoritative scripture and the process for arriving at that conclusion
  - ii. Protestant – 39 OT, 27 NT = 66 total
  - iii. Roman Catholic – 39 OT, 7 Apocrypha, 27 NT = 73
  - iv. Eastern Orthodox – 39 OT, 12 Apocrypha, 27 NT = 78
- c. Apocryphal
  - i. A general term - hidden, of doubtful origin
- d. Deuterocanon (Catholic) and the Apocrypha (Protestant)
  - i. 14-15 OT books originally included in the Greek Septuagint (~250 B.C.) of doubtful origin
  - ii. Included in Martin Luther’s translation of the Bible in 1534 as a separate section.
  - iii. Originally included in the KJV of 1611, but removed in 1885
- e. Pseudepigraphon
  - i. a book written in a biblical style and ascribed to an author who did not write it. In common usage, however, the term pseudepigrapha is often used by way of distinction to refer to apocryphal writings that do not appear in printed editions of the Bible (Catholic, Eastern Orthodox)

2. According to 1 Thess. 5:27; Col. 4:16; and 2 Peter 3:16, what happened to the epistles written by inspired NT authors?

- a. 1Th 5:27 *I charge you by the Lord that this epistle be read to all the holy brethren.*
- b. Col. 4:16 *Now when this epistle is read among you, see that it is read also in the church of the Laodiceans, and that you likewise read the epistle from Laodicea.*
- c. 2 Pet. 3:16 *consider that the longsuffering of our Lord is salvation—as also our beloved brother Paul, according to the wisdom given to him, **has written to you, as also in all his epistles, speaking in them of these things, in which are some things hard to understand, which untaught and unstable [people] twist to their own destruction, as [they do] also the rest of the Scriptures.***

3. Who was Marcion, when did he live, and how did he contribute to the New Testament canon?
  - a. Around 144, a renegade teacher by the name of Marcion rejected the Old Testament scriptures, denied the crucifixion of Christ, started his own church, started circulating a list of books he considered authoritative. The early Christians realized that due to the wide circulation of Marcion's canon, there needed to be a list of the books that were recognized as being inspired.
  
4. What other early lists of NT books were produced and when?
  - a. Around 150 A.D. – Justin Martyr made references to the gospels (Matthew, Mark, and Luke) and several of Paul's letters.
  - b. As early as 170 A.D. – the Muratorian fragment has a list similar to the modern New Testament canon.
  - c. Around 180 A.D. – Irenaeus endorses Matthew, Mark, Luke, and John as the only legitimate gospels.
  - d. Around 300 A.D. – Eusebius gave a detailed list of New Testament writings (acknowledged the disputed status of Hebrews, James, 2 Peter, 2 John, 3 John, Jude and Revelation).
  - e. In 367 A.D. – Athanasius gives a list New Testament books identical to that of today.
  
5. The Catholic Church claims they are responsible for establishing the NT cannon (at the Synod of Hippo in 393 A.D., Councils of Carthage in 397 and 419, Council of Trent in 1545-1563 for the Apocrypha). How would you respond?
  - a. These councils simply recognized or acknowledged those books that had already obtained prominence from usage among the various early Christian communities.
  
6. What doctrines in the Apocrypha contradict the Bible per <https://www.christianity.com/wiki/bible/what-is-the-apocrypha-are-apocryphal-books-really-scripture.html>?
  - a. Giving money to atone for sins
  - b. Praying for the dead
  - c. Praying to saints in heaven and asking them for prayer
  
7. Some people claim there are “lost books” or “forgotten books” missing/removed from the Bible per [www.gotquestions.org/lost-books-Bible.html](http://www.gotquestions.org/lost-books-Bible.html) and <https://www.youtube.com/watch?v=aRYQi8lslqE> (8 min). How would you respond?
  - a. Some referenced within the Bible (Book of Jasher, Book of the Acts of Solomon, Book of Nathan, etc.)
    - i. May have been included
  - b. Not missing, nor removed – they were rejected as uninspired

## CHRISTIAN EVIDENCES

### Lesson 20 – The Manuscripts of the Bible

Skeptics will question the trustworthiness of the Bible due to how it was copied down through the centuries. Review the following:

- “Topics > B” for “Bible Origins” at biblequestions.org
- <https://truthfaithandreason.com/case-making-101-how-does-the-bible-compare-to-other-ancient-documents/>
- <https://jesusisnotfakenews.com/the-number-of-new-testament-textual-variants-doesnt-matter/>

1. Answer the following questions about ancient manuscripts.
  - a. What is a “manuscript”? An “autograph”?
    - i. A document written by hand
    - ii. A document written in the author’s own handwriting
  - b. How were copies of ancient manuscripts created?
    - i. By hand prior to when the printing press invented in 1450 A.D. by Johannes Gutenberg
  - c. What potential sources of error would this method have?
    - i. Scribal errors (misspell a word, skip a word, skip a line)
    - ii. Scribal bias to “correct”, expand, or drop a teaching
  - d. What is “papyrus” and how durable was it?
    - i. Ancient writing material made from the soft core of the papyrus plant
    - ii. “fragile and susceptible to both moisture and excessive dryness. Unless the papyrus was of perfect quality, the writing surface was irregular, and the range of media that could be used was also limited.”
  - e. What is a “scroll” and a “codex”?
    - i. Rolled up manuscript versus book form (scrolls more ancient, codices originated roughly around 0 A.D. and came to dominated over the next few hundred years)
  - f. For ancient Greek and Latin, what are “uncial” and “cursive” manuscripts?
    - i. Mainly capital letters (no punctuations, earlier forms lacked word spaces) popular in 4<sup>th</sup> to 8<sup>th</sup> centuries versus upper/lower letters afterwards
    - ii. Helpful in dating the manuscript
2. Since we do not have the original NT autographs, what evidence is offered for the manuscript copies we have being accurate reflections of the originals based on the following criteria?
  - a. How much time passed between writing and oldest copy?
    - i. ~100 years for oldest NT manuscripts
  - b. How many copies do we have for comparison?
    - i. ~25,000 for the NT
  - c. How many other sources do we have for comparison?
    - i. ~86,000 quotations from Church Fathers

3. How does the availability of NT manuscript copies compare with secular writings from the ancient world that are considered trustworthy?

a. See below for Julius Caesar’s *Gallic Wars*, Aristotle’s *Poetics*, Homer’s *Iliad*

Author	Date Written	Earliest Copy	Approximate Time Span between original & copy	Number of Copies
Lucretius	died 55 or 53 B.C.		1100 yrs	2
Pliny	A.D. 61-113	A.D. 850	750 yrs	7
Plato	427-347 B.C.	A.D. 900	1200 yrs	7
Demosthenes	4th Cent. B.C.	A.D. 1100	800 yrs	8
Herodotus	480-425 B.C.	A.D. 900	1300 yrs	8
Suetonius	A.D. 75-160	A.D. 950	800 yrs	8
Thucydides	460-400 B.C.	A.D. 900	1300 yrs	8
Euripides	480-406 B.C.	A.D. 1100	1300 yrs	9
Aristophanes	450-385 B.C.	A.D. 900	1200	10
Caesar	100-44 B.C.	A.D. 900	1000	10
Livy	59 BC-AD 17	----	???	20
Tacitus	circa A.D. 100	A.D. 1100	1000 yrs	20
Aristotle	384-322 B.C.	A.D. 1100	1400	49
Sophocles	496-406 B.C.	A.D. 1000	1400 yrs	193
Homer ( <i>Iliad</i> )	900 B.C.	400 B.C.	500 yrs	643

4. Answer the following about textual variants.

a. What is a “textual variant” and what causes them?

i. The difference in wording found in a single manuscript or a group of manuscripts (either way, it’s still only one variant) that disagrees with a base text.

1. It is NOT simply counting the number of copies that have the same variant as many apologists assert

ii. Copyist errors (deliberate or inadvertent)

*Most of the variations are not significant and some common alterations include the deletion, rearrangement, repetition, or replacement of one or more words when the copyist’s eye returns to a similar word in the wrong*

*location of the original text. If their eye skips to an earlier word, they may create a repetition (error of dittography). If their eye skips to a later word, they may create an omission. They may resort to performing a rearranging of words to retain the overall meaning without compromising the context. In other instances, the copyist may add text from memory from a similar or parallel text in another location. Otherwise, they may also replace some text of the original with an alternative reading. Spellings occasionally change. Synonyms may be substituted. A pronoun may be changed into a proper noun (such as "he said" becoming "Jesus said")*

- b. Some scholars estimate there are 400,000 variants in the NT. How can this be when the NT consists of only about 140,000 words?
  - i. Reflects the large abundance of manuscripts available
- c. According to <https://jesusisnotfakenews.com/the-number-of-new-testament-textual-variants-doesnt-matter/>, describe the following groupings of variants and the number of variants they contain.
  - i. Neither meaningful, nor viable
    1. Don't change the meaning of the text and obviously don't reflect the original reading.
    2. Spelling errors are easy to detect and aren't original to the text.
    3. This group represents about 75% (about 300,000) of all textual variants.
  - ii. Viable, but not meaningful
    1. Potentially original, but doesn't change the meaning
    2. Spelling differences, word order changes, and synonyms.
    3. No number listed
  - iii. Meaningful, but not viable
    1. Changes the meaning, but couldn't represent the original text
    2. Doesn't fit the context, nonsense readings
    3. No number listed, but an assertion that all three of these account for 99% to 99.75% of all variants
  - iv. Meaningful and viable
    1. Changes the meaning, and could be the original text
    2. Doesn't change any core doctrine
    3. Less than 1%
5. Skeptics claim "The Bible has been changed so many times over the last 2000 years, it's impossible to know what it originally said." How would you respond?
  - a. Very abundant and early available manuscript evidence (copies, translations, quotations, etc.)
  - b. +99% of the variants don't matter with the remaining <1% not significantly impacting doctrine

## CHRISTIAN EVIDENCES

### Lesson 21 – Translations of the Bible

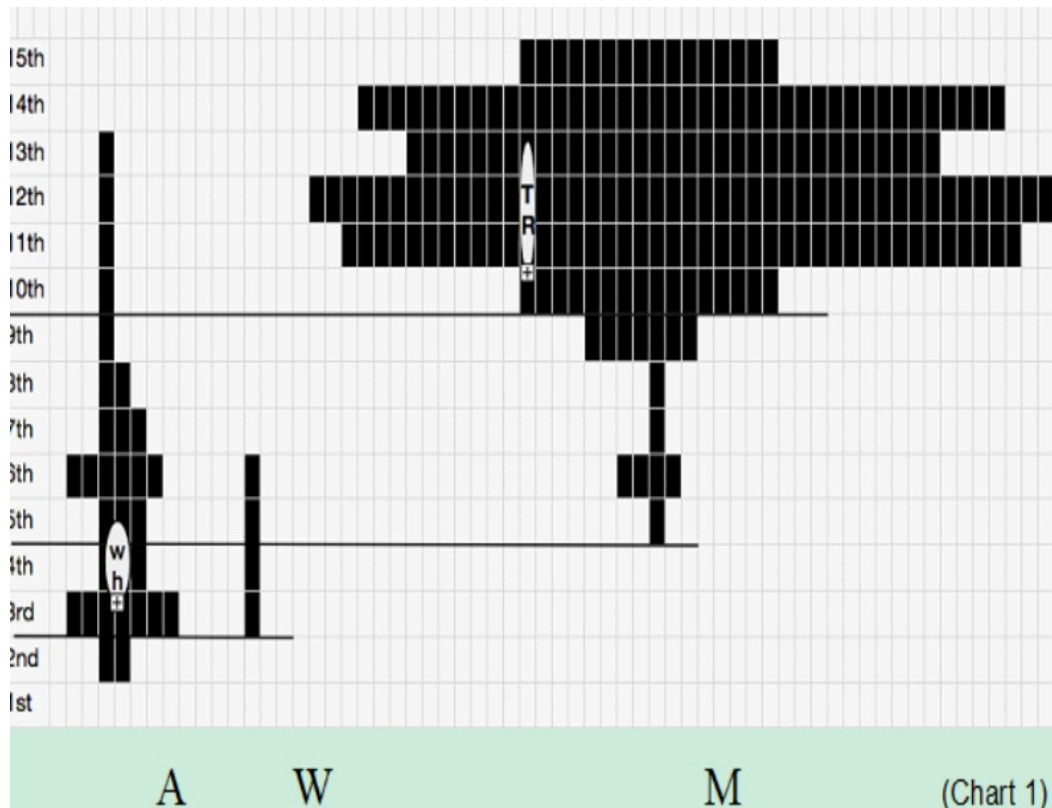
Skeptics will question the trustworthiness of the Bible due to how the ancient manuscripts were translated into our modern language. Review the following:

- <https://www.biblequestions.org/bqar621.html>
- [https://en.wikipedia.org/wiki/List\\_of\\_major\\_textual\\_variants\\_in\\_the\\_New\\_Testament](https://en.wikipedia.org/wiki/List_of_major_textual_variants_in_the_New_Testament)
- <https://www.biblequestions.org/bqar606.html>

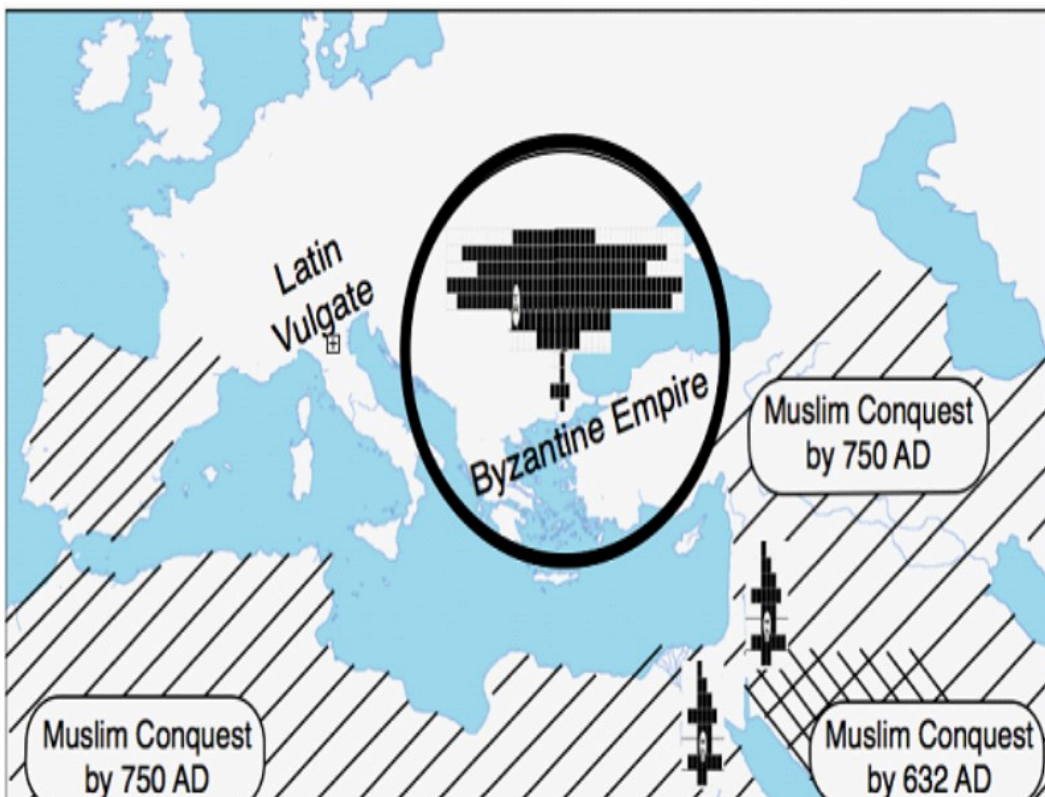
1. Are translators inspired? How do Matt. 24:35 and 1 Pet. 1:23-25 relate to having reliable translations today?
  - a. No
  - b. Words will not pass away, incorruptible, lives and abides forever, endures forever
2. Ancient New Testament manuscript resources are normally compiled into a Greek-based edition used to make English translations. What are the following editions?
  - a. “Textus Receptus” (Latin for “received text”)?
    - i. Created by Desiderius Erasmus in 16<sup>th</sup> century (from then available manuscripts)
    - ii. Western and Central Europe manuscript evidence – a subset of the Majority Text
  - b. “Majority Text”, “Byzantine text-type”, or “MT”
    - i. Body of ancient manuscripts - largest number of surviving manuscripts (but not the oldest)
    - ii. Similar to the Textus Receptus – dominant in Eastern Greek speaking churches
  - c. “Westcott-Hort”
    - i. Created by Brooke Westcott and Fenton Hort in 1881
    - ii. Used additional, older manuscript discoveries
  - d. “Nestle-Aland”, “Novum Testamentum Graece”, “NA28”, “United Bible Society Greek Text”, or “Critical Text”
    - i. Created by Eberhard Nestle and Kurt Aland in 1898 based on Westcott-Hort and others
    - ii. Similar to WH

Notes on #2: Based upon similar readings we have three groups or families of manuscripts. On the left we have the centuries listed, from the 1st century to the 15th.

- Nestle-Aland - The A group of manuscripts is seen from the 2nd century to the 13th
- Western The W group is from the 3rd to the 6<sup>th</sup> – somewhat “free and paraphrastic” (no modern translation based on it) – replaced in popularity by the Vulgate (M group)
- Majority Text - The M group is from the 5th to the 15<sup>th</sup>
- TR – Textus Receptus

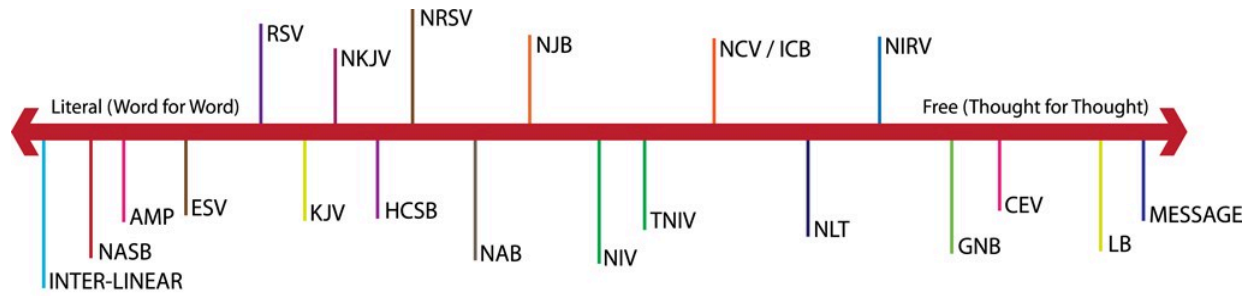


Shift in # copies from A group (mostly in Middle East) to M group (mostly Europe) due to rise of Islam in the Middle East.





3. What are the main differences between the Textus Receptus and the Westcott-Hort text?
  - a. Number of manuscripts - more versus fewer
  - b. Age of manuscripts – younger (9<sup>th</sup> century forward) versus older (2<sup>nd</sup> to 9<sup>th</sup> century)
  - c. Tendency for variant passages – included versus omitted
    - i. [Jhn 5:4 KJV] 4 For an angel went down at a certain season into the pool, and troubled the water: whosoever then first after the troubling of the water stepped in was made whole of whatsoever disease he had.
    - ii. [Act 8:37 KJV] 37 And Philip said, If thou believest with all thine heart, thou mayest. And he answered and said, I believe that Jesus Christ is the Son of God.
    - iii. [1Jo 5:7-8 KJV] 7 For there are three that bear record in heaven, the Father, the Word, and the Holy Ghost: and these three are one. 8 And there are three that bear witness in earth, the Spirit, and the water, and the blood: and these three agree in one.
  
4. Are these differences significant? Why?
  - a. No
  - b. No change in meaning – nothing that isn't taught elsewhere
  
5. List some popular English translations use the following Greek texts?
  - a. Textus Receptus
    - i. King James Version, New King James Version
  - b. Nestle-Aland
    - i. American Standard Version, New American Standard Version, English Standard Version, New International Version, and many others
  
6. Describe the different approaches to translating Greek into English.
  - a. Literal
    - i. “word for word” or “formal equivalence”
  - b. Dynamic equivalence
    - i. – middle between literal and paraphrase (NIV)
  - c. Paraphrase
    - i. “thought for thought”
  
7. Which translations are “better”?
  - a. More literal, yet understandable
  - b. Mix of Majority Text (KJV/NKJV) and Critical Text (NASB, AMP, ESV)



**KEY (full Bible publish date in brackets)**

AMP: Amplified Bible (1965)  
 CEV: Contemporary English Version (1995)  
 ESV: English Standard Version (2001)  
 GNB: Good News Bible (1976)  
 HCSB: Holman Christian Standard Bible (2004)  
 ICB: International Children's Bible (1995)  
 KJV: King James Version (1611)

LB: Living Bible (1971)  
 NAB: New American Bible (1970)  
 NASB: New American Standard Bible (1971)  
 NCV: New Century Version (1991)  
 NIRV: New International Reader's Version (1996)  
 NIV: New International Version (1978)  
 NJB: New Jerusalem Bible (1985)  
 NKJV: New King James Version (1982)

NLT: New Living Translation (1996)  
 NRSV: New Revised Standard Version (1989)  
 RSV: Revised Standard Version (1952)  
 THE MESSAGE (2002)  
 TNIV: Today's New International Version (2005)

## CHRISTIAN EVIDENCES

### Lesson 22 – Alleged Errors and Self-Contradictions in the Bible

Frequently, the inspiration of the Bible is challenged on the basis of the errors it supposedly contains. Review the following:

- Ham Ch. 6 “Cain’s Wife—Who Was She?”
  - <https://www.bible.ca/islam/islam-bible-contradictions-refuted.htm>
  - Lesson 22 Shelly Supplement
1. According to Shelly pg. 61, what would be a good first question to ask the skeptic who says the Bible has errors?
    - a. “Could you be specific?”
  2. According to Shelly pg. 62 “Ignorance”, what could we say if someone points out that a person or place mentioned in the Bible is not found in other historical documents?
    - a. Examples what that happened in the past, but more recent discoveries confirmed the Bible.
  3. One of the most popular questions we receive at the BibleQuestions.Org website is “Where did Cain get his wife?” How would you respond based on Ham ch. 6 and Shelly pg. 62 “Failure to be Fair With the Bible”?
    - a. One of his close relatives Gen. 5:4
    - b. Incest not prohibited for 1000’s of years later under the Law of Moses
    - c. Side comment: Ham page 67 says “Since Adam was the head of the human race, when he fell we who were in the loins of Adam fell also. Thus we are all separate from God.” NO – this is the false doctrine of original sin or inherited depravity. Rom. 5:12 (quoted three paragraphs prior) clearly states “death passed upon all men, for that all have sinned.” (as individuals)
  4. According to Shelly pg. 63-64 “Misinterpretation of the Bible” and “No Single Author Claims to Tell Whole Story”, why is it important to closely read what the Bible says in a particular context as well as to read all the Bible has to say on a given subject?
    - a. To avoid misinterpretation or failure to properly harmonize all that is said.
    - b. Paul contradicting James on faith versus works
    - c. Claims the earth is the center of the universe
    - d. Writers of the Gospel give “contradictory” accounts
  5. Select five alleged Bible problems from the [www.bible.ca](http://www.bible.ca) site referenced above and be prepared to summarize them and offer a reasonable explanation for their resolution.
    - What was created first, animals or man?
      - Gen. 1 fowls, cattle and finally man and woman
      - Gen. 2 Creation of man before cattle and fowl and woman subsequent to beast
      - Ans: Gen. 1 gives overall info, Gen. 2 returns to focus on man (with possible creation of individual animals in the Garden of Eden)?

- Is killing wrong?
  - Ex. 20:13 God said not to do it
  - Gen. 6:5-7 God did it and commanded others to do it (Ex. 21:12-25)
  - Ans: Recognize the difference between justified killing (e.g., capital punishment) and unjustified killing (e.g., murder)
- If Moses wrote Deuteronomy, how could he write about his own death (Deut. 34)?
  - Perhaps completed by Joshua
- How many horsemen did David capture from the king of Zobah?
  - 2 Samuel 8:4 1,700 horsemen
  - 1 Chronicles 18:4 7,000 horsemen
  - Ans: Potential copyist error
- Who encouraged David to number or take a census of the Israelites?
  - 2 Sam. 24:1 The Lord moved David to do it
  - 1 Chron. 21:1 Satan provoked David to do it
  - Ans: both properly harmonized
- What was Jesus' family tree or genealogy? Who was his father's father?
  - Matthew chapter 1:1-17 Jacob.
  - Luke 3:23-38 Heli
  - Ans: Per Jewish custom, Matthew traces Jesus lineage is traced through the males from Abraham through David to His earthly father Joseph (technically His adoptive stepfather). Luke traces his lineage back to Adam. Some differences between the two lists could be explained if Luke was recording Mary's lineage
- What happened after Jesus was born?
  - Matthew says the family fled to Egypt to escape Herod's orders and remained there for quite a while.
  - Luke says they left Bethlehem after the law was fulfilled and went to Nazareth.
  - Ans: Matthew gives more details than Luke does
- How many demon-possessed men were living in the tombs in the country of the Gadarenes?
  - Matt. 8: Two
  - Mark 5 and Luke 8: One
  - Ans: Probably two, but one was the more outspoken, notable, or difficult to manage.
- When was Jesus crucified?
  - Matt, Luke, & John give it the sixth hour
  - Mark says it was the third hour.
  - Ans: Difference between the way Jews and Romans counted time (daybreak versus midnight/midday as we do)
- How did Judas Iscariot die?
  - Matthew 27:5 Hung himself
  - Acts 1:8,19 Fell and burst asunder
  - Ans: both properly harmonized

6. From this lesson, list several techniques for resolving alleged Bible errors and contradictions?
  - a. Carefully read what the context says to avoid misquotations
  - b. Carefully harmonize all the scriptures say on a subject while recognizing not all authors tell the complete story (just like today's reporting)
  - c. Identify and acknowledge scribal errors
  - d. Consider the historical context
  - e. Consider multiple translations (to refine the meaning of words and phrases)
  
7. What should you do if someone points out an alleged error or contradiction that you can't immediately answer?
  - a. Stay calm and don't panic
  - b. Don't guess
  - c. Don't get rude
  - d. Pledge to study it and get back to them.

## **CHRISTIAN EVIDENCES**

### Lesson 23 – Review

With this lesson we will wrap up the second major part of our study – the evidence for the Bible being the inspired, accurate “special” revelation from the Creator God.

1. Which type of “inspiration” should we claim for the Bible (Lesson 15)?
2. Provide three examples where authors of the Bible claim to be inspired by God (Lesson 15).
3. Describe three unusual features about the Bible that suggest it is inspired (Lesson 16).
4. Describe three scientific pre-knowledge items in the Bible that suggest it is inspired (Lesson 17).
5. How would you respond to the skeptic who says the Bible teaches the sun goes around a flat earth (Lesson 17)?
6. List three things what would make any prediction about the future compelling as evidence for a supernatural origin (Lesson 18)?
7. Describe three compelling, fulfilled prophecies in the Bible (Lesson 18)?
8. How would you respond to the skeptic who says we can’t know which books should and shouldn’t be in the Bible (Lesson 19)?
9. How can we trust the Bible since we don’t have the authors’ original manuscripts (Lesson 20)?
10. How can we trust the Bible when there is such a large number of textual variants in the manuscript copies we have (Lesson 20)?
11. What are the main differences between the Textus Receptus/Majority Text manuscripts and the Westcott-Hort/Nestle-Aland manuscripts (Lesson 21)?
12. How can we trust the Bible when there are so many differences in the English language translations available today (Lesson 21)?
13. Which English translations are better (Lesson 21)?
14. Before leaving this section, do you have any related topics you would like to discuss?

## CHRISTIAN EVIDENCES

### Lesson 24 – Introduction to “Jesus of Nazareth is God’s Son”

The final major section of Christian Evidences focuses on evidence for the unique claims of the nature and role of Jesus. Review the following:

- Lesson 24 Shelly Supplement, pgs. 19-20
- At BibleQuestions.org under “Topics > J” for “Jesus”
  - [The Historicity of Jesus \(BT\)](#)
  - [Jesus, the Son of God \(BT\)](#)

1. Who is the “Jesus” of this study (since many are named “Jesus” or the Hebrew equivalent of “Joshua”)? How would you describe Him to someone totally unfamiliar with the Bible?
  - a. Born in Bethlehem of Palestine to relatively poor, Jewish parents Joseph and Mary around 8-4 B.C.
  - b. Grew up in Nazareth (a.k.a. “Jesus of Nazareth”)
  - c. Became a notable speaker who developed a following of disciples
  - d. Betrayed by Jewish leaders, crucified by the Roman government
2. You may encounter claims that Jesus of Nazareth never existed. How would you respond?
  - a. Contemporary NT authors (previously established the reliability of the Bible)
    - i. Many willing to suffer martyrdom instead of renouncing their eye-witness testimony
  - b. Contemporary secular writers
    - i. Josephus, Tacitus, etc.
    - ii. within His lifetime - Like claiming Theodore Roosevelt, Gandhi, or Lenin didn’t exist
3. You may encounter claims that Jesus existed, but everything supernatural about Him was a conspiracy fabricated by His disciples after His death as reflected in the New Testament. How would you respond?
  - a. Unlearned and ignorant fishermen among others per Acts 4:13
  - b. Willingness to suffer life-long persecution and martyrdom
  - c. Rapid expansion beginning on the day of Pentecost with thousands being converted
4. In Matt. 16:13, Jesus asked His disciples a critical question, “Who do men say that I am?”
  - a. What did His disciples say per verse 14?
    - i. John the Baptist, Elijah, Jeremiah, one of the prophets
  - b. What did the Jews of His day as well as today say (per Mark 2:7; John 19:7)?
    - i. Blasphemer, false prophet, false Messiah
  - c. What do Muslims say per [https://en.wikipedia.org/wiki/Jesus\\_in\\_Islam?](https://en.wikipedia.org/wiki/Jesus_in_Islam?)
    - i. A great prophet/teacher/rabbi, but an ordinary man like Noah, Abraham, Moses, Daniel, etc.
    - ii. *The Quran (the central religious text of Islam) describes Jesus as the Messiah (al-Masih in Arabic), born of a virgin, performing miracles, accompanied by*

*disciples, rejected by the Jewish establishment, and being raised to heaven.[4]  
The Quran differs in denying Jesus was crucified or died on the cross, and especially in rejecting the divinity of Jesus as God incarnate, or the Son of God.[4][a]*

- d. What do Jehovah's Witnesses say per [https://en.wikipedia.org/wiki/Jehovah%27s\\_Witnesses\\_beliefs#Jesus\\_Christ?](https://en.wikipedia.org/wiki/Jehovah%27s_Witnesses_beliefs#Jesus_Christ?)
    - i. A created angel
    - ii. *Jehovah's Witnesses believe that Jesus is God's "only-begotten Son", and that his life began in heaven.<sup>[88]</sup> He is described as God's first creation and the "exact representation of God",<sup>[89]</sup> but is believed to be a separate entity and not part of a Trinity. Jesus is said to have been used by God in the creation of all other things.<sup>[90]</sup> Jehovah's Witnesses believe that the Archangel Michael, "the Word" of John 1:1, and wisdom personified in Proverbs 8 refer to Jesus in his pre-human existence*
  - e. What do Oneness Pentecostals say per [https://en.wikipedia.org/wiki/Oneness\\_Pentecostalism#Father,\\_Son,\\_and\\_Holy\\_Spirit?](https://en.wikipedia.org/wiki/Oneness_Pentecostalism#Father,_Son,_and_Holy_Spirit?)
    - i. Jesus = God the Father
    - ii. *Oneness teaching asserts that God is a singular spirit who is one, not three persons, individuals or minds. "Father", "Son" and "Holy Ghost" (also known as the Holy Spirit) are merely titles reflecting the different personal manifestations of the One True God in the universe. When Oneness believers speak of the Father, the Son and the Holy Spirit, they see these as three personal manifestations of one being, one personal God*
5. In Matt. 16:15, Jesus asked His disciples, "Who do you say that I am?" What was Peter's two-part response per verse 16? Did Jesus agree with it per verse 17?
- a. "You are the Christ, the Son of the living God"
  - b. Yes
6. What does Peter mean for Jesus to be the "Christ" or the "Messiah" per [https://en.wikipedia.org/wiki/Messiah\\_in\\_Judaism?](https://en.wikipedia.org/wiki/Messiah_in_Judaism?)
- a. "Christ" ≙ "CHRISTOS" (Gr.) ≙ "anointed one"
  - b. "Messiah" ≙ "MASIAH" (Heb.) ≙ "anointed one"
  - c. *The Messiah in Judaism (Hebrew: מָשִׁיחַ, romanized: māšîaḥ; Greek: χριστός, romanized: khristós, lit. 'anointed, covered in oil') is a savior and liberator figure in Jewish eschatology, who is believed to be the future redeemer of the Jewish people. ... a messiah is a king or High Priest traditionally anointed with holy anointing oil.[3] In Jewish eschatology, the Messiah is a future Jewish king from the Davidic line, who is expected to be anointed with holy anointing oil and rule the Jewish people during the Messianic Age and world to come.[1][2][5]*
  - d. Selected by God, savior/liberator, heir to David's throne as King & Ruler



7. Since Adam was “the son of God” (Luke 3:38) and Christians are “children of God” (1 John 3:1-2), what does Peter mean for Jesus to be “the Son of the Living God” (hint: John 1:1-5; Luke 1:35)?
  - a. Preexistent (with God), Deity (was God)
  - b. Only-begotten/legitimate/unique son (via H.S. & virgin birth)

## CHRISTIAN EVIDENCES

### Lesson 25 – Claims for Jesus of Nazareth

In this lesson we'll further explore some of the astonishing claims made by and for Jesus. After you review the following, explain what the groups of verses below are claiming.

- Under “Topics > J” for “Jesus”
    - [Christ, Prophet, Priest and King \(BT\)](#)
    - [Jesus and the Father \(BT\)](#)
    - [Jesus, His identity \(BT\)](#)
1. Matt. 10:37; Matt. 28:18-19; Mark 16:15-16; John 12:47-48; John 14:6; Luke 21:33; Rev. 17:14
    - a. Given all authority in heaven and on earth as “King of kings and Lord of lords”
    - b. His words are eternal and would judge us in the last day
    - c. The way, the truth, and the life (unique path to the Father)
  2. John 5:17-24; 10:30-33; 14:6-10
    - a. Equal/one with father
    - b. Judge of all
    - c. Honor as God
  3. Matt. 4:10 with Matt. 8:2; Matt. 14:33; Acts 10:25-26; Rev. 19:10; Rev. 22:8-9
    - a. Accepted worship
  4. Mark 2:5-7; Luke 7:48
    - a. Power to forgive sins (as the one sinned against)
  5. Heb. 13:8 with Mal. 3:6
    - a. Unchangeable
  6. John 8:46; Matt. 27:4; Heb. 4:15; Heb. 9:12-14; 1 Pet. 2:22; 1 John 3:5; Matt. 26:28
    - a. Sinless
    - b. Blood shed for the atonement of sins
    - c. While condemning self-righteousness, lying, etc. Luke 18:9-14
    - d. Contrast with Rom. 3:23; 1 John 1:8-10
  7. John 8:24, 28, 58 (with Ex. 3:14); John 1:1-5
    - a. Existed long before Abraham as the “I AM”
  8. Matt. 1:18; John 17:5; John 2:18-22; John 20; Acts 1; Acts 2:22-26; 1 Cor. 15:3-4
    - a. Came from heaven
    - b. The Word who came to earth and dwelled in a body miraculously conceived by Mary
    - c. Did many mighty works
    - d. Was resurrected and returned to heaven

9. Given the extreme nature of these claims, comment on the challenge that Jesus was either “Lunatic, Liar, or Lord” (per [https://en.wikipedia.org/wiki/Lewis%27s\\_trilemma](https://en.wikipedia.org/wiki/Lewis%27s_trilemma)).
  - a. Extreme claims suggest He may have been insane – suffering from delusions of grandeur and megalomania
  - b. Or that He may have been a compulsive liar – trying to falsely claim to be the Messiah and deity
  - c. Or that He may have been telling the truth!

## CHRISTIAN EVIDENCES

### Lesson 26 – Unusual Sayings

If Jesus of Nazareth was God's Son, you would expect what He said to have unusual characteristics in contrast with the prevailing religious attitudes of the day, especially for being a relatively poor Jewish man without formal religious training. After you review the following, explain the unusual teachings in the groups of verses below.

- Under "Topics > J" for "Jesus"
  - [Jesus - The Perfect Preacher \(BT\)](#)

1. Matt 5:43-48; Luke 23:34
  - a. Taught people to love your enemies
  - b. Blessing His enemies while being unjustly murdered on the cross
2. Matt. 5:21-48
  - a. Claimed authority to correct people's understanding of the Law of Moses
3. Matt. 7:28-29; John 7:45-46
  - a. Speaking with supreme confidence and authority
4. John 4:9-10; Mark 16:15; Gal. 3:28-29
  - a. Promoted religious equality for Jew and Gentile
5. John 6:15; Matt. 19:17-22; Matt. 23; John 18:36
  - a. Devoid of worldly ambition - refusal to become an earthly king
  - b. Sent away a rich, influential ruler while rebuking those in power
6. Luke 10:25-37
  - a. Cited the virtue of the despised Samaritans over the religious leaders of the day (priest, Levite)
7. Matt. 22:15-21
  - a. Taught the people to pay their taxes to the Gentile-led, hated Roman government
8. Matt. 20:27-28
  - a. Taught humility while accepting worship
9. Matt. 24:1-2
  - a. Predicted the destruction of the Jew's favorite city, Jerusalem
10. Matt. 24:35
  - a. Predicted His words would outlast the destruction of the earth

11. Given the unusual nature of these sayings, would you tend to say they are more consistent with Jesus being a mentally deranged lunatic, a pathological liar, or the Lord?
  - a. The Lord

## CHRISTIAN EVIDENCES

### Lesson 27 – Unusual Deeds

If Jesus of Nazareth were God's Son, you would expect what He did would have unusual characteristics. Review the following:

- Under "Topics > M" for "Miracles"
    - "The Miracles of Jesus (BT)"
1. Define "miracle".
    - a. Supernatural signs and wonders
  2. What is their primary purpose according to Matt. 9:6; John 3:2; John 5:36; John 10:25?
    - a. Establish the authority of the person doing them as being sent from God (not to universally help/heal/feed believers)
  3. Who claimed Jesus worked miracles according to the following verses?
    - a. John 5:36; John 10:25
      - i. He did
    - b. John 3:2; John 20:30-31; Acts 2:22; 2 Pet. 1:16-17
      - i. Disciples, including the writers of the gospels
      - ii. Those willing to be persecuted and martyred for their conviction
    - c. Matt. 13:54-58; John 9:16
      - i. Unbelievers
    - d. Matt. 12:22-24; John 10:32-33
      - i. Enemies
  4. List at least 7 miracles associated with Jesus.
    - a. Physical nature
      - i. Virgin birth
      - ii. Water into wine
      - iii. Calmed the sea
      - iv. Walked on the sea
      - v. Fed 5000, 4000
    - b. Disease – blind, lame, withered hand, fever, illness, etc.
    - c. Demons - cured demon possessed people
    - d. Death – resurrected Jairus' daughter, widow's son, Lazarus (John 11)
  5. How would many of these be difficult, if not impossible, to fake?
    - a. Done in front of multitude out in the open, including in front of unbelievers & enemies
    - b. Healing
      - i. Of external, visible diseases/deformities (leprosy, withered hand)
      - ii. Chronic conditions – blind from birth John 9
    - c. Change weather, sea conditions

6. In addition to performing miracles, Jesus is credited with fulfilling a number of Old Testament prophecies. List at least 7 (hint: see Lesson 18 question 7).
7. How would many of these be difficult, if not impossible, to fake?
  - a. Outside of Jesus' and disciples' control (virgin birth, born in Bethlehem, descendant of David, betrayed, crucifixion)
8. Given the unusual nature of these deeds, would you tend to say they are more consistent with Jesus being a mentally deranged lunatic, a pathological liar, or the Lord?
  - a. The Lord

44 Prophecies Jesus Christ Fulfilled			
	Prophecies About Jesus	Old Testament Scripture	New Testament Fulfillment
1	Messiah would be born of a woman.	<a href="#">Genesis 3:15</a>	<a href="#">Matthew 1:20</a> <a href="#">Galatians 4:4</a>
2	Messiah would be born in <a href="#">Bethlehem</a> .	<a href="#">Micah 5:2</a>	<a href="#">Matthew 2:1</a> <a href="#">Luke 2:4-6</a>
3	Messiah would be born of a virgin.	<a href="#">Isaiah 7:14</a>	<a href="#">Matthew 1:22-23</a> <a href="#">Luke 1:26-31</a>
4	Messiah would come from the line of <a href="#">Abraham</a> .	<a href="#">Genesis 12:3</a> <a href="#">Genesis 22:18</a>	<a href="#">Matthew 1:1</a> <a href="#">Romans 9:5</a>
5	Messiah would be a descendant of <a href="#">Isaac</a> .	<a href="#">Genesis 17:19</a> <a href="#">Genesis 21:12</a>	<a href="#">Luke 3:34</a>
6	Messiah would be a descendant of <a href="#">Jacob</a> .	<a href="#">Numbers 24:17</a>	<a href="#">Matthew 1:2</a>
7	Messiah would come from the tribe of Judah.	<a href="#">Genesis 49:10</a>	<a href="#">Luke 3:33</a> <a href="#">Hebrews 7:14</a>
8	Messiah would be heir to <a href="#">King David's</a> throne.	<a href="#">2 Samuel 7:12-13</a> <a href="#">Isaiah 9:7</a>	<a href="#">Luke 1:32-33</a> <a href="#">Romans 1:3</a>
9	Messiah's throne will be anointed and eternal.	<a href="#">Psalm 45:6-7</a> <a href="#">Daniel 2:44</a>	<a href="#">Luke 1:33</a> <a href="#">Hebrews 1:8-12</a>
10	Messiah would be called <a href="#">Immanuel</a> .	<a href="#">Isaiah 7:14</a>	<a href="#">Matthew 1:23</a>
11	Messiah would spend a season in Egypt.	<a href="#">Hosea 11:1</a>	<a href="#">Matthew 2:14-15</a>
12	A massacre of children would happen at Messiah's birthplace.	<a href="#">Jeremiah 31:15</a>	<a href="#">Matthew 2:16-18</a>
13	A messenger would prepare the way for Messiah	<a href="#">Isaiah 40:3-5</a>	<a href="#">Luke 3:3-6</a>
14	Messiah would be rejected by his own people.	<a href="#">Psalm 69:8</a> <a href="#">Isaiah 53:3</a>	<a href="#">John 1:11</a> <a href="#">John 7:5</a>
15	Messiah would be a prophet.	<a href="#">Deuteronomy 18:15</a>	<a href="#">Acts 3:20-22</a>
16	Messiah would be preceded by <a href="#">Elijah</a> .	<a href="#">Malachi 4:5-6</a>	<a href="#">Matthew 11:13-14</a>
17	Messiah would be declared the <a href="#">Son of God</a> .	<a href="#">Psalm 2:7</a>	<a href="#">Matthew 3:16-17</a>
18	Messiah would be called a Nazarene.	<a href="#">Isaiah 11:1</a>	<a href="#">Matthew 2:23</a>
19	Messiah would bring light to Galilee.	<a href="#">Isaiah 9:1-2</a>	<a href="#">Matthew 4:13-16</a>
20	Messiah would speak in <a href="#">parables</a> .	<a href="#">Psalm 78:2-4</a> <a href="#">Isaiah 6:9-10</a>	<a href="#">Matthew 13:10-15, 34-35</a>
21	Messiah would be sent to heal the brokenhearted.	<a href="#">Isaiah 61:1-2</a>	<a href="#">Luke 4:18-19</a>
22	Messiah would be a priest after the order of <a href="#">Melchizedek</a> .	<a href="#">Psalm 110:4</a>	<a href="#">Hebrews 5:5-6</a>
23	Messiah would be called King.	<a href="#">Psalm 2:6</a> <a href="#">Zechariah 9:9</a>	<a href="#">Matthew 27:37</a> <a href="#">Mark 11:7-11</a>
24	Messiah would be praised by <a href="#">little children</a> .	<a href="#">Psalm 8:2</a>	<a href="#">Matthew 21:16</a>



25	Messiah would be betrayed.	<a href="#">Psalm 41:9</a> <a href="#">Zechariah 11:12-13</a>	<a href="#">Luke 22:47-48</a> <a href="#">Matthew 26:14-16</a>
26	Messiah's price money would be used to buy a potter's field.	<a href="#">Zechariah 11:12-13</a>	<a href="#">Matthew 27:9-10</a>
27	Messiah would be falsely accused.	<a href="#">Psalm 35:11</a>	<a href="#">Mark 14:57-58</a>
28	Messiah would be silent before his accusers.	<a href="#">Isaiah 53:7</a>	<a href="#">Mark 15:4-5</a>
29	Messiah would be spat upon and struck.	<a href="#">Isaiah 50:6</a>	<a href="#">Matthew 26:67</a>
30	Messiah would be hated without cause.	<a href="#">Psalm 35:19</a> <a href="#">Psalm 69:4</a>	<a href="#">John 15:24-25</a>
31	Messiah would be <a href="#">crucified</a> with criminals.	<a href="#">Isaiah 53:12</a>	<a href="#">Matthew 27:38</a> <a href="#">Mark 15:27-28</a>
32	Messiah would be given vinegar to drink.	<a href="#">Psalm 69:21</a>	<a href="#">Matthew 27:34</a> <a href="#">John 19:28-30</a>
33	Messiah's hands and feet would be pierced.	<a href="#">Psalm 22:16</a> <a href="#">Zechariah 12:10</a>	<a href="#">John 20:25-27</a>
34	Messiah would be mocked and ridiculed.	<a href="#">Psalm 22:7-8</a>	<a href="#">Luke 23:35</a>
35	Soldiers would gamble for Messiah's garments.	<a href="#">Psalm 22:18</a>	<a href="#">Luke 23:34</a> <a href="#">Matthew 27:35-36</a>
36	Messiah's bones would not be broken.	<a href="#">Exodus 12:46</a> <a href="#">Psalm 34:20</a>	<a href="#">John 19:33-36</a>
37	Messiah would be forsaken by God.	<a href="#">Psalm 22:1</a>	<a href="#">Matthew 27:46</a>
38	Messiah would pray for his enemies.	<a href="#">Psalm 109:4</a>	<a href="#">Luke 23:34</a>
39	Soldiers would pierce Messiah's side.	<a href="#">Zechariah 12:10</a>	<a href="#">John 19:34</a>
40	Messiah would be buried with the rich.	<a href="#">Isaiah 53:9</a>	<a href="#">Matthew 27:57-60</a>
41	Messiah would <a href="#">resurrect</a> from the dead.	<a href="#">Psalm 16:10</a> <a href="#">Psalm 49:15</a>	<a href="#">Matthew 28:2-7</a> <a href="#">Acts 2:22-32</a>
42	Messiah would ascend to heaven.	<a href="#">Psalm 24:7-10</a>	<a href="#">Mark 16:19</a> <a href="#">Luke 24:51</a>
43	Messiah would be seated at God's right hand.	<a href="#">Psalm 68:18</a> <a href="#">Psalm 110:1</a>	<a href="#">Mark 16:19</a> <a href="#">Matthew 22:44</a>
44	Messiah would be a <a href="#">sacrifice</a> for sin.	<a href="#">Isaiah 53:5-12</a>	<a href="#">Romans 5:6-8</a>

## CHRISTIAN EVIDENCES

### Lesson 28 – Jesus’ Death and Resurrection

At the core of Christianity is the claim that Jesus was resurrected after His crucifixion as proof that He was the Son of God who died on the cross for our sins. Review the following:

- Under “Topics > R” for “Resurrection”
    - “How important is Jesus’ resurrection?”
    - “The Resurrection of Jesus (BT)”
1. Briefly describe Jesus’ death, burial, and resurrection (Matt. 27-28; Luke 23-24; John 19-21; 1 Cor. 15:1-8; Acts 1)
    - a. Professionally crucified
      - i. Side pierced
    - b. Buried by Nicodemus and Joseph of Aramathea
      - i. New tomb
      - ii. Fully wrapped
      - iii. Tomb sealed with a large stone by Jewish guards – Matt. 27:65-66
    - c. Jesus resurrected in the tomb
    - d. Angel appearance, earthquake, stone rolled away, guards became as dead men
    - e. Visitation by the women
    - f. Appearance first to Mary Magdalene, later two disciples on the road to Emmaus, finally the 11
  2. Why is the bodily resurrection of Jesus important to Christianity (Matt. 12:39-41; John 2:19; Rom. 1:4; 1 Cor. 15:12-19)
    - a. A sign of His authenticity as the Son of Man/Son of God
    - b. Our faith in Christ and the resurrection is futile
  3. Some skeptics claim the disciples stole Jesus’ body from the tomb (Matt. 27:62-64; Matt. 28:11-15). How would you respond?
    - a. Capital offence for a soldier to sleep on duty
    - b. Snuck past the guards and rolled away the stone (noise)
    - c. Neatly folded grave clothes John 20:3-9
    - d. Fled into hiding for fear of the Jews John 20:19
    - e. Persecuted and martyred – why suffer for a lie? Not fortune, fame, or political power/position
  4. Some skeptics claim the disciples merely imagined Jesus’ resurrection or saw a ghost-like apparition (a.k.a. “hallucination theory”). How would you respond?
    - a. Luke 24:36-37
    - b. John 20:24-30
    - c. Body would have still been in the tomb

5. Some skeptics claim Jesus just passed out on the cross, came to in the tomb, and only claimed to have been resurrected (a.k.a. the “swoon theory”). How would you respond?
  - a. Professional Roman soldiers – experienced in crucifixions John 19:33; Mark 15:44-45
  - b. Blood loss John 19:34-35
  - c. Unwrapped himself and neatly refolded the wrappings?
  - d. Rolled the stone away?
  - e. Fought off the soldiers?
  
6. Let’s look at those to claimed to be eye-witnesses to these events.
  - a. Who claimed to have visited the tomb and found it empty?
    - i. Mary Magdalene, Mary the mother of James, Salome, Joanna, and other women? Mark 16:1, Luke 24:10
    - ii. Peter and John John 20
  - b. Who claimed to have seen Jesus alive after his death?
    - i. Multiple women Matt. 29:9
    - ii. Mary Magdalene (John 20)
    - iii. Simon Luke 24:34
    - iv. Two disciples on the road to Emmaus Luke 24:13-35
    - v. 10 Apostles at once (without Thomas)
    - vi. A week later with Thomas
    - vii. Several disciples while fishing the Sea of Galilee John 21:1-23
    - viii. 500 brethren 1 Cor. 15:6
    - ix. James 1 Cor. 15:7
    - x. 11 Apostles prior to ascending Acts 1
    - xi. Saul/Paul 1 Cor. 15:8
  - c. Where was Jesus claimed to have been seen?
    - i. Jerusalem
    - ii. Road to Emmaus
    - iii. Galilee
  - d. How long after His death was Jesus claimed to have been seen?
    - i. About 40 days in the 50-day period between the Passover and Pentecost (Acts 1:3)
  
7. What makes the claims of those who say they saw the resurrected Christ credible?
  - a. The number of people, locations, and duration of the appearances
    - i. Fairly weighty given the large number of people and different locations spanning almost a month and a half
  - b. Truthfully wrote about their own shortcomings, arguments, misunderstandings
  - c. Faithful to the point of persecution, torture, and martyrdom
  - d. Reversal in confidence from fleeing the betrayal mob to fearlessly proclaiming Christ to the Sanhedrin (who had just murdered Jesus)
  
8. Given the various explanations above offered for what happened to Jesus’ body, which appears to be the most credible given the available evidence?



## CHRISTIAN EVIDENCES

### Lesson 29 – The Conversion of Saul of Tarsus

Many believe the influence Jesus had on those around Him after His death, especially the conversion of Saul (Paul) to Christianity, represents strong evidence for His resurrection and hence His deity. Review the following:

- Under “Topics > P” for “Paul”
    - “What do we know about Paul?”
    - “Paul’s Great ‘I am’ Statements”
  - Acts 7:58-8:3; Acts 9:1-22; Acts 22:1-21; Acts 26:6-11; Gal. 1:11-16; 2 Cor. 11:22-28; Phil. 3:4-6
1. Briefly describe Saul’s background and his alleged conversion experience.
    - a. Born in Tarsus (modern day Turkey) to Jewish parents (tribe of Benjamin)
    - b. Educated by Gamaliel in Jerusalem
    - c. Very zealous for the Law of Moses, a Pharisee (strict sect of the Jews)
    - d. Claimed to have seen Jesus – struck blind and miraculously healed by Ananias
  2. What factors made Saul’s conversion to Christianity highly unlikely?
    - a. Supported the stoning of Stephen
    - b. Persecuted Christians in Jerusalem
    - c. Travelled to persecute Christians elsewhere (Damascus)
  3. Contrast Saul’s behavior after his conversion with his behavior before.
    - a. Became notable disciple
    - b. Travelled on multiple missionary journeys around the Roman Empire
    - c. Wrote roughly half the books in the New Testament
    - d. Willing to suffer persecution and death for the name of Christ
  4. Skeptics might claim Saul falsely claimed to have seen Jesus in order to seek the following. How would you respond?
    - a. Wealth (1 Cor. 4:11-12; Acts 20:33-34)?
      - i. No – suffered financially for being a Christian
    - b. Reputation (1 Cor. 4:13)?
      - i. No – defamed, persecuted by Jewish brethren
    - c. Power (2 Cor. 4:5)?
      - i. No - promoted Christ, not himself
  5. Skeptics might claim Saul merely imagined his encounter with Jesus. How would you respond?
    - a. Middle of the day (not a dream)
    - b. Others present saw the bright light, heard a voice (but didn’t understand the words), and all fell to the ground Acts 22:9; 26:14

- c. Totally opposite what he would have expected (angelic vision from God commending his actions)
  - d. Blinded and healed by Ananias
6. What kinds of miracles is Saul/Paul allegedly credited with (hint: skim Acts 13-16, 19-20)? Would it be relatively easy to fake these miracles?
- a. Pronounced someone blind Acts 13 - no
  - b. Healed a person born cripple Acts 14 – no
  - c. Recovery from stoning Acts 14? – no
  - d. “many” miracles and wonders among the Gentiles Acts 15 - ???
  - e. H.S. communication and a vision Acts 16 – yes
  - f. Commanded spirit of divination to leave Acts 16 – not likely, since the girl’s masters had been/lost their profiting from her
  - g. H.S. imparted by the laying on of hands Acts 19 – not likely
  - h. Healings and exorcisms Acts 19 – no
  - i. Raised the dead Acts 20? – not likely
7. Contrast the behavior of Peter and the other apostles before Jesus’ resurrection per Matt. 26:56, 69-75 and John 20:19 with their behavior afterwards per Acts 2-5.
- a. Before
    - i. Fled during the betrayal
    - ii. Peter denied Jesus three times
    - iii. After Jesus’ death, the disciples were huddled behind locked doors in fear of the Jews
  - b. After
    - i. Boldly proclaim Him to the assembled crowds during Pentecost in Acts 2
    - ii. Ditto to the ruling council Acts 4
    - iii. Publicly/boldly confronted Ananias and Sapphira Acts 5
    - iv. Taught boldly in public despite having been thrown in prison Acts 5
    - v. Publicly/boldly confronted the ruling council Acts 5
8. According to <https://www.christianity.com/church/church-history/timeline/1-300/whatever-happened-to-the-twelve-apostles-11629558.html>, how willing were the 11 apostles to preach a resurrected Jesus and suffer as a result?
- a. Persecution, torture, martyrdom (with likely exception of John)
9. Given the influence Jesus had on Saul and the 11 apostles after His death, is it reasonable to believe Jesus was resurrected?
- a. Yes, more so that any alternative explanation (self-deceived, conspiracy theory, etc.)

## CHRISTIAN EVIDENCES

### Lesson 30 – Review

With this lesson we will wrap up the third and final major part of our study – the evidence for the Jesus being the Son of God who died for our sins and was miraculously resurrected as ultimate proof.

1. You may encounter claims that Jesus existed, but everything supernatural about Him was a conspiracy fabricated by His disciples after His death as reflected in the New Testament. How would you respond (Lesson 24)?
2. Contrast “who do men say that” Jesus is with who Peter claimed Him to be (Lesson 24)?
3. List three additional claims may by or for Jesus that would suggest He was more than just a good teacher or mere mortal (Lesson 25).
4. Given the extreme nature of these claims, comment on the challenge that Jesus was either “Lunatic, Liar, or Lord” (Lesson 25).
5. List three unusual sayings of Jesus that would suggest He was more than just a normal Jew of His day (Lesson 26).
6. List five miracles allegedly performed by Jesus that would be difficult, if not impossible, to fake (Lesson 27)?
7. List five OT prophecies allegedly fulfilled by Jesus that would be difficult, if not impossible, to fake (Lesson 27)?
8. List three claims for what happened to Jesus’ body after His death. Which best fits the available evidence (Lesson 28)?
9. Contrast Saul of Tarsus’ behavior before and after his conversion to Christianity (Lesson 29).
10. List three claims for what happened to Saul to radically change his behavior. Which best fits the available evidence (Lesson 29)?
11. List three miracles allegedly performed by Saul that would be difficult, if not impossible, to fake (Lesson 29)?
12. Contrast the behavior of Peter and the other apostles before Jesus’ resurrection with their behavior afterwards (Lesson 29).
13. Of all the available evidence for Jesus’ deity presented in this part of our study, which has the greatest weight in your opinion?