



## Chapter 7 Leader Guide - Separate Artifacts from Evidence

### Cold Case Christianity for Kids

#### Prepare Yourself:

Read the following sections in *Cold-Case Christianity: A Homicide Detective Investigates the Claims of the Gospels*:

Chapter 6 - Separate Artifacts from Evidence

Read the following section in *Cold-Case Christianity for Kids*:

Chapter 7 - Separate Artifacts from Evidence

#### Important Concepts In This Chapter:

This chapter addresses a significant challenge offered against the Gospels. Our kids will undoubtedly hear this objection at some point in their lives, so it's important to address it now, before they hear it in a one-sided way from a skeptic. The fact that our current Bibles contain variations is NOT a reason to abandon them as reliable. We have to help our kids understand that they can trust what the Bible says because we have a process in place to remove the variations so we can return reliably to the inerrant original. After reading Chapter 6 of the adult book, you may want to share some of the methodology used to separate the artifacts from the evidence, and the image of the MDT computer on page 236 of the adult book may help you make the point with your kids. The number of variants between manuscripts is not nearly as important as the number of manuscripts we have for comparison. Make sure your kids know that we have more ancient copies of the New Testament than any other ancient document. We use these copies to remove the variations so we can return each document to its original wording.

#### Good Questions to Ask:

"Why aren't the 'squiggly' paint markings on the skateboard important when trying to figure out who owned the board?"

"Why don't we have the original documents of the New Testament?"

"Why are there variations between the ancient copies of the New Testament we *do* have?"

"What's the difference between an 'artifact' and a piece of 'evidence'?"

"How can we remove the artifacts from an ancient manuscript so we can return it to its original wording?"