



CatholicBrain
Learn it. Know it. Live it.

Grade

6

ADVENTURE CATECHISM

Teacher Edition

**Ecclesial Method Lesson Plans
for Catholic Faith Formation**

Preparation • Proclamation • Explanation • Application • Celebration



CatholicBrain Curriculum
Knowing Christ. Living the Faith.

GRADE 6

LESSON PLAN FORMAT



CatholicBrain

Learn it. Know it. Live it.

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This curriculum has been approved by the United States Conference of Catholic Bishops (USCCB) and is intended for use in Catholic schools, parish religious education programs, and faith formation ministries.

Catechism Citation

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Scripture Citation

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CatholicBrain Mission

CatholicBrain exists to help children, families, schools, parishes, and dioceses know, love, and live the Catholic faith through engaging curriculum, videos, assessments, activities, and digital resources rooted in Jesus Christ and the teachings of the Catholic Church.

The lesson plans provided by Catholic Brain for the junior high program are based on the ecclesial method of catechesis. They are broken down into a five-day plan, but of course can be adjusted in whatever way fits your situation. Before beginning the week's lessons, ask yourself a few questions: What do the students probably already know about the topic? Where are they likely confused? What misconceptions or objections may they have? Keep these things in mind as you go through the week's lessons. Each day should begin and end with prayer.

Note:

Often, there will be a Catholic Bible Storybook video (found on Catholic Brain) corresponding to the lesson you are learning. Since it can be played on any day (especially 2-5) of the lesson, in which there is extra time, such videos will be noted at the beginning of the lesson.

DAY

1

Preparation

The goal on the first day is to introduce the students to the topic and to stir up some curiosity. We want to tap into students' background knowledge and stimulate interest in the topic. We will usually begin by giving them a passage of Scripture to ponder that relates to the topic of the chapter; it is good for students to recognize the foundational place the Bible has in our Faith. The teacher will ask a few questions about the passage that get students thinking about the topic. The teacher will also administer a simple pre-test with 5-8 questions about the chapter to see what students already know.

On the first day, students should also consider what questions about the topic they would like answered. Collect students' questions as an exit ticket and look through them before the next lesson. If we have succeeded in stimulating curiosity on day one, it is important to try to provide answers for the questions the students have.

The lesson for Day 1 is often shorter, and likely will not take the entire class period. If possible, extra prayer should be added. That is part of the "preparation." Although students will come to class each day in the midst of a busy, and possibly stressful day, on Day 1, we can try to help them prepare to receive the week's lessons through extra prayer, though it is important to begin each class period with a sufficient time for prayer and focus.

Note:

Throughout the week, students will often have the opportunity to ask questions. It is important that if a student asks a question that you do not have the answer to, don't fake it! Compliment their question and tell them you will find the answer and get back to them. Then, do it! The answers are available – in the Catechism, or on good Catholic websites, such as Catholic Answers. As the year goes on, you can teach the students how to find the answers from good, authentically Catholic sources. Be sure that the sources you use faithfully present what the Church teaches, and help students learn how to identify such sources.

DAY

2

Proclamation

Day 2 introduces students to the lesson's proclamation. This is the one essential thing you want the students to remember, the week's foundational truth. It will be related to the topic of the week's chapter title, but will not be the same. They will be unpacking it and going deeper with it throughout the week. On this day, the class will read the chapter in the text. You will also be presented with key points to make the proclamation understandable. Students should record the proclamation and key points in their religion journals. The class will also define any of the chapter's vocabulary words that were not covered on Day 1.

DAY

3

Explanation

Students read the chapter text on day 2, in relation to the proclamation. On day 3, they will consider it at a deeper level. The teacher will ask some discussion questions about the chapter to make sure students are thinking about it at a deeper level. We will also supplement the text with other activities, such as a worksheet, video, object lesson, etc. We will also often discuss a saint who embodies what we are learning this week.

DAY

4

Application

This is the day when the students should really make the connection between Catholic teaching and living a Catholic life. Using their journals and Socratic discussion, students will consider how our culture elevates and undermines what they have learned. Does our culture promote or oppose the message of the chapter? They will consider why it is important to them, and how they can allow the truths they have been exploring throughout the week to impact their lives. How can they apply it? This class period will be focused on a Socratic Seminar. This is a conversation in which the students can really ponder more deeply what they are learning through discussion with their peers. The class may also think of a concrete activity they can do in the community to put the message of the chapter into practice.

DAY

5

Proclamation

The goal for Day 5 is to assess students' learning and celebrate the good news of this week's proclamation. The focus is prayer, and thanking God for the wonderful truths you have discovered. It is meant to help students understand how what they have learned is "good news," and to respond with a posture of praise and thanksgiving to God. There are a number of suggested prayer activities you can do; you should choose based on the direction your catechesis took during the week. Repetition is good! Our goal is to help students develop a consistent, life-long prayer life. That includes both spontaneity and routine. You will learn how your class prays, but teach them new ways, too, and try to help them develop essential devotions such as the Rosary and Adoration of the Blessed Sacrament, etc.

◆ Prayer activity examples:

- △ Journaling
- △ The Rosary (be sure to do this one periodically)
- △ The Chaplet of Divine Mercy
- △ Stations of the Cross
- △ Litanies of the Saints
- △ Sacred music
- △ Lectio Divina (see instruction in the manual)
- △ Intercessory prayer (pray for each other's needs)
- △ Adoration of the Blessed Sacrament (when you get the chance – take it!)

Lectio Divina

LECTIO (“reading”):

Read the passage attentively, reverently, slowly. You might read the passage several times or linger on one particular phrase or even one word. If one word, phrase, or image catches your attention, or seems to speak to you, spend some time with it; don’t rush through it. Take that word, phrase, or image to the second step, meditation.

MEDITATIO (“meditation”):

Meditation is an act of the mind. Ponder what was read. Consider the part that particularly caught your attention or seemed to speak directly to you. Why did that word, phrase, or image strike you? What might God be trying to say? Is He comforting you, challenging you, answering a question you have?

ORATIO (“prayer”):

This is the prayer of the heart. It is a unique and personal response to the experience of encountering God in His Word. After spending some time considering what the Word of God is saying to you, talk to God about it.

CONTEMPLATIO (“contemplation”):

Finally, listen. You have spoken to God, now quietly give Him your attention and open yourself to His response. We cannot create contemplation by ourselves; it is a gift from God. We focus on the Lord and listen, allowing Him to speak to our souls. “Contemplative prayer is nothing else than a close sharing between friends; it means taking time frequently to be alone with Him who we know loves us.” (St. Teresa of Avila)

CHAPTER

01

What is a Covenant?

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Hebrews 8:8-12. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Introduce the word "covenant." Ask students what they think God means by the word "covenant" in the Scripture passage. Re-read the passage if necessary.
- D. Give the definition of the word "covenant": *A sacred promise, in which both parties promise themselves to the other, which often establishes family ties. Covenants are generally marked by promises and responsibilities.* Students should write this in their religion journals.
- E. Ask students the following questions:
 - What is the difference between a marriage and an employment contract?
 - Which is a covenant?
 - What makes a covenant special?
 - Why is our relationship with God more of a covenant than a contract?
- F. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- G. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

God has made a covenant with us

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The parties in a covenant promise themselves to each other
 - Covenants establish family ties
 - The Bible is the story of God seeking out His fallen-away children

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Define the other two vocabulary words from the chapter, and have students write them in their religion journals:
 - New Covenant: The covenant established by Jesus Christ, inviting all people to family relationship with God, and opening Heaven to us
 - Salvation History: God's actions throughout history to win back His fallen-away children
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - How is a covenant different from a contract?
 - Why is it important to understand our relationship with God as a covenant?
 - Review the pictures in the text for this chapter. Which best represent "covenant"? Why?
- C. Read the students the life of St. Thérèse from the teacher's manual. Discuss what her life has to do with the topic of the chapter.
- D. **Pass out the worksheet:** "Family relationships with God revealed in Scripture." With a partner, students should look up the passages and determine which relationship is being revealed. Once finished, share answers as a class. Then, ask the following questions:
 - Why are so many different relationships used in Scripture to describe our relationship with God?
 - How are human relationships signs or images of what our relationship with God should be?
 - How must our relationship with God be stronger than even intimate human relationships?
- E. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Read paragraph 7 again. How does "Salvation History" affect the way we see the Bible?
 - How do people usually see their relationship with God?
 - If people truly understood the idea of "covenant," would popular understanding of God change?
 - How can this help us to truly embrace God's love for us?
 - How can we more deeply express our love for Him?
 - How should it affect our love for each other?
 - How should the truth presented in this week's proclamation change your life? How should you respond to it? How can it help you to grow into the person God has made you to be?
- C. Introduce the students to the Catholic social justice principle: **Solidarity:** *Recognizing that we are one family with all people, and that we must support each other and bear each other's burdens.* Offer for their discussion:
 - What does the principle of solidarity have to do with this week's chapter and what we have been discussing?
- D. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. **Prayer activity examples:**
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 1 Pretest

What do the parties of a covenant promise to each other?

Which is an example of a covenant?

A business partnership

A marriage

A sports team

Do parties to a covenant take on obligations?

True/False: Covenants establish family relationships.

Whom did God first make a covenant with?

Where do we read about the relationship with God and the people of Israel?

Who established a new and everlasting covenant?

True/False: God has made a covenant with us.

Saint Thérèse of the Child Jesus, Feast Day October 1

Born: 1873

Died: 1897

Thérèse was born in Normandy, France. She was the youngest of nine children, though four of her siblings died before she was born. Her parents were Louis and Zélie Martin, who are also both saints. Thérèse's mother died when she was only four, and her father treated her as his "little queen." Thérèse was a sensitive child, and her older sister Pauline took on a mothering role for her.

Two of Thérèse's older sisters joined the Carmelite convent, and she felt that Jesus was calling her, too. However, she was only 15, too young to enter, according to the rules. Thérèse appealed to the bishop for an exception and even spoke to Pope Leo XIII. Eventually, she was allowed to enter the convent.

Thérèse is known as the "Little Flower" and for her "little way" to holiness. She was attracted to the lives of missionary saints, who had traveled to distant parts of the world and courageously spread the faith. Yet she had been called to live as a nun in a cloistered convent. She soon realized that God was not calling her to do great things in the eyes of others, but little things with great love. In this way, Thérèse believed everyone could attain holiness. She saw herself as a little child, beloved by God. She even wrote about herself as a plaything, like a ball; her desire was simply to give joy to Jesus and to others.

In 1896, Thérèse contracted tuberculosis. Before she died on September 30, 1897, Thérèse wrote an autobiography called *The Story of a Soul*. It is one of the most popular spiritual books of all time. St. Thérèse was canonized in 1925, and she has been declared a Doctor of the Church.

Family Relationships with God Revealed in Scripture

1 John 3:1

John 15:15

Galatians 4:6

Hebrews 2:10-12

Isaiah 64:8

Mark 3:34-35

Romans 8:15

Romans 8:29

Matthew 9:15

Luke 13:34

Hosea 2

1 Cor. 12:27

2 Cor. 11:2

Eph. 5:30

Revelation 19:7

Romans 12:5

Revelation 21:2

CHAPTER

02

**The Beginning of the Story –
Adam and Eve**

DAY

1

Catholic Bible Storybook video: Ch. 1 – Creation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read Scripture with the class. The Scripture passage this week is found in the text, as the opening to chapter 2, from the Book of Genesis. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Discuss the following questions with the class:
 - What covenants do you think God established at the beginning of creation?
 - Why was it important, for God to make man “male and female” when He created them in His image?
 - In what way might Adam and Eve’s relationship with each other been a sign of their relationship with God? How was it different?
- D. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week’s lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- E. Ask students to think of at least two questions they have, which they would like answered about this week’s topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Man is the only creature God made for its own sake

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Human beings are made in the image and likeness of God
 - We are created for a loving, covenantal relationship with God
 - The sabbath was the sign of the covenant God made with Adam and Eve

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Define the two vocabulary words from the chapter, and have students write them in their religion journals:
 - Eden: The garden of paradise that God gave Adam and Eve as their home
 - Tree of Knowledge of Good and Evil: The tree from which God commanded Adam and Eve never to eat, lest they die
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Begin by reading another Scripture passage with the class: Genesis 2:18-23 (the creation of Eve)
 - *Note: This is not a different account of creation in the sense that it contradicts Genesis 1. It simply goes into more detail about the creation of man and woman on Day 6, which was mentioned but not expanded on in Genesis 1.*
- C. After reading the passage, ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - How does this passage deepen our understanding of the covenant between Adam and Eve?
 - Why was God's first command to Adam and Eve to "be fruitful and multiply"?
 - What does it mean to be made in the image and likeness of God?
 - What does it mean to be children of God?
- D. As a class, read and discuss what the *Catechism of the Catholic Church* teaches us about creation, particularly our being created in the image and likeness of God. See CCC #355-373
- E. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - What does it mean for God to "rest" in His creation?
 - Why is it important that the seventh day did not end in Genesis?
 - How should that affect the way we live?
 - In what ways does the modern world see marriage and male/female relationships differently than the Bible portrays them?
 - What can we (the Church) do about it?
 - What people in society are not treated as though they are made in the image of God?
 - What does this teach us about our dignity? About the equal dignity of all people?
- C. Introduce the students to the Catholic social justice principle: **Promote the Family** (sometimes called "The call to family and communion; or family, community, and participation"): *This principle stresses the dignity and rights of families, including parental rights that must not be violated; includes the duties of states to support and not undermine families. The family is the fundamental cell of society.* Offer for their discussion:
 - What does this social justice principle have to do with this week's chapter and what we have been discussing?
- D. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. **Prayer activity examples:**
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 2 Pretest

Who is the only creature that God willed for its own sake?

God made Adam and Eve in His _____ and
_____.

Where did Adam and Eve live when they were created?

How was God's creation described after He made Adam and Eve?

What was the first thing God told Adam and Eve to do?

What did God do on the seventh day?

What command did God give Adam and Eve?

What was Adam and Eve's life like in the Garden of Eden before the Fall?

CHAPTER

03

The Fall

DAY

1

[Catholic Bible Storybook video:](#)
[Ch. 2 – Creation of Adam and Eve and the Fall](#)

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Genesis 3:1-15. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Ask students the following questions:
 - Who is the devil? (read 1st paragraph of chapter 3 in text)
 - How did the devil attack Adam and Eve's covenant with each other?
 - How did the devil attack Adam and Eve's covenant with God?
 - Why did Adam and Eve eat from the tree God had forbidden?
- D. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- E. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY 2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Adam and Eve broke humanity's covenant with God
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Sin brought death into the world
 - We are born with Original Sin, the fallen state we inherit from our first parents
 - Immediately after the Fall, God promised a Savior
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Define the vocabulary words from the chapter, and have students write them in their religion journals:
 - Angels: Purely spiritual beings, created by God with an intellect and a will, who chose whether to obey and worship God
 - Devil: Lucifer, an angel who refused to serve God, led other angels in rebellion, and seeks to destroy us because God loves us
 - Original Sin: The fallen state we are born into; we inherit it because humanity fell in the Garden of Eden. It leaves us with concupiscence, a tendency to sin and selfishness.
- G. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Re-read the Scripture passage: Genesis 3:1-15. Then ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - Why did the devil hate Adam and Eve?
 - How did the devil attack Adam and Eve's covenant with each other?
 - How did the devil attack Adam and Eve's covenant with God?
 - Why did Adam and Eve eat from the tree God had forbidden?
 - How are we affected by Adam and Eve's sin? Why?
- C. Lead the students in the Examination of Conscience included in the teacher's manual. As the students silently examine their consciences, tell them to reflect on which sins come from temptations they have particular difficulty resisting. After, have them consider the role of concupiscence in those struggles. What spiritual practices can they put into place to strengthen them against temptation?
- D. Read the students the life of St. Augustine from the teacher's manual. Discuss what his life has to do with the topic of the chapter.
- E. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY 4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How are we affected by Adam and Eve's sin? Why?
 - How can we overcome vices?
 - Why is forgiveness so important?
 - G.K. Chesterton called Original Sin an "observable fact." How do we see Original Sin played out in our world?
 - What is the solution?
 - What do we learn about God, that the first thing He did when we sinned, was promise a Savior?
 - This is the beginning of Salvation History, the problem God came to solve by saving us. How might this lens affect the way we view the entire Bible? Refer to Ch. 1
- C. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 3 Pretest

_____ are purely spiritual creatures with no bodies.

Which angel said, “I will not serve,” and led other angels in rebellion against God?

What is that angel known as today?

What form did the devil take when he entered the Garden of Eden?

What did the devil tell Eve would happen if she ate the fruit God had forbidden them to eat?

What were the consequences of Adam and Eve’s sin?

_____ is the fallen state we are born with because of Adam and Eve’s sin.

What did God immediately promise when sin entered the world?

Saint Augustine, Feast Day August 28

Born: 354

Died: 430

Augustine was born in North Africa. His mother Monica is also a saint. He was a brilliant student, but Augustine fell in with a bad crowd and got into trouble often.

After finishing school, Augustine became known as a great orator. An orator is someone who gives speeches. He eventually moved to Milan where he became a professor. Although Augustine's career was flourishing, his soul was suffering. He was not following his mother's example of faith and was trapped in sinful behaviors. But his mother never gave up on him and continued to pray for him.

Eventually, through the prayers of his mother and the influence of the brilliant and holy bishop of Milan, St. Ambrose, Augustine gave up his life of sin and embraced the Catholic faith. Augustine became so dedicated to Christ that he became a priest and was named bishop of Hippo.

He wrote many books and letters, the most famous being his autobiography, *Confessions*. St. Augustine became one of the Church's greatest theologians and is recognized as a Doctor of the Church.

Examination of Conscience based on the Ten Commandments

First Commandment:

I am the Lord your God. You shall not have false gods.

Have I...

- Disobeyed the precepts of the Church?
- Treated holy things with disrespect?
- Made anything or anyone more important than God in my life?
- Prayed regularly?

Second Commandment:

You shall not take the Name of the Lord in vain.

Have I...

- Used the Name of God inappropriately?
- Knowingly watched shows, listened to music, or read things that treated God or holy things with disrespect?
- Used foul language?

Third Commandment:

Remember to keep the Lord's Day holy.

Have I...

- Missed Mass on Sundays or Holy Days through my own fault?
- Paid attention and been respectful in church?

Fourth Commandment:

Honor your father and mother.

Have I...

- Obeyed my parents?
- Talked back to, or spoken badly about, my parents?
- Obeyed my teachers?
- Set a good example for my brothers and sisters?
-

Fifth Commandment:

You shall not kill.

Have I...

- Intentionally hurt someone?
- Bullied or made fun of someone?
- Tried to get revenge on someone?
- Seriously risked my own safety?
- Encouraged another person to sin?
-

Sixth Commandment:

You shall not commit adultery.

Have I...

- Watched anything on television, the Internet, or in print that was inappropriate?
- Dressed inappropriately?

Seventh Commandment:

You shall not steal.

Have I...

- Stolen anything?
- Been generous?
- Broken anything that did not belong to me and not been willing to make amends?

Eighth Commandment:

You shall not bear false witness.

Have I...

- Lied?
- Talked about someone behind their back?
- Cheated in school?

Ninth and Tenth Commandments:

You shall not covet your neighbor's wife or husband.

You shall not covet your neighbor's things.

Have I...

- Intentionally focused on inappropriate thoughts?
- Intentionally desired something that belongs to someone else?

CHAPTER

04

Noah

Catholic Bible Storybook video:
Ch. 3 – Cain and Abel and Noah

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Break the students into groups and give them time to develop a short skit (1-3 minutes) enacting what they know about the story of Noah's ark. They can choose from which perspective to enact the story: Noah and his family, the people washed away by the flood, or even the animals, or possibly God's. Give them an opportunity to present their skits to the class.
- C. Stress with the class that Noah's ark is a popular Bible story for kids, and is easy to create toys for, but rarely do we learn the deeper meanings and implications of the story as little kids. This week they will need to approach the story of Noah's ark more deeply than they probably have in the past.
- D. Read with the class, from the Bible: Romans 6:3-5. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- E. Ask students the following question:
 - What does this Scripture passage have to do with the flood of Noah? (This will be challenging for them until they see the proclamation tomorrow.)
- F. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- G. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The flood of Noah prefigured the sacrament of Baptism
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The flood waters purified the earth, and the water of Baptism purifies us
 - After both the flood and Baptism, there is new life
 - The rainbow is the sign of the covenant God made with Noah
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - How can knowing the Old Testament help us understand the New Testament more deeply?
- C. Writing Activity: Flood narratives similar to the story of Noah come to us from many ancient cultures. There seems to be a common memory from antiquity of the event (though only the one in the Bible is inspired by God). Write your own version of the story of Noah and the flood, in your own words, as though you wanted to pass on knowledge of it to future generations. If there is time, students can illustrate their work.
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice. They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How was the flood an act of justice and an act of mercy? (Read 1 Peter 3:18-20)
 - Read James 5:19-20 and Ezekiel 3:18-19, and introduce the students to the Spiritual Work of Mercy: Admonish the Sinner
 - What does our world think about this Work of Mercy? How do people misinterpret Jesus's command not to judge?
 - Read the scenarios from the teacher's manual for today's Socratic Seminar, and allow students to discuss how they ought to respond to each in light of our call to admonish the sinner
- C. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
 - Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- F. Be sure to end with praise and thanksgiving!

Ch. 4 Pretest

Who is the only creature that God willed for its own sake?

True/False: God sent the Savior immediately after the Fall of Adam and Eve.

True/False: Noah and his wife tried to serve God faithfully.

Who was inside the ark during the flood?

What did God promise when He made a covenant with Noah?

What is the sign of the covenant that God made with Noah?

The flood of Noah is a type of what sacrament?

Admonish the Sinner

Scenarios for Socratic Seminar

What should you do?

You learn that a friend has been drinking alcohol after school and on weekends when his parents are not home.

During a major math test, the student sitting next to you asks to see your test paper because she does not know the answers.

You know that your friend was at a movie with a boy last Saturday, even though her parents do not allow her to date. She asks you to tell her mom that she was at your house instead.

You find out that your younger brother is a bully. He picks on kids in his class and takes food from them at lunch time because he is bigger than they are.

CHAPTER

05

The Call of Abraham

[Catholic Bible Storybook video:](#)
[Ch. 4 – Abraham](#)

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. We have two Scripture passages today. Read them one at a time, giving students time to reflect and answer the accompanying discussion question.
 - Genesis 12:1-3
 - » What do you know about Abraham?
 - Galatians 3:6-9
 - » Why do we as Christians claim Abraham as our spiritual father, too?
- C. Look up a map of Abraham's journey from Ur to Canaan. Discuss: What does his journey tell you about Abraham's faith?
- D. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- E. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
 - ***God made a covenant with Abraham and his descendants***
 - Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The descendants of Abraham were to prepare the world to receive God's promised Savior
 - Jesus was born into the Jewish people, the descendants of Abraham
 - The command to sacrifice Isaac prefigured the sacrifice of Jesus on the cross
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Look at the relational tree included in the teacher's manual with the class (make copies if necessary). Discuss the role each person plays, for good or ill, in God's plan of salvation. What challenges were created by Abraham's relationship with Hagar? What are some solutions to these challenges? (Note: Muslims trace themselves back to Abraham through Ishmael.)
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - Why is Abraham an important model of faith?
 - What were God's covenant promises to Abraham?
 - How did God fulfill His promises?
 - How did God call Abraham's faith to grow after he had been unfaithful with Hagar?
 - How is the sacrifice of Isaac an important type of the sacrifice of Christ?
- C. Students should work with a partner to complete the worksheet on Genesis 22: "Isaac and Jesus." Once they are finished, the class can discuss them all together.
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How can we model Abraham's faith in our own lives?
 - Is there a special relationship between Christians and Jews?
 - What do we owe the Jews?
 - Jesus is the Savior of all people. How can we evangelize (to Jews and other non-Christians) respectfully but unashamedly?
 - At one point, Abraham failed in his faith. Why did God choose an imperfect man? How did God strengthen Abraham's faith so that now we call him our "father in faith"?
 - What does the story of Abraham teach us about God's faithfulness to His promises?
 - Introduce the students to the Spiritual Work of Mercy: Instruct the Ignorant. What obligation does this place on us to know our Faith well?
- C. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 5 Pretest

Abram was a descendant of which son of Noah?

What was the one thing Abram and Sarai lacked when they lived in Ur?

God promised Abram many _____
, more than the stars in the sky.

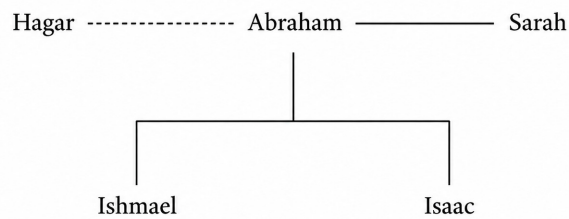
What did God change Abram's name to?

True/False: Abraham having a son with Hagar was pleasing to God.

How did God test Abraham?

How did God test Abraham?

Relational Tree



Isaac and Jesus

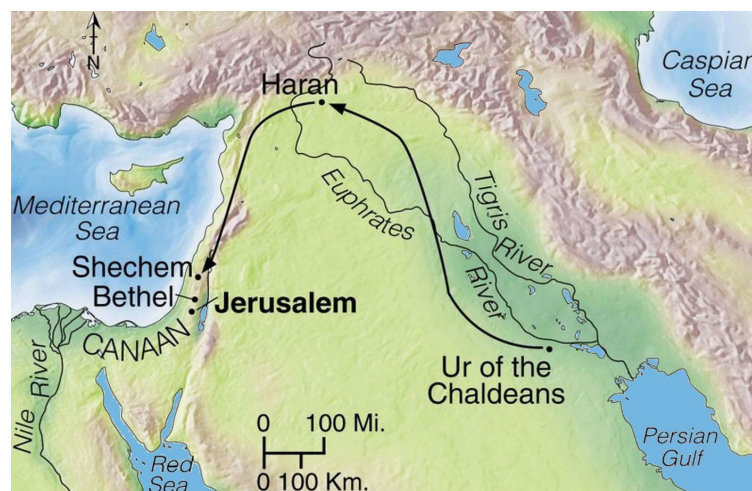
Explain how each of these details from the test of Abraham points towards Jesus's sacrifice for us.

1) God told Abraham to offer his son as a sacrifice.

2) Abraham led Isaac to the foothills of Mt. Moriah.

3) Isaac carried the wood for the sacrifice up the hill.

4) Abraham had said, "God Himself will provide the lamb."



CHAPTER



Abraham, Isaac, and Jacob

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Genesis 25:19-28. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Ask students the following questions:
 - What do you think this Scripture passage signals about the family relationships in Isaac's family?
 - Have the students brainstorm some ways the family of God's people have been dysfunctional, in what we have read so far: Adam and Eve, Abraham, Isaac and his sons, (Note: we did not study the dysfunction in Noah's family after the flood, but some may be familiar with it.)
 - What does this teach us about God's ability to use sinful people to accomplish His purposes? His blessing of sinful humanity and call to grow in holiness?
 - In what ways did God have to teach/correct His people when they were dysfunctional?
- D. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- E. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
 - Write the proclamation for this week on the board:
 - Abraham, Isaac, and Jacob are the patriarchs of the Jewish people
- B. Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - We also consider Abraham our "father in faith"
 - Jacob's twelve sons became the fathers of the twelve tribes of Israel
 - The Church fulfills the promises God made to Abraham and his descendants
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - How did Jacob get the birthright from Esau?
 - What was Jacob's name changed to?
 - As Catholics, why do we trace our spiritual heritage to Abraham?
 - How does the Church fulfill God's promises to Abraham?
- C. Read Genesis 27:1-29
 - Jacob eventually got punished for deceiving Isaac, but God had said that he would be the son of promise. Why?
- D. Students should write, in one or two sentences, their descriptions of: Isaac, Rebekah, Jacob, and Esau. They can share their sentences with a partner, and then discuss as a class.
- E. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How does the Church fulfill God's promises to Abraham?
 - Can our knowledge of the people of God teach us anything about our own families?
 - What do we learn about God's mercy? Can our sin ever make us "unusable" to God? Why not?
 - If we are trapped by sin or dysfunction, how can we open ourselves to God's action in our lives?
 - Read about the life of St. Edith Stein, in the teacher's manual. What does her life teach us?
- C. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 6 Pretest

What did Abraham send his servant to find for Isaac?

Which son of Isaac and Rebekah was born first?

Which son was each parent's (Isaac and Rebekah) favorite?

What did Esau trade to Jacob for a bowl of lentils?

True/False: Jacob was struck blind for tricking his father Isaac.

What was Jacob's name changed to?

How many sons did Jacob have?

Saint Teresa Benedicta of the Cross (Edith Stein), Feast Day August 9

Born: 1891

Died: 1942

St. Teresa Benedicta of the Cross was born Edith Stein. Edith was born in Poland, the youngest daughter in a large Jewish family. Her father died when she was only two years old. As a teenager, Edith stopped practicing the Jewish faith; she became an atheist and began studying philosophy. She earned her doctorate in philosophy in 1916.

In 1921 Edith discovered an autobiography of the life of St. Teresa of Avila. She was so impressed by the life of St. Teresa that she began a spiritual journey that led her to be baptized into the Catholic Church in 1922. She used her skills in philosophy to defend the Catholic faith.

Eleven years later, Edith joined the Carmelite Order, taking the name Sister Teresa Benedicta of the Cross. Because of the Nazi threat in Poland, Teresa was sent to a convent in Holland. In 1940 the Nazis conquered Holland. Sister Teresa was in danger because of her Catholic faith, but even more because of her Jewish background. She was arrested and sent to the concentration camp at Auschwitz. Teresa was killed in the gas chamber there in 1942.

CHAPTER

07

Joseph and his Brothers

Catholic Bible Storybook video:
Ch. 5 – Joseph and His Brothers

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Genesis 37:4-28. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Ask students the following questions:
 - Why were Joseph's brothers jealous of him? What did they do about it?
- D. Give the students some time to prepare, and allow them to role-play the passage. If there is time, give them an opportunity in groups, to retell the story in a modern setting and act it out.
- E. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- F. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Joseph is a powerful Old Testament type of Jesus
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Joseph was betrayed by his brothers, as Jesus was betrayed by one of His Apostles
 - Joseph, like Jesus, went from slave to savior
 - Like Jesus, Joseph forgave those who betrayed him
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - What did Joseph do to his brothers when they came to him for food?
 - How is Joseph a powerful type of Jesus?
- C. Read the students the life of St. Bakhita from the teacher's manual. Discuss what her life has to do with the topic of the chapter.
- D. Pass out the worksheet: "Joseph and Jesus." After students have finished the worksheet, discuss it as a class.
- E. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Introduce the Spiritual Work of Mercy: Forgive all Injuries, and read Matthew 6:9-15.
 - Why is forgiveness so important to God?
 - How does the story of Joseph illustrate this?
 - Introduce the capital sin: Envy – Sorrow at another's good
 - What role did envy play in Joseph's relationship with his brothers?
 - Why is envy so destructive?
 - Read Genesis 50:18-20
 - What does this passage teach us about God's providence?
 - Have you ever had an experience of something that seemed bad at first, but led to a good result? Did you see God working through your suffering at the time? How can we trust more in God's providence in the future?
- C. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 7 Pretest

Why were Joseph's brothers jealous of him?

What did Joseph's brothers do to him?

What country was Joseph taken to?

How did Joseph gain the favor of the Pharaoh?

How was Joseph a savior for the people?

True/False: Joseph got revenge on his brothers when he got the chance.

Saint Josephine Bakhita, Feast Day February 8

Born: 1869

Died: 1947

Josephine Bakhita was born in 1869 in a village in Sudan, Africa. When she was only seven years old, she was kidnapped and made a slave by Arab slave traders. She was sold to many different people throughout the next 12 years of her life. She was given the name “Bakhita,” which means “fortunate” in sarcasm when she was kidnapped. Over her years as a slave, Bakhita forgot the name she was given by her parents.

Many of Bakhita’s owners were cruel and beat her. Finally, she was bought by an Italian official who lived in Sudan. He treated Bakhita kindly and took her with him on a trip to Italy. While there, he gifted Bakhita to another family, and she worked for them as a nanny.

The family had business in Sudan, so they left Bakhita and their young daughter behind in the care of the Canossian Sisters in Venice. While staying with them, Bakhita learned about God and the Church, and she felt called to follow God.

When the family returned from Sudan, Bakhita refused to leave the convent. The case went to court, and Bakhita was declared free. Bakhita wanted to remain with the sisters. On January 9, 1890, she was baptized and took the name Josephine. Then she joined the Canossian Sisters. She was transferred to a convent in Schio, Vicenza, where she served as a cook and doorkeeper in the convent. Josephine also assisted at the school run by the sisters, and all the children there loved her. Josephine traveled to nearby convents to help sisters who were going to serve in Africa prepare for the work they would do there.

Later in life, due to physical pain, she was forced to use a wheelchair. Instead of complaining, Josephine said, “As the master desires.” Josephine died on February 8, 1947. St. Josephine Bakhita is the patron saint of Sudan.

Joseph and Jesus

Explain how each of these details from the life of Joseph points towards Jesus's sacrifice for us.

1) Joseph was betrayed by his brothers and sold as a slave for silver.

2) Joseph had to leave his father's house and go to a foreign land.

3) Joseph was falsely accused and imprisoned.

4) Joseph became a savior for the people, saving them from famine.

5) Joseph forgave those who had wronged him.

CHAPTER

08

The Birth of Moses

Catholic Bible Storybook video:
Ch. 6 – Moses and Passover (1st half)

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Exodus 3:1-12. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Ask students the following questions:
 - What does this passage teach us about Moses?
 - About God?
- D. Give the students some time to prepare, and allow them to role-play the passage. If there is time, give them an opportunity in groups, to retell the story in a different setting and act it out.
- E. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- F. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY 2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
God called Moses to lead the people of Israel out of slavery in Egypt
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The people were not faithful to God, and they became slaves in Egypt
 - Moses was saved from the Pharaoh's decree that Hebrew baby boys must be killed
 - God revealed Himself to Moses as "I AM that I AM"
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - What did the Pharaoh do to the Israelite boys?
 - What does the Name that God revealed to Moses teach us?
 - How had God prepared Moses for the task He called him to?
- C. Read the students the life of St. Edmund Campion from the teacher's manual. Discuss what his life has to do with the topic of the chapter. In what ways is his life similar to Moses's?
- D. Pass out the Moses crossword puzzle. After students have had a chance to complete it, maybe with a partner, go over it as a class.
- E. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY 4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Have the students consider the virtue of courage. How would they define it?
 - In what ways did Moses have to demonstrate courage?
 - When do we have to demonstrate courage?
 - What can we do if we know what we should do, but are afraid to do it?
 - Why is the question, "Where did God come from?" meaningless?
 - How has God prepared us for the tasks He calls us to? What responsibility do we have to prepare ourselves?
- C. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 8 Pretest

In what country did the people of Israel become slaves?

True/False: The people were always faithful to God.

What did the Pharaohs decree should happen to baby boys of the people of Israel?

How was Moses saved?

How did God appear to Moses in Midian?

When Moses asked God's name, what did He answer?

Saint Edmund Campion, Feast Day December 1

Born: 1540

Died: 1581

Edmund Campion was born in London, England, in 1540. He was baptized Catholic and became one of the first students in St. John's College at Oxford. His brilliance caught the attention of Queen Elizabeth I, and Edmund took the Oath of Supremacy, calling her the head of the Church in England. He became a deacon in the Church of England.

Soon, however, Edmund had doubts about what he had done and desired to return to his Catholic faith. Because of persecution, he had to leave England. Edmund went to France, where he joined the Jesuits. He was eventually ordained a priest.

In 1580, Edmund returned to England to minister to the Catholics there. This was a very dangerous mission, and Edmund often went around in disguise, hiding from the police. Once, a friend even pushed him in a mud puddle so the police wouldn't recognize him!

Eventually, he was captured and imprisoned in the Tower of London. He was offered great riches if he would deny his Catholic faith. When Edmund refused, he was tortured and then executed, on December 1, 1581. He was canonized by Pope Paul VI in 1970.

Moses Crossword Answer Key

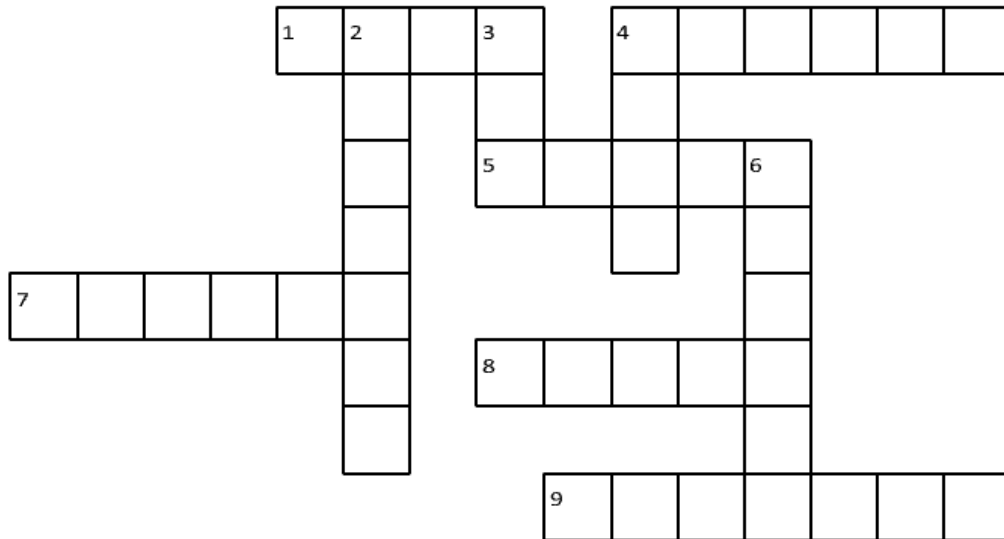
Down:

- 2) Eternal
- 3) I AM
- 4) Bush
- 6) Sister

Across:

- 1) Levi
- 4) Basket
- 5) Moses
- 7) Midian
- 8) Egypt
- 9) Pharaoh

Moses



Down:

2. God's name signifies that He is _____ and the source of all existence
3. the name God gave to Moses
4. Moses heard God's voice coming from a burning _____
6. Moses's _____ Miriam watched to see what would happen to him

Across:

1. the tribe from which Moses came
4. Moses's mother put him in a waterproof _____
5. was found by Pharaoh's daughter and raised at the court
7. the land where Moses escaped to
8. the country where the people of Israel lived
9. he commanded the baby boys to be killed

CHAPTER

09

The Plagues and the Passover

Catholic Bible Storybook video: Ch. 6 – Moses and Passover (at least 2nd half)

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Exodus 12:5-13. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Passover": *A sacred meal celebrated every year by the Jews that commemorates the plague of the death of the firstborn, passing over them and striking Egypt, leading to their freedom from slavery. Jesus instituted the Eucharist at the Last Supper, a celebration of the Passover with His Apostles.*
- D. Students should write this in their religion journals.
- E. Now read Mark 14:22-25 and ask the following question:
 - In what way does the Passover lamb foreshadow Jesus, the Lamb of God?
- F. Encourage students to think of rituals they perform, as a family or community. What purposes do these rituals serve? They can discuss first in small groups and then as a whole class.
- G. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- H. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
God sent plagues to Egypt so His people would be set free
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - God executed judgment on the false gods of Egypt
 - Sin brought death to Egypt
 - The Passover lamb is a powerful type of Jesus, the Lamb of God
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - How did God execute judgment on the false gods of Egypt?
 - How did Egypt suffer from the threat Pharaoh made against Israel?
 - Why do you think Jesus instituted the Eucharist at a Passover celebration?
- C. Pass out the worksheet: "Jesus and the Passover Lamb." Once students have finished, review it together as a class.
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How can we use our understanding of typology to share our faith with our Jewish friends and neighbors?
 - Why is ritual important to God?
 - How is the Passover a ritual, but not an "empty" ritual?
 - How might understanding the Passover, and what God did for the people of Israel in Egypt, affect the way we understand and participate at Mass?
 - Slavery continues to be a problem worldwide. Is there anything we can do about it?
 - The Passover and the plagues in Egypt are familiar stories to us. What new understandings about them did you gain this week?
- C. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
 - Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- F. Be sure to end with praise and thanksgiving!

Ch. 9 Pretest

What did God send among the Egyptians when they refused to let the people of Israel go?

What was the final plague God sent?

What were the people of Israel commanded to sacrifice?

What did the people do with the body of the lamb?

What celebration do the Jewish people still observe to commemorate their freedom from slavery and death?

Who is the Lamb of God?

The flood of Noah is a type of what sacrament?

Isaac and Jesus

Explain how each of these details about the Passover Lamb points towards Jesus's sacrifice for us.

1) A perfect lamb was sacrificed.

2) The blood of the lamb was smeared on the wood of the people's doorposts.

3) The blood of the sacrificed lamb, on the wood of the doorposts, saved the people from death.

4) The people were commanded to eat the flesh of the lamb.

5) The people were instructed to re-present the sacrifice as a commemoration.

CHAPTER

10

The Exodus

[Catholic Bible Storybook video:](#)
[Ch. 7 – The Red Sea and Bread from Heaven](#)

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Exodus 14:5-29. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Ask students the following questions:
 - Why did Pharaoh pursue the Israelites after giving them permission to leave?
 - What sacrament does the crossing of the Red Sea remind you of? Why?
- D. Tell the students to use their imagination and draw a picture of the events in today's Scripture passage.
- E. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- F. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
 - Crossing the Red Sea prefigures Baptism
 - Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The people passed through the water from slavery to freedom
 - The water destroyed the evil and death that was threatening them
 - God's promised land lay before the people, as Heaven lies before us
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Instruct the students to gather information about their Baptisms before Thursday: when and where they were baptized, by whom, and who their godparents are. Encourage them to bring that information and even some pictures of their Baptism, if possible, to class on Thursday.
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - How is the crossing of the Red Sea a type of Baptism?
 - How is Baptism greater than the parting of the Red Sea?
- C. Do the worksheet: "Baptism and the Red Sea."
- D. Students should pretend they are a newspaper reporter and write an account of the crossing of the Red Sea for their paper.
- E. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Does the story of the Red Sea give you deeper insights into your own Baptism?
 - After being set free, what responsibilities did the people of Israel have to God? To each other?
 - As baptized Christians, what responsibilities do we have?
 - What are the similarities and differences between the crossing of the Red Sea and the flood of Noah, which also prefigured Baptism?
- C. Allow students to share what they learned about their own Baptisms and any pictures they brought
- D. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 10 Pretest

True/False: Pharaoh finally let the people leave Egypt peacefully.

What body of water were the people trapped against?

How did God allow the people to cross the sea?

True/False: Pharaoh's army chased the people into the sea.

What sacrament is the crossing through the sea a type of?

Whom did God use to lead the people out of slavery in Egypt to freedom on their way to the Promised Land?

Baptism and the Red Sea

Explain how each of these details about the crossing of the Red Sea points towards the Sacrament of Baptism.

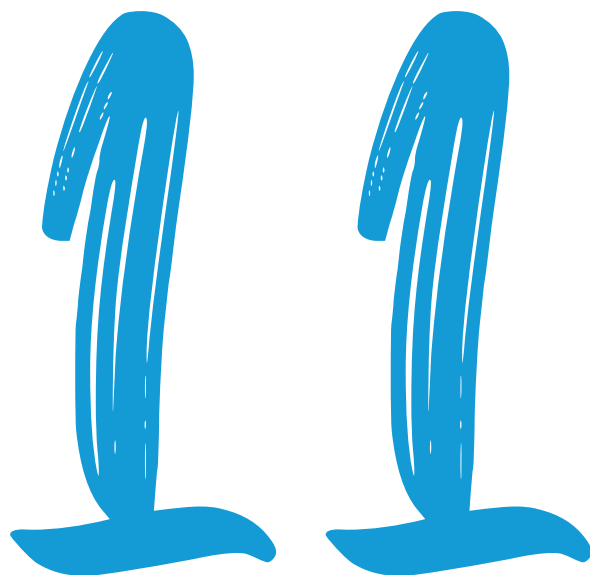
1) The people passed through the water.

2) They were saved from death and ready to start a new life.

3) The people went from slavery to freedom.

4) The people were beginning their journey to their Promised Land.

CHAPTER



A Covenant in the Desert

Catholic Bible Storybook video: – Manna in the Desert and the Ten Commandments

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Exodus 16:1-5. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "manna": Miraculous bread God provided for the people of Israel to sustain them in the desert. Students should write this in their religion journals.
- D. Ask students the following questions:
 - The people were set free from slavery in Egypt, yet they longed for the food they got there, as slaves. We were set free from sin in Baptism. Do we sometimes long for the pleasures that sin offers? Why? What makes slavery more attractive than freedom?
 - How is manna a type of the Eucharist?
 - Why did God only allow them to gather a single day's portion? What was He teaching them?
- E. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- F. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
God was faithful to His covenant promises, even though the people were unfaithful.
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The people of Israel sinned and lacked faith in God
 - God continued to sustain them in the desert
 - The manna God provided for the people prefigures the Eucharist
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - We see God punishing His people for their sins, but remaining faithful to them. How does He display both justice and mercy?
 - Why did God give laws to His people in the desert?
 - Why do you think God kept forgiving the people of Israel?
- C. Create a Ten Commandments bulletin board that can help the rest of the student body learn and understand the Ten Commandments. Students should write each of the Ten Commandments and provide art / illustration that can explain them.
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - God sustained His people with manna in the desert. How does He sustain us?
 - How does the Eucharist sustain us? Do we receive it reverently? What can we do as individuals/families/a parish or school to give more honor to the Eucharist?
 - What laws does God give us?
 - What would life be like without the Ten Commandments or other moral laws from God?
- C. Introduce the students to the Spiritual Work of Mercy: **Forgive all injuries.**
 - God continually forgives His people. He forgives us, but He demands that we forgive others (Matthew 6:14-15). Why is our forgiveness dependent on our willingness to forgive others?
- D. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 11 Pretest

What laws did God give to Moses on Mt. Sinai?

How long was Moses up the mountain?

What had the people done when Moses was on the mountain?

True/False: God told Moses to abandon the people.

How many years did the people have to wander in the desert?

With what bread did God feed His people in the desert?

Who called Himself the true bread come down from Heaven?

CHAPTER

12

The Ark of the Covenant

Catholic Bible Storybook video:
– The Ark of the Covenant

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Exodus 25:10-22. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Ark of the Covenant": *The people of Israel's most sacred item, which held the tablets of the Ten Commandments, manna, and the priestly staff of Aaron, things which represented God to the people.* Students should write this in their religion journals.
- D. Give the definition of the word "tabernacle": *The tent in which the Ark was kept in the desert and until the temple was built.* Students should write this in their religion journals.
- E. Look at the picture of the ark (included). What do you notice? What important symbols do you see? Between the wings of the angels was the "mercy seat," where God was considered to be most present. Why is it called the mercy seat? The ark was kept in a tent called the tabernacle? Why do you think we call the golden box that houses the Eucharist the tabernacle?
- F. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- G. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
 - *The Ark of the Covenant was the people's most sacred object*
 - Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
- E. The Ark contained within it things that represented God for the people
- F. God commanded that the Ark contain no impurities
- G. The Ark of the Covenant is a type of Mary, who held God Himself within her
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- H. Define the other vocabulary word from the chapter, and have students write it in their religion journals:
 - Immaculate Conception: The special privilege given by God to Mary through which she was preserved from all stain of Original Sin from the moment of her conception.
- I. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - How did the items inside the Ark of the Covenant represent God?
 - How is the Ark of the Covenant a type of Mary?
 - Why was it so important that the Ark be without stain or blemish?
 - Why would the mention of the Ark in the Book of Revelation be so stunning to the Jewish people?
- C. Pray the Litany of Loretto (included). Discuss the different invocations and titles of Mary. Choose a few and have students write what they think they mean. Discuss.
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Do you think the Ark of the Covenant still exists on earth?
 - Do you think it will ever be found?
 - Why is Mary's Immaculate Conception important?
 - What kind of relationship do you have with Mary?
 - What kind of relationship should we have with Mary?
 - What can we do to help our relationship with Mary grow?
 - How would you answer someone who thought devotion to Mary takes away from devotion to God?
 - Did the Ark of the Covenant distract the people of Israel from God or help them worship Him?
- C. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 12 Pretest

What was the most important sacred artifact for the people of Israel?

What three things were kept in the Ark?

Where was the Ark kept when the people were in the desert?

True/False: The Ark of the Covenant had to be perfectly pure.

The Ark of the Covenant is a type of whom?

True/False: The Jewish people travel to Israel today to worship before the Ark of the Covenant.

Litany of Loretto

Lord, have mercy on us.

Christ, have mercy on us.

Lord, have mercy on us. Christ hear us.

Christ, graciously hear us.

God, the Father of heaven,

Have mercy on us.

God, the Son, Redeemer of the world:

Have mercy on us.

God, the Holy Ghost,

Have mercy on us.

Holy Trinity, One God,

Have mercy on us.

Holy Mary, *pray for us.* (repeat at end of each phrase.)

Holy Mother of God,

Holy Virgin of virgins,

Mother of Christ,

Mother of divine grace,

Mother most pure,

Mother most chaste,

Mother inviolate,

Mother undefiled,

Mother most amiable,

Mother most admirable,

Mother of good counsel,

Mother of our Creator,

Mother of our Savior,

Virgin most prudent,

Virgin most venerable,

Virgin most renowned,

Virgin most powerful,

Virgin most merciful,

Virgin most faithful,

Mirror of justice,

Seat of wisdom,

Cause of our joy,

Spiritual vessel,

Vessel of honor,

Singular vessel of devotion,

Mystical rose,

Tower of David,

Tower of ivory,

House of gold,

Ark of the covenant,

Gate of Heaven,

Morning star,
Health of the sick,
Refuge of sinners,
Comforter of the afflicted,
Help of Christians,
Queen of angels,
Queen of patriarchs,
Queen of prophets,
Queen of apostles,
Queen of martyrs,
Queen of confessors,
Queen of virgins,
Queen of all saints,
Queen conceived without original sin,
Queen assumed into heaven,
Queen of the most holy Rosary,
Queen of peace.

Lamb of God, who takest away the sins of the world,
Spare us, O Lord.

Lamb of God, who takest away the sins of the world,
Graciously hear us O Lord.

Lamb of God, who takest away the sins of the world,
Have mercy on us.

V. Pray for us, O holy Mother of God.

R. That we may be made worthy of the promises of Christ.

Let us pray:

Grant, O Lord God, we beseech Thee, that we Thy servants may rejoice in continual health of mind and body; and, through the glorious intercession of Blessed Mary ever Virgin, may be freed from present sorrow, and enjoy eternal gladness. Through Christ our Lord. Amen.



CHAPTER

13

The Promised Land and Kings

Catholic Bible Storybook video: – Samuel and David

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: 1 Samuel 8:1-22. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Ask students the following questions:
 - Why do you think the people wanted a king?
 - Why were both Samuel and God upset with the people's request?
- D. Brainstorming activity – discuss the benefits and drawbacks of a monarchy; compare and contrast a good king vs. a bad king
- E. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- F. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Jesus fulfilled God's promises to David

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - God chose David, from Bethlehem, to be king over His people
 - God promised David that He would establish an everlasting kingdom through one of his descendants
 - Both Mary and Joseph were descendants of King David
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - What do we learn from the anointing of David?
 - How do you think God kept His promise to David, of a kingdom that would last forever?
- C. Students can write and then discuss their impressions of the importance of Joshua, Samuel, Saul, and David to the history of Israel and God's plan of salvation
- D. Role-play: In groups, have students enact two scenarios: one demonstrating the rule of a king who is faithful to God, and the other demonstrating the rule of a king who is not
- E. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Begin by reading the students the life of St. Thomas More from the teacher's manual. Discuss what his life has to do with the topic of the chapter.
- C. Questions to propose for the seminar:
 - How does the life of Thomas More teach us about responding to government?
 - Does modern man place too much hope in political solutions to his problems?
 - What are our responsibilities in the political order?
 - How should we respond to a government that is not guided by Christian principles?
 - What are the limitations of the political world?
 - How can we be good citizens, but followers of God first?
- D. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 13 Pretest

After crossing into the Promised Land, who led the people?

What did the people ask Samuel for, which displeased the Lord?

Whom did God tell Samuel the people were rejecting?

True/False: God told Samuel to allow the people to be ruled by a king.

Who was the first king of Israel?

Which son of Jesse did God tell Samuel to anoint as the future king?

Where did Jesse live?

Saint Thomas More,

Feast Day June 22

Born: 1478

Died: 1535

Thomas More was born in London, England, on February 7, 1478. His father was a lawyer and judge. Thomas was raised with a strong faith and attended St. Anthony's School.

In 1492, Thomas entered Oxford University and studied law. In 1502, he opened his own law practice in London. For the next two years, Thomas lived next to a Carthusian monastery and thought about entering the religious life.

But Thomas did not enter the religious life. He married his first wife, Jane Colt, in 1505. They had four children together before she died in 1511. Thomas later married a widow named Alice Middleton.

In 1504, Thomas was elected to Parliament. He became good friends with King Henry VIII, who made him Lord Chancellor, the second-highest position in England.

However, things between Thomas and Henry became strained when Henry wanted an annulment from his wife Catherine so he could marry Anne Boleyn. When Henry's request was not granted by the pope, he declared himself the head of the Church in England. This was something Thomas could never approve.

Thomas left his position as chancellor. Finally, in 1534, Thomas was ordered to take an oath that acknowledged Anne as queen of England and that Henry was head of the Church in England. Along with his friend St. John Fisher, Thomas refused, and he was arrested and held in the Tower of London. He was imprisoned for 15 months.

Thomas's trial took place on July 1, which was nine days after the execution of John Fisher. He was convicted of treason within 15 minutes.

On the day of his execution, Thomas told those gathered there that he was "the king's good servant, but God's first." Thomas was executed on July 6, 1535. St. Thomas More is the patron saint of lawyers, civil servants, and politicians.

CHAPTER

14

King David and Solomon

Catholic Bible Storybook video:
– David and Goliath

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: 2 Samuel 7:8-16. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
 - Look at the covenant promises God made to David in the Scripture passage. Identify and discuss them. List them in your religion journals.
- C. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- D. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Through their worship and knowledge of God, the people of Israel prepared the world to receive God's promised Savior

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - God made a covenant with King David
 - David's son Solomon built the Temple in Jerusalem
 - God sent His word to the people through the prophets
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Define the two vocabulary words from the chapter, and have students write them in their religion journals:
 - Temple: The Temple in Jerusalem is where the people of Israel worshiped God through offering sacrifice, and where the Ark of the Covenant was housed
 - Prophets: People whom God sent to Israel to speak His word to them
- G. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - Why did Saul turn against David?
 - What does the story of David and Goliath teach us?
 - Why did Solomon have a Temple built in Jerusalem?
- C. Look again at the Scripture passage from the beginning of the week: 2 Samuel 7:8-16, and the list you made of the covenant promises God made to David. Compare Solomon and Jesus. In what ways did God keep His promises through Solomon, and in what ways did He keep them through Jesus?
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - What can we learn from the story of David and Goliath?
 - Read 1 Samuel 24:1-7
 - » David acted mercifully. Was he being prudent?
 - » What lessons can we learn from this story?
 - What are some of the greatest threats to the people of God today? How should we respond?
 - We will be reading about Jesus next week. How did God use the people of Israel to prepare the world for the Savior?
- C. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 14 Pretest

What Philistine champion did David agree to fight?

True/False: Many of Israel's warriors wanted the chance to fight the Philistine champion.

With what weapon did David defeat Goliath?

Why did King Saul become jealous of David?

True/False: David was such a good king, he never did anything to offend God.

Who was the third king of Israel?

CHAPTER

15

God's Promise Fulfilled

Catholic Bible Storybook video:
– The Annunciation

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Luke 1:26-38. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Ask students the following questions:
 - Why did Gabriel reference David and Jacob at the Annunciation?
 - What do you think Gabriel meant by calling Mary "Full of Grace"?
 - What is significant about Mary's response to Gabriel's news?
- D. Give the definition of the word "Annunciation": When the Archangel Gabriel appeared to Mary and announced to her that God had chosen her to be the mother of His Son. Students should write this in their religion journals.
- E. Give the definition of the word "Incarnation": God becoming Man; when the Second Person of the Blessed Trinity took on a human nature, while remaining God. Students should write this in their religion journals.
- F. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- G. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Jesus is both God and human
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the four bullets that explore the proclamation at a deeper level:
 - God prepared Mary to be the Mother of God through her Immaculate Conception, by which she was preserved from all stain of sin
 - The Trinity is the truth that there is one God in three divine Persons
 - Jesus is eternally God the Son, who took on a human nature at the Annunciation
- E. Jesus, the God-Man, offered Himself for us, so we could be children of God in a new, eternal covenant
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Define the other two vocabulary words from the chapter, and have students write them in their religion journals:
- G. Trinity: The mystery that there are three divine Persons – the Father, the Son, and the Holy Spirit – in the one divine nature
- H. Immaculate Conception: The special privilege given by God to Mary through which she was preserved from all stain of Original Sin from the moment of her conception.
- I. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - What natures does Jesus have?
 - Why did Jesus have to save us from sin? Why didn't God just ignore the broken covenant?
 - In what ways was Jesus not what some of the Jewish people expected? How is He more than they expected?
 - What does Scott Hahn mean when he says, "Jesus paid a debt He didn't owe because we owed a debt we couldn't pay"?
- C. Look at the image of the Annunciation (included). Students should study it. What do they see? What symbols are present? How does it demonstrate, truth, goodness, and beauty?
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Do you think it is surprising that God would take on our human nature just to save us? Why or why not?
 - To everyone but the Holy Family, and a few people inspired by the Holy Spirit, Jesus seemed to be simply the natural son of Mary and Joseph. Why do you think Jesus came in a hidden way?
 - How is Mary's response to Gabriel a model for us?
 - When is it hard for us to unreservedly answer "yes" to God's call or plan for us?
 - Can Mary help us be more open to God? How?
 - God the Son has been God from all eternity. Did He stop being God when He took on our human nature? What were the implications to the first-century Jewish people that Jesus was both God and human? Do you think you would have been able to believe that, even if you didn't expect it?
 - What difference does it make to us as human beings that God Himself became one of us?
- C. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
 - Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- F. Be sure to end with praise and thanksgiving!

Ch. 15 Pretest

What did the Jewish people call the promised Savior?

What town was Mary from?

What did the Archangel Gabriel call Mary?

How did Mary respond to Gabriel's message?

What is the Trinity?

What is the Incarnation?



CHAPTER

16

The Birth of Jesus

Catholic Bible Storybook video:
– The Birth of Jesus

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Luke 2:1-20. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Ask students the following questions:
 - Why do you think shepherds were the first to be told of the newborn King?
- D. Find Bethlehem on a map. Trace out the journey from Nazareth to Bethlehem. Now trace it again, avoiding Samaria, which is the way first-century Jews would have traveled.
- E. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- F. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Jesus was born in Bethlehem on the first Christmas
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Jesus was born in a stable in Bethlehem
 - The first visitors to witness Jesus were humble shepherds
 - The liturgical season of Advent helps us prepare to celebrate Christmas well
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Homework: Research Advent traditions from around the world. You will be sharing what you find during our Socratic Seminar on Day 4.
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - Why do you think shepherds were the first to be told of the newborn King?
 - What do we learn about God from Jesus being born in a stable?
 - How did Mary respond to the events surrounding the birth of Jesus?
- C. Scavenger Hunt: Allow students to search the classroom or a designated area in the parish or school grounds and find items that can be used to create a manger scene. They will have to be creative with what they find to make something accurate, reverent, and likely somewhat symbolic.
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why is silence so important? How is Mary a model of this?
 - How can Advent help us celebrate Christmas well?
 - What are some of your family's favorite Advent traditions? How do they prepare you to celebrate Christmas well?
 - Share what you learned about Advent traditions around the world. Examine each – How did it likely arise? How does it help the people prepare for Christmas?
- C. Why is prayer so important? How can we make it a priority in our lives? How can Mary help us do that?
- D. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 16 Pretest

What power controlled Israel at the time of Jesus?

Where did Mary and Joseph have to travel to register for the census?

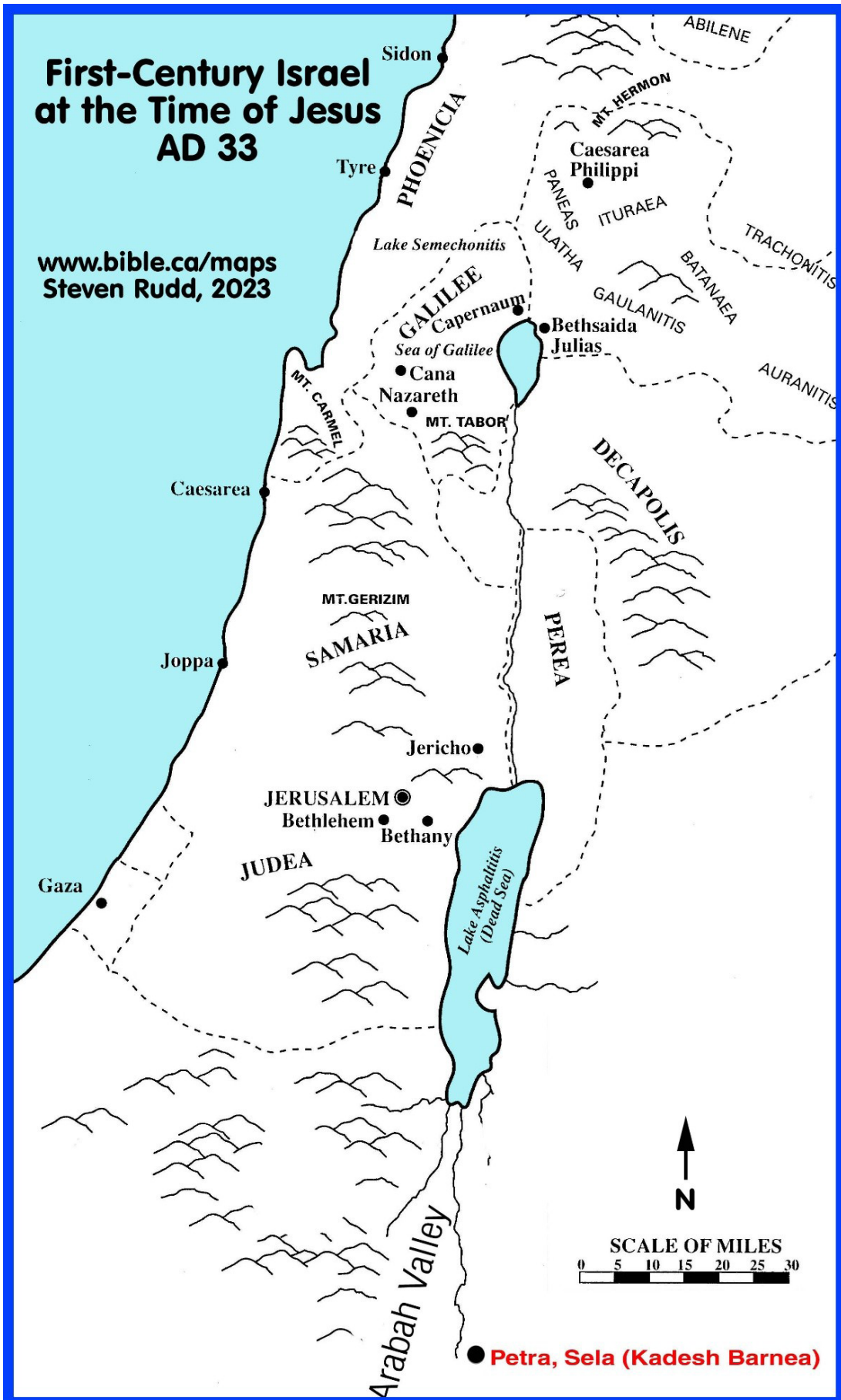
Who were the first people to witness the Baby Jesus?

What is Advent?

What Advent traditions help us prepare for Christmas?

First-Century Israel at the Time of Jesus AD 33

www.bible.ca/maps
Steven Rudd, 2023



CHAPTER

17

The Presentation in the Temple

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Luke 2:22-38. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Temple": The Temple in Jerusalem is where the people of Israel worshiped God through offering sacrifice. Students should write this in their religion journals.
- D. Ask students the following questions:
 - What are your impressions of Simeon and Anna?
 - What role did the Holy Spirit choose for them, in giving them special insight about our Lord?
 - Write Simeon's response in your notebook and analyze it. Why do you think it is used for Compline (the night prayer of the Church)?
- E. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- F. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Events in Jesus's childhood foreshadowed His saving mission
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
- E. Simeon prophesied that Jesus would be a light to the world, but also that He would be rejected by many
 - Simeon told Mary that her heart would be pierced, a prophecy that was fulfilled when she had to watch her Son die
 - As a 12-year-old boy, Jesus was found in the Temple, doing His Father's work
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - Why was Simeon's prophecy important?
 - What did Mary and Joseph bring for an offering, when Jesus was presented in the Temple?
 - Where did Mary and Joseph find Jesus when He was lost as a 12-year-old boy? Why is this significant?
 - What do the Presentation in the Temple and the Finding of the Child Jesus in the Temple teach us about Jesus?
- C. Mary and Joseph brought an offering to the Temple at the Presentation. As a class, plan an offering you can make to your parish. It can be a physical thing, or maybe an act of service. Begin planning how you will accomplish it.
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why do you think the Presentation and the Finding of the Child Jesus in the Temple are Mysteries of the Rosary?
 - How did Mary respond to these events? What does that teach us?
 - Jesus is God, yet He was obedient to Mary and Joseph. What does that teach us about family life?
 - What makes family life properly ordered? What makes it disordered?
 - What are our responsibilities in our families?
 - What specific things can we do to support our parents and help bring harmony to our families?
- C. Introduce the students to the fifth precept of the Church: Contribute to the support of the Church
 - Why is it important to support the Church?
- D. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 17 Pretest

What offering did Mary and Joseph make at the Temple?

What promise had God made to Simeon?

What prophecy did Simeon tell Mary?

What happened when Jesus was 12 years old?

How does the Rosary help us pray like Mary?

CHAPTER

18

The Visit of the Wisemen

Catholic Bible Storybook video: – Samuel and David

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Matthew 2:1-12. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Read and discuss the lyrics of the popular Christmas song "We Three Kings." How did the lyrics from the song come from the account you just heard from the Bible?
- D. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- E. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY 2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Wise men seek Jesus

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The wisemen humbled themselves and worshiped the Baby Jesus
 - Through the wisemen, Jesus was revealed to the Gentiles, non-Jews
 - King Herod of Judea sought Jesus to kill Him

Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.

- E. Define the other vocabulary word from the chapter, and have students write it in their religion journals:
 - Epiphany: A deep insight into the reality of something. On the feast of the Epiphany, we celebrate the visit of the wisemen, when Jesus was first revealed to the Gentiles
- F. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - Why do you think the wisemen followed the star for so long to visit the newborn Jewish King?
 - What did Herod do when he learned of the birth of Jesus? Why?
 - What three gifts did the wisemen bring? Why are they significant?
 - What is the importance of the wisemen being Gentiles?
 - Why do the Gospels vary slightly, although they do not contradict one another?
 - Where did Joseph take the Holy Family to protect them from King Herod?
- C. Using Bibles and the included worksheet, compare Matthew's and Luke's accounts of the Nativity of Jesus.
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why is the visit of the wisemen so important?
 - Why do we have a feast to celebrate the Holy Innocents on December 28?
 - Whose lives are not always treated with equal dignity by our leaders or in our culture?
 - Why is being pro-life so important?
 - What can we do to support and promote pro-life attitudes and policies?
- C. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 18 Pretest

What did the wisemen follow to find the Baby Jesus?

Whom did the wisemen first approach about the newborn King?

What did Herod want to do with Jesus?

What gifts did the wisemen bring?

What are Gentiles?

Where did Joseph take the Holy Family to escape Herod?

Who are the Holy Innocents?

We Three Kings

We three kings of Orient are
Bearing gifts we traverse afar
Field and fountain, moor and mountain
Following yonder star

Chorus:

O Star of wonder, star of night
Star with royal beauty bright
Westward leading, still proceeding
Guide us to thy Perfect Light
Born a King on Bethlehem's plain
Gold I bring to crown Him again
King forever, ceasing never
Over us all to reign

Chorus

Frankincense to offer have I
Incense owns a Deity nigh
Prayer and praising, all men raising
Worship Him, God most high

Chorus

Myrrh is mine, its bitter perfume
Breathes of life of gathering gloom
Sorrowing, sighing, bleeding, dying
Sealed in the stone-cold tomb

Chorus

Glorious now behold Him arise
King and God and Sacrifice
Alleluia, Alleluia
Earth to heav'n replies

Chorus

Nativity of Jesus

Matthew

Whose visit does it focus on?

Where does it tell us Jesus was born?

What role do angels play?

Where does it tell us the Holy Family went after the birth of Jesus?

Where does it tell us Jesus grew up?

Nativity of Jesus

Luke

Whose visit does it focus on?

Where does it tell us Jesus was born?

What role do angels play?

Where does it tell us the Holy Family went after the birth of Jesus?

Where does it tell us Jesus grew up?

Why do you think there are similarities and differences, but not contradictions?

CHAPTER

19

The Wedding Feast at Cana

Catholic Bible Storybook video: – Baptist of Jesus and Wedding at Cana

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Matthew 3:13-17. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Ask students the following questions:
 - Why do you think Jesus was baptized?
 - Do you see a revelation of the Trinity in this passage?
 - What do you know about St. John the Baptist?
- D. Read about St. John the Baptist from the teacher's manual
- E. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- F. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Jesus's first miracle was done at a wedding, at Mary's request

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Mary brought the newly married couple's need to Jesus
 - Jesus waited for Mary to consent before performing His first public miracle
 - By changing water to wine at the wedding in Cana, Jesus's power and identity began to be revealed to His disciples
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Define the vocabulary word from the chapter, and have students write it in their religion journals:
 - Disciple: A follower of Jesus, who learns from Him
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - At whose request did Jesus perform a miracle at the wedding in Cana?
 - What did Jesus call His mother? Why is this significant?
 - How are Mary's instructions to the servants at the wedding important for us?
 - How was the miracle at Cana a sign of who Jesus is, and a preparation for the Eucharist?
- C. Have students do the crossword about the Baptism of Jesus and the Wedding at Cana. Discuss it together once students have finished.
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How are Mary's instructions to the servants at the wedding important for us?
 - Do you think it is significant that Jesus performed His first public miracle at the request of His mother at a wedding?
 - God has raised marriage to the level of a sacrament. How does our culture view marriage? Does it uphold God's view of marriage and its dignity? In what ways yes, and in what ways no?
 - What can we do about it?
- C. Introduce the students to the sixth precept of the Catholic Church: **Observe the marriage laws of the Church**
- D. Why do you think this is one of the six precepts of the Church? What does that tell you about the importance of marriage and family life?
- E. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 19 Pretest

True/False: John was glad to finally baptize Jesus.

At His Baptism, who came down on Jesus in the form of a dove?

True/False: Jesus made Baptism one of the sacraments of the Catholic Church.

Who brought the problem at the wedding to Jesus?

What did Jesus turn water into?

What title did Jesus call His mother at the wedding?

What did Mary tell the servants?

Saint John the Baptist

Nativity, June 24

Martyrdom, August 29

At the Annunciation, when the Archangel Gabriel came to Mary, he told her that her elderly cousin Elizabeth was also expecting a child. This was John the Baptist, who was born six months before his cousin, Jesus. John was blessed by Jesus before he was born. When Mary came to visit Elizabeth, John leaped for joy inside his mother's womb at the sound of her greeting.

Before John was born, Gabriel visited his father Zechariah, who was a priest in the Temple in Jerusalem. When the angel told Zechariah that he would have a son, Zechariah did not believe him, since both he and his wife were old and had never been able to have children. As a sign, he was struck dumb. Only after John was born was Zechariah able to speak again.

John the Baptist was the last and greatest prophet of the Old Covenant, and he was to prepare the way for Jesus among the people. The prophet Isaiah called him "the voice crying in the desert," and he prepared the people for the coming of Jesus by baptizing them as a sign of their repentance of sin and by proclaiming the coming of the Messiah.

We learn from the Bible that John had been arrested by King Herod, who was the ruler over Galilee and Perea, for telling Herod that his marriage to his brother's wife Herodias was unlawful. John was held in prison by Herod until one day, the daughter of Herodias performed a dance for Herod and his guests. Herod was pleased by this, and he promised to give the girl whatever she wanted, even if it was half his kingdom. When the girl spoke with her mother, Herodias told her daughter to ask for the head of John the Baptist, and the girl did.

So, John the Baptist was beheaded, like many of the prophets from the Old Testament before him. Through his life and death, John gave himself to God, and he courageously spoke the truth even until his death.

Baptism of Jesus and Wedding at Cana Crossword Answer Key

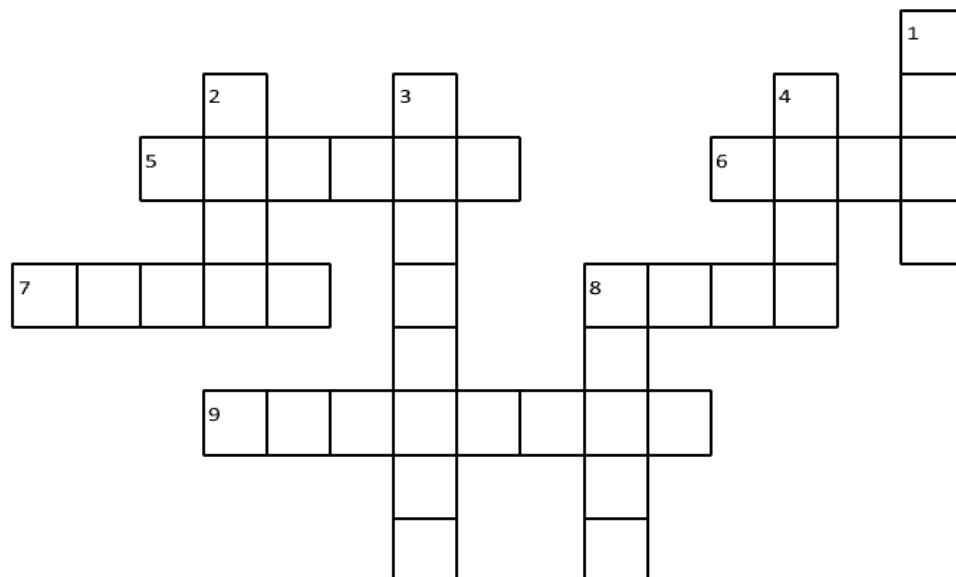
Down:

- 1) Mary
- 2) Cana
- 3) Believed
- 4) Dove
- 8) Water

Across:

- 5) Father
- 6) Hour
- 7) Woman
- 8) Wine
- 9) Servants

Baptism of Jesus and Wedding at Cana



Down:

1. Who told Jesus of the problem at the wedding?
2. The city where the wedding was held
3. What the disciples did after the miracle at the wedding
4. The form in which the Holy Spirit came down on Jesus at His baptism
8. What Jesus turned into wine

Across:

5. Whose Voice was heard at the Baptism of Jesus
6. Jesus said, "My _____ has not yet come"
7. The title Jesus used to refer to His Mother
8. What ran out at the wedding?
9. Whom Mary told, "Do whatever He tells you"

CHAPTER

20

Teacher and Healer

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Mark 2:1-12. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Then watch video catechism #22: Get Up and Walk, on Catholic Brain
 - How well did it capture the point of the story?
 - Anything important it missed?
 - Why did different people have such different reactions to Jesus?
- D. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- E. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Jesus's miracles were signs of who He is
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Jesus revealed Himself as God through the power of His miracles
 - His miracles often visually supported His teaching
 - Jesus taught the people, often using parables
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - How are Jesus' miracles signs of who He is?
 - How does the feeding of 5,000 hint at the Eucharist?
 - How did Jesus get into trouble by spending time with sinners?
 - Read John 6:48-69. Identify all the ways Jesus affirms the Eucharist as truly His Flesh.
 - What did most of Jesus' followers do when He told them they had to eat His Flesh and drink His Blood? Why?
- C. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Read John 6:66-69 again. What is special about Peter's response? How are we called to follow His example?
 - If you lived at the time of Jesus, would you have believed in Him? Even if He wasn't what you were expecting? Even if the religious leaders were against Him? Even if it was dangerous to follow Him?
 - What challenges do we face following Jesus? What dangers are there?
 - Why was Jesus willing to let people walk away from Him over the Eucharist?
 - How should that make us respond?
- C. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 20 Pretest

In his Gospel, what does John refer to Jesus's miracles as?

What did Jesus first tell the paralyzed man?

What did Jesus feed 5,000 people with?

What sacrament did Jesus teach the people about the day after feeding the crowd?

What did most of the people do when Jesus told them they must eat His Flesh and drink His Blood?

CHAPTER

21

The Transfiguration

Catholic Bible Storybook video: – The Transfiguration

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Luke 9:28-36. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Transfiguration": *The event on Mount Tabor when Jesus's appearance became dazzling bright, Moses and Elijah appeared with Him, and God the Father declared Jesus to be His Son, who must be listened to.* Students should write this in their religion journals.
- D. Ask students the following questions:
 - In many translations, in verse 31, it says that they talked to Jesus about His "exodus" that He would accomplish in Jerusalem. Think back to the story of the Exodus. Why would that word be used?
- E. Tell the students to use their imagination and draw a picture of the events in today's Scripture passage.
- F. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- G. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

The Transfiguration visually demonstrated Jesus's divinity to Peter, James, and John, and strengthened their faith

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - When Jesus was transfigured, His divine nature shone through His humanity
 - The appearance of Moses and Elijah showed that Jesus fulfilled God's Old Testament promises
 - The presence of the cloud and the voice from Heaven revealed the Blessed Trinity
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - Why do you think God allowed Peter, James, and John to witness the Transfiguration?
 - Who appeared with Jesus at the Transfiguration?
 - What did the voice say on Mt. Tabor?
 - Why do you think God has given us Eucharistic miracles?
 - Why is faith so important?
- C. Instruct students to imagine they are Peter, James, or John. Then write a letter to someone explaining to them what happened on Mount Tabor and what they think the significance is. How has the event affected them and their faith personally?
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why do you think God sometimes grants us miracles like the Transfiguration and the Eucharistic miracle at Lanciano?
 - Have you had any "Mount Tabor moments" you can share?
 - Why is it important to have faith, even without such proofs?
 - Do you think more people would see God personally revealing Himself to them, if they pay attention?
- C. If there is time, look up some other Church-approved Eucharistic miracles.
- D. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 21 Pretest

Which Apostles came with Jesus up Mount Tabor?

In what way did Jesus's appearance change?

What two people appeared with Jesus on the mountain?

What did the Voice from the cloud say?

What Eucharistic miracle occurred in Lanciano, Italy, around A.D. 700?

CHAPTER

22

The Last Supper

Catholic Bible Storybook video: – The Last Supper

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Luke 22:14-23. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Last Supper": A special Passover meal that Jesus had with His Apostles before He died. Jesus gave us the Eucharist at the Last Supper. Students should write this in their religion journals.
- D. Ask students the following question:
 - Why was the first Mass at a Passover celebration?
- E. Review together the words of consecration used at Mass (included), and compare them with Jesus's words in the Scripture passage
- F. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- G. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Jesus instituted the Eucharist at the Last Supper
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Jesus gave us the Mass at a Passover celebration
 - In the Eucharist, bread and wine truly become the Body and Blood of Christ; Jesus is truly present in the Holy Eucharist
 - The Holy Eucharist comes to us today, down through the centuries, through the Catholic priesthood
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Define the other vocabulary word from the chapter, and have students write it in their religion journals:
- F. Transubstantiation: The changing of the substance of bread and wine into the Body and Blood of Christ at Mass
- G. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - What did Jesus turn bread into? What about the wine?
 - What sacrament was instituted at the Last Supper?
 - How are we able to receive the Body and Blood of Jesus today, so many years after the Last Supper?
 - How did Jesus institute the Catholic priesthood and the Holy Eucharist at the Last Supper?
- C. Object lesson about Apostolic Succession using extension cords.
 - You will need a few extension cords and a lamp or other small electrical item. Demonstrate: by plugging the first cord into the wall, it becomes able to deliver power from the socket. Regardless of how many cords are connected, as long as the connection is not broken, and the power originates from the wall socket, the lamp will receive power and light.
 - This is similar to Apostolic Succession. The power originates from Christ (the wall socket) and as long as the connection to Christ is unbroken, from the Apostles through the bishops, that power comes down to us. This is why priests can consecrate the Eucharist and absolve from sins, for example.
 - However, if the line is broken somewhere, or if it does not originate in Christ, divine power does not flow. This is why it is so important that the Church has maintained an unbroken succession of bishops from the Apostles themselves, who received divine power from Jesus, who is God.
- D. Read the students the life of Bl. Carlo Acutis from the teacher's manual. Discuss what his life has to do with the topic of the chapter, and explore his website: <http://www.miracolieucaistici.org/en/Liste/list.html>
- E. Pass out the worksheet: "Family relationships with God revealed in Scripture." With a partner, students should look up the passages and determine which relationship is being revealed. Once finished, share answers as a class. Then, ask the following questions:
 - Why are so many different relationships used in Scripture to describe our relationship with God?
 - How are human relationships signs or images of what our relationship with God should be?
 - How must our relationship with God be stronger than even intimate human relationships?
- F. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Read the students the life of St. Tarcisus from the teacher's manual.
 - » Why was St. Tarcisus willing to die for the Eucharist?
 - Yesterday you learned about Carlo Acutis. How, specifically, can the example of these two saints help you do something to increase devotion to the Eucharist, in yourself and others?
 - How should we receive the Eucharist at Mass?
 - Why is it important not to leave Mass immediately after Holy Communion?
 - Why is Eucharistic Adoration important?
 - What struggles do you have?
 - Has anything helped you with those struggles?
- C. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 22 Pretest

The Last Supper was a celebration of what ritual meal?

Which Apostle betrayed Jesus?

At the Last Supper, what did Jesus change bread into?

What did He change the wine into?

What is transubstantiation?

What two sacraments did Jesus institute at the Last Supper?

Words of Consecration at Mass

On the day before he was to suffer he took bread in his holy and venerable hands, and with eyes raised to heaven to you, O God, his almighty Father, giving you thanks he said the blessing, broke the bread and gave it to his disciples, saying:

TAKE THIS, ALL OF YOU, AND EAT OF IT: FOR THIS IS MY BODY WHICH WILL BE GIVEN UP FOR YOU.

In a similar way, when supper was ended, he took this precious chalice in his holy and venerable hands, and once more giving you thanks, he said the blessing and gave the chalice to his disciples, saying:

TAKE THIS, ALL OF YOU, AND DRINK FROM IT: FOR THIS IS THE CHALICE OF MY BLOOD, THE BLOOD OF THE NEW AND ETERNAL COVENANT, WHICH WILL BE POURED OUT FOR YOU AND FOR MANY FOR THE FORGIVENESS OF SINS. DO THIS IN MEMORY OF ME.

Blessed Carlo Acutis, Feast Day October 12

Born: 1991

Died: 2006

Carlo Acutis was born in London, England, but grew up in Milan, Italy. He was devoted to his Catholic faith from a young age. He often prayed in front of the tabernacle before and after Mass, and he went to Confession weekly.

Carlo gave his pocket money to the poor and was known as a friend to those in need. He was very interested in computers. He learned coding and developed Catholic websites, including a very popular one that taught people about miracles that occurred around the world.

As a teenager, Carlo was diagnosed with leukemia. He offered his suffering for the pope and the Church. He died on October 12, 2006, at the age of only 15. Blessed Carlo Acutis is a patron of computer programmers and youth.

Saint Insert: St. Tarcisus – Feast Day: August 15

St. Tarcisus was a twelve-year-old Catholic boy in the third century, when the Roman emperor was persecuting the Church. One day, after secretly attending Mass, Tarcisus was given the Holy Eucharist to bring to Catholics who were in prison for their faith. On the way, a group of boys stopped him. When they found out what Tarcisus was carrying, they tried to take the Holy Eucharist from him. St. Tarcisus defended the Holy Eucharist with his life, as the mob of boys beat him to death. Even as a child, St. Tarcisus had the faith and courage to give his life for Jesus.

Family Relationships with God Revealed in Scripture

1 John 3:1

John 15:15

Galatians 4:6

Hebrews 2:10-12

Isaiah 64:8

Mark 3:34-35

Romans 8:15

Romans 8:29

Matthew 9:15

Luke 13:34

Hosea 2

1 Cor. 12:27

2 Cor. 11:2

Eph. 5:30

Revelation 19:7

Romans 12:5

Revelation 21:2

CHAPTER

23

The Passion

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Luke 22:39-23:25. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Ask students the following questions:
 - Looking at the Passion of Jesus so far, what hints from the Old Testament point to who He is?
 - What was Jesus convicted of in the Jewish court?
 - What was Jesus accused of before Pontius Pilate?
 - Why did the crowd turn on Jesus so completely?
- D. Define two of the vocabulary words from the chapter, and have students write them in their religion journals:
 - Passion: Jesus's suffering and death
 - Crucifixion: A Roman method of torture and execution whereby one was nailed to a cross until they died by asphyxiation
- E. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- F. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Many people rejected Jesus, their Savior
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Religious leaders were jealous and condemned Jesus of blasphemy
 - Secular leaders were weak and condemned Jesus of treason
 - Even Peter, the first pope, became afraid and denied Jesus, though he wept over it and repented
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Define the other vocabulary word from the chapter, and have students write it in their religion journals:
 - Scourging: A brutal form of Roman torture in which a person was whipped with straps containing broken bone and pieces of metal
- F. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - Why is Jesus' prayer in the Garden of Gethsemane important?
 - Why did Jesus face two different charges, depending on what court He was in?
 - Why did Pontius Pilate condemn Jesus, even though he knew Jesus was innocent?
 - Why did Peter deny knowing Jesus?
 - Why did Jesus allow Himself to undergo so much suffering, when He could have stopped it at any time?
- C. Carefully examine and discuss the sacred art of the scourging of Jesus, by William-Adolphe Bouguereau
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why did Peter deny Jesus?
 - Why did the crowd turn on Jesus, when they were so enthusiastic about His arrival in Jerusalem at the beginning of the week?
 - Why did the Sanhedrin work so hard to have Jesus condemned?
 - Why did Pilate deny Jesus, when he knew that He was innocent?
 - Which of these people / groups do you sometimes relate to?
 - In what ways do we deny Jesus? Why?
- C. Introduce the students to the cardinal virtue of **Justice**: *Giving others their due, what they deserve*. Offer for their discussion:
- D. Where do we see justice active and lacking in the Passion of Jesus?
- E. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 23 Pretest

Where did Jesus go to pray after the Last Supper?

True/False: Jesus sweat blood during His agony in the garden.

What did Peter do when he was recognized as one of Jesus's disciples?

What was Jesus accused of in the Jewish court?

What was Jesus accused of in the Roman court?

What Roman governor sentenced Jesus to death?



CHAPTER

24

The Crucifixion

Catholic Bible Storybook video: – The Crucifixion

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: John 20:17-42. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Ask students the following questions:
 - Who was at the foot of the cross when Jesus was crucified?
 - All four Gospels recount the Crucifixion, but like the Infancy narratives, the Gospel writers all chose which details to include so that, although they do not contradict one another, the accounts are slightly different. What other details of the crucifixion do you remember, that John did not include?
- D. Watch video catechism #7: That One Day, on Catholic Brain. Encourage students to share their thoughts and reflections on the video.
- E. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- F. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:

Jesus freely gave His life for us

Students should write this in their religion journals

- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Jesus's sacrifice is the perfect offering in atonement for the sins of the world
 - From the cross, Jesus gave Mary to us as our mother
 - By offering our suffering to God, we can help Jesus carry His cross
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Define the vocabulary word from the chapter, and have students write it in their religion journals:
 - Calvary: The hill on which Jesus was crucified
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - What are some ways that Jesus's death fulfilled Old Testament types and prophecies?
 - Besides Himself, what did Jesus give to His Church from the cross?
 - What was torn "from top to bottom" when Jesus died?
 - What were the roles of Simon of Cyrene, St. Veronica, St. Dismas, and Longinus?
- C. Using the meditations provided, or another one the teacher prefers, students should learn how to pray the Stations of the Cross.
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - When John refers to himself in his Gospel, he calls himself "the disciple Jesus loved" (see John 19:26). Why?
 - Do we see ourselves that way? If not, why not? What difference might it make in our lives if we did?
 - How can we help Jesus carry His cross?
 - How does the crucifixion affect the way we view suffering?
 - Why should Christians understand suffering in a different way than non-Christians do?
 - Have you seen the movie *The Passion of the Christ*?
 - There were stories of criminals turning themselves in after seeing the film. Why would they do that?
 - How should a deep understanding of the Passion and death of Christ affect people?
- C. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 24 Pretest

On what hill was Jesus crucified?

In what way did Veronica show Jesus compassion?

Who is Simon of Cyrene?

What man, crucified with Jesus, repented from his own cross?

What did Jesus give us (through St. John) from the cross?

What did Jesus call Mary?

What was torn from top to bottom when Jesus died?

The Stations of the Cross

Catholics prayerfully meditate on fourteen stops, or stations, as Jesus carried His cross to His Crucifixion. We use each of these stations to stop and think about Jesus and how much He suffered and died for us.

These stations are usually found along the walls of a church, or they can also be found displayed on an outside path. Traditionally, Catholics would walk the stations just as Jesus did, stopping at each event and meditating on Jesus's suffering; however, the Stations of the Cross can be prayed anywhere and at any time.

Now let us together follow Jesus along His Way of the Cross, stopping to pray and reflect on the events that are happening to Jesus at each station.

Station 1 - Jesus is Condemned to Death

- Jesus, You were perfectly innocent, yet the people yelled, "Crucify Him, Crucify Him!"
- Pilate wanted favor with Caesar and peace with the people, so he condemned You to death.
- Jesus, help me always want to please God, even if it does not please other people.

Station 2 - Jesus Takes His Cross

- Jesus, the heavy cross was placed on Your shoulders.
- You reached out and embraced it, as wounded and tired as You were, because You love us.
- Jesus, help me to embrace the cross in my life and never deny Your will, even if it involves suffering.

Station 3 - Jesus Falls the First Time

- Jesus, the cross was heavy, and You fell from its weight.
- Our sins are so heavy that You fell carrying their burden. But You rose because You love us.
- Jesus, help me to keep Your Commandments, and if I ever fall into sin, help me to get up again.

Station 4 - Jesus Meets His Mother

- Jesus, how it hurt You to see Your mother suffering so much.
- Her love supported You on Your painful journey.
- Mary, pray for me to be sorry for my sins and to avoid sin in the future.

Station 5 - Simon Helps Jesus to Carry His Cross

- Jesus, Your body was giving out, but You kept going out of love.
- You accepted the help of Simon to carry Your cross.
- Jesus, help me to be willing to carry the crosses that come in my life.

Station 6 - Veronica Wipes the Face of Jesus

- Veronica stepped out from the crowd to wipe the disfigured face of Jesus.
- Jesus, You left Your image on her veil.
- Jesus, help me to step out in love to help others, and leave Your image on my heart.

Station 7 - Jesus Falls the Second Time

- Loving Jesus, under the weight of the cross You fell again.
- The soldiers gave You no time to rest, but forced You back to Your feet.
- Jesus, give me the strength to always stand up and follow You.

Station 8 - Jesus Meets the Women of Jerusalem

- Jesus, these women were crying as they saw You carry Your cross.
- But even in Your pain, You comforted them.
- Jesus, help me to have true sorrow for my sins and to repent with all my heart.

Station 9 - Jesus Falls the Third Time

- Jesus, You were exhausted by the time You reached the hill of Calvary.
- The weight of our sins brought You to the ground again, yet still You got up.
- Jesus, help me always to find strength in You.

Station 10 - Jesus is Stripped of His Clothes

- Jesus, You were stripped of Your garments, opening Your wounds again.
- You will die with no possessions, not even Your clothing.
- Jesus, help me be willing to let go of anything I must, to follow You.

Station 11 - Jesus is Nailed to the Cross

- Jesus, Your hands and feet were cruelly nailed to the cross.
- You suffered patiently, and You suffered for me.
- Jesus, help me be patient when I suffer.

Station 12 - Jesus Dies on the Cross

- Jesus, the Son of God, died on a cross, so that we could live.
- His Heart was pierced with a lance.
- Jesus, call me to enter Your Sacred Heart.

Station 13 - Jesus is Taken Down From the Cross

- Jesus hung on the cross suffering for three long hours.
- His Body was finally taken down and placed in the arms of His mother.
- Jesus, help me to love Mary and trust her, as You do.

Station 14 - Jesus is Laid in the Tomb

- Jesus, You were laid in the tomb, which was sealed with a stone.
- But the tomb could not hold You, as You rose from the dead.
- Jesus, help me to remember that You have defeated death, and You call me to live forever.

Amen.

CHAPTER

25

The Resurrection

Catholic Bible Storybook video: – The Resurrection and The Ascension

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: John 20:1-18. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Resurrection": *When Jesus rose from the dead on the first Easter Sunday.* Students should write this in their religion journals.
- D. Read with the class, from the Bible: 1 Cor. 15:12-22. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- E. Ask students the following question:
 - Why is the Resurrection of Jesus so central to our faith?
- F. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- G. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
Jesus conquered death
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - On the third day, the first Easter Sunday, Jesus rose from the dead
 - We, too, will rise from the dead
 - Jesus gave us the Sacrament of Confession on the night of the first Easter
 - Forty days after the Resurrection, Jesus ascended to Heaven, with His human nature
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Define the vocabulary word from the chapter, and have students write it in their religion journals:
 - Ascension: Jesus's return to Heaven 40 days after He rose from the dead
- F. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - Who first learned that Jesus rose from the dead?
 - How is Jesus the “firstfruits” of those who will rise from the dead?
 - What power did Jesus give the apostles the night of the first Easter?
 - How did Jesus restore Peter’s dignity after Peter had denied Him three times?
 - What did Jesus do 40 days after the Resurrection? What did He promise?
- C. Read the students the life of St. Paul from the teacher’s manual. Discuss what his life has to do with the topic of the chapter.
- D. Pass out the Resurrection worksheet. Students can work on it with a partner, and when they are finished, the whole class can discuss it.
- E. Note: Send home the article about the Resurrection. Ask the students to read it and be prepared to discuss it in tomorrow’s Socratic seminar.
- F. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How does knowing that we will one day rise from the dead affect the way you view life? How does that give Christians a different perspective than the unbelieving in the world?
 - Discuss the article you read about the Resurrection. (If students have not read it yet, read it together and clarify any points of confusion for the students.) Which points are the strongest? Why do some people persist in unbelief in the face of such evidence for the Resurrection?
- C. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 25 Pretest

Who provided a tomb for Jesus?

What did Mary Magdalene do when she found that Jesus's body was missing?

Where was Jesus when His body was in the tomb?

True/False: Because of his denial of Jesus, Peter was no longer the leader of the Apostles.

What did Jesus do 40 days after rising from the dead?

True/False: Jesus promised to always be with His Church.

Saint Paul, Feast Day June 29

The Conversion of Saint Paul,

Feast Day January 25

Born: Unknown

Died: 67

Paul was a persecutor of the Church, who converted to Christianity after Jesus spoke to him as he was on his way to Damascus to arrest Christians there. Paul ended up being the most successful missionary in the early Church, spreading the Good News throughout the Roman empire.

Before his conversion, Paul was known as Saul. Saul was a Pharisee, and he worked as a tentmaker. He was very devoted to his Jewish faith, and he hated the followers of Jesus because he thought they were dishonoring God. Saul lived around the time of Jesus, but he did not know Him and did not believe in Him. Saul was present at the stoning of the first Christian martyr, St. Stephen.

Saul persecuted Christians, and one day, when he was on his way to the city of Damascus to arrest the Christians there, a great light shone in front of him. He was knocked to the ground, and a voice said, "Saul, Saul, why are you persecuting Me?" It was the voice of Jesus. He was calling Saul to follow Him.

Because of this experience, Saul was struck blind. Jesus sent Saul to Damascus and there, Saul's sight was restored after he was approached by a Christian named Ananias. Saul had a conversion of heart and became a believer. He began using his Roman name, Paul, studied with the Apostles, and became a priest. Paul began traveling throughout the world teaching people about Jesus, establishing local church communities and ordaining new men to the priesthood. He also wrote many letters, which make up much of the New Testament.

During his life, Paul took three major missionary journeys, preaching in Asia Minor, Greece, and other cities along the Mediterranean Sea. He was accompanied by St. Barnabas on his first missionary journey, and by Silas, Timothy, and Luke on his second.

Paul was eventually imprisoned and held in Caesarea for two years before he was taken to Rome. He was kept there for another two years. It is traditionally believed that Paul was released, and that he journeyed to Spain to preach. St. Paul was eventually arrested in Rome again and was beheaded outside the walls of the city around the year 67.

Resurrection Worksheet

1) Where was Jesus buried? Why is this significant?

2) Why do you think Mary Magdalene is the first person presented to us as encountering the risen Jesus?

3) How did Jesus prove to His Apostles that He had truly risen?

4) How do we know that Jesus has truly risen?

5) What does it mean to say that Jesus defeated death?



Image from <http://stainedglassinc.com/>

Happy Easter! Jesus is risen, Alleluia, Alleluia! As Christians, we recognize that the Resurrection is the culmination of the Paschal Mystery, the central event of human history. It is Jesus's victory over death, the firstfruits of the resurrection of ourselves to everlasting life. It is also the ultimate sign testifying to Jesus Christ. The Resurrection proves undeniably that Jesus is who He says He is.

One of the disappointing (but not unexpected) things I saw this Easter was the prominence on Holy Saturday of television programming themed: "Who Really Was Jesus?" and, "The Lost Gospel of Judas." These sacred days are never lost opportunities for our pagan culture to revel in blasphemy. Of course, one reality that our culture has no real answer for is the Resurrection. As we witness to our atheist or pagan family, friends, neighbors and coworkers this Easter season, the Resurrection is a challenge we can pose to them that demands an answer because, as I said above, if the Resurrection is true, then Jesus is who He says He is. In this article, I intend to show that the Resurrection is more than simply an article of faith; it is a historically verifiable fact.

To deny the Resurrection, one has to account for four historical realities: 1) Jesus of Nazareth was crucified and buried; 2) His tomb was empty within days of His burial; 3) Numerous people testified to seeing Him alive again; 4) The Church, which was built on the hope of the Resurrection, became the most powerful and enduring institution on the planet.

How do we know these four things are true? The fourth is rather self-evident, but the first three are historically verifiable as well. First, one needs not look at the Gospels as the Word of God to recognize that they are, historically, among the most reliable documents we have from the ancient world. There have been wonderful books and articles written about this (Lee Stroebel, among others, has done a great service in this regard). The Gospels were written essentially by eye-witnesses of the events they report, for eyewitnesses of the events. They were written in close proximity in time and location to the events they report, and they not only corroborate each other, but are corroborated by other ancient records. If the subject matter was not religious, any historian would take them as the most trustworthy historical documents we possess from the ancient world.

Also, the four facts I mentioned above are reported not only by the Gospels, but by ancient Jewish sources (Josephus probably being the most famous), as well as Roman records. They are undeniable, which leaves the skeptic with the daunting task of explaining them with something other than the Resurrection of Christ.

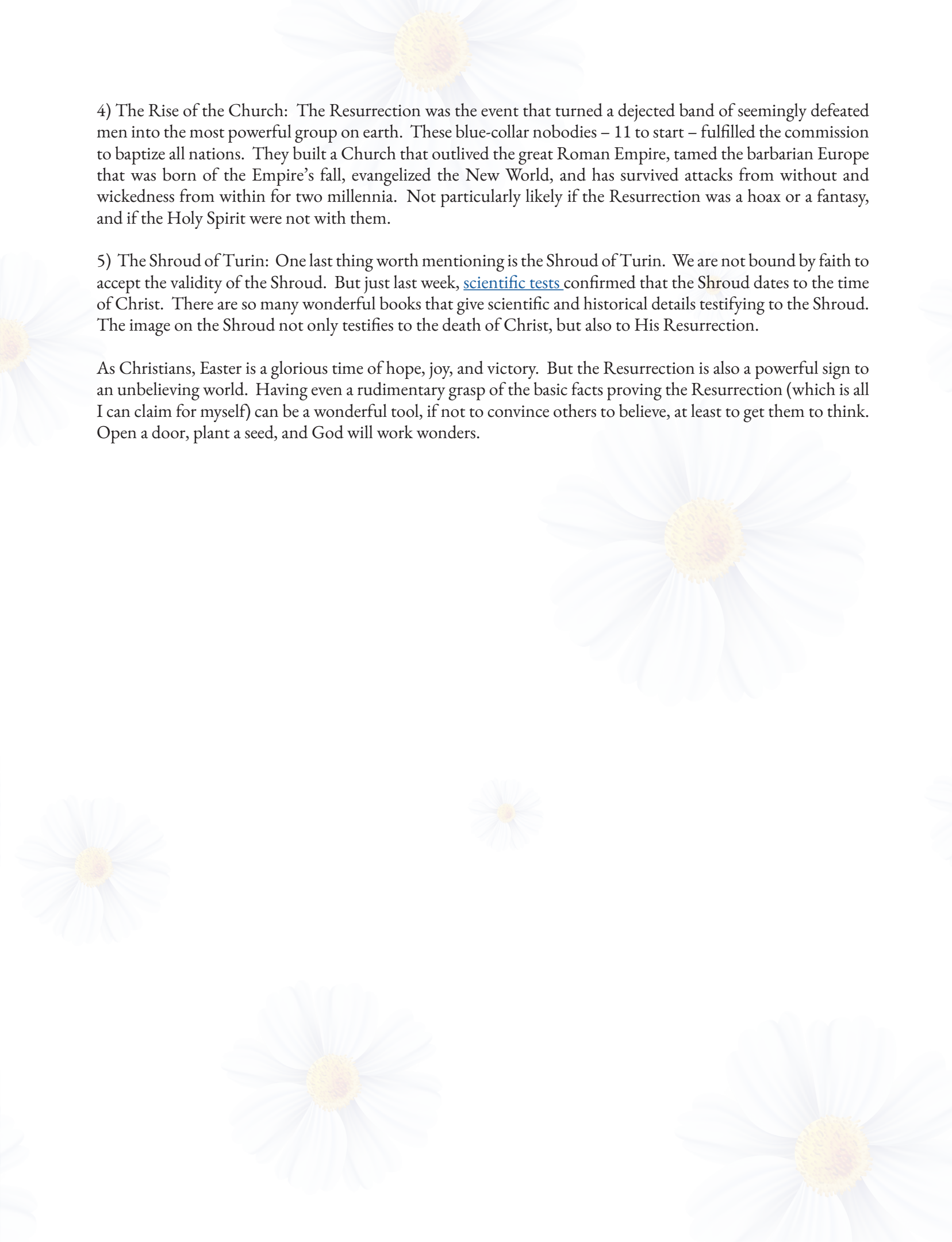
1) The Death of Jesus: No serious historian disputes this. We have as much evidence and detail about this event as basically anything that occurred in the ancient world. There are only two theories I know of that have ever been advanced to try and question it and both are ridiculous. The “Swoon theory” suggests that Jesus didn’t really die on the Cross; He only appeared dead, and the foolish Romans took him down and allowed Him to be buried while He was still alive. Then, after some rest in the tomb, He revived. The notion that the Romans, experts on torture and death, wouldn’t know that a crucified man had died is silly. It also ignores the fact of the lance to the Heart. Not to mention, a scourged and crucified man would not have been able to move the stone from the tomb and in that condition would never have inspired his disciples to become heroes and martyrs like the Apostles were.

The other suggestion, advanced by Muslims, is that it was actually Judas who was crucified, and God miraculously prevented people from recognizing him. This doesn’t answer the fact that Judas was found dangling from a tree by his neck. It also would not be a claim made by atheists, and in dialogue with Muslims, we likely wouldn’t begin with the Resurrection, but rather more fundamental issues – the nature of God, the persons of Christ and Mohammed, etc.

2) The Empty Tomb: If the Resurrection never occurred, it would be the easiest thing in the world to disprove – just produce the Body of Jesus. Case closed. Yet, it has never happened. Why not? Because the tomb was empty. The empty tomb was preached almost immediately, in Jerusalem, the location of the tomb. Again, it would be very simple to disprove. If the tomb were not empty, no one could have preached it right down the street from it. Anyone could check. I imagine that couldn’t have slipped the minds of both the Jewish and Roman leaders.

The other claim is that the Body could have been stolen. No it couldn’t have. There was a guard set at the tomb. How were Peter and the others going to overpower the armed guards, removed the stone, stolen the Body, and gotten away unscathed? Impossible. Plus, this theory ignores the witness of the Apostles. With the exception of John, the Apostles all died as martyrs. I’m not sure how many of you played April Fools jokes this week, but I doubt any of you would die to testify to their veracity. James was beheaded, Peter and Andrew were crucified, Bartholomew was skinned alive! All they would have had to do to save themselves was deny the Resurrection, yet none of them did. They went singing to their deaths, confident of a reward in Heaven. No possible way each of them would suffer horrific deaths for the sake of what they knew to be a fraud.

3) Numerous accounts of witnesses seeing Jesus alive: Not only do we have the testimony of the Gospels to this, but Josephus, as well as Roman sources, report that people reported seeing Jesus alive after His death. These claims were made immediately, by many people. The notion of a mass hallucination doesn’t work because of the many different people who independently reported seeing Christ. None of these people saw Him in a dream, or while they were in a trance. Also, none of these people really expected the Resurrection. And again, it begs the question of the empty tomb. St. Peter did exactly what we would expect the disciples to do when confronted with stories of the Risen Christ – he checked the tomb. Both friends and enemies would have done so when reports of people seeing Christ arose (remember, these first claims also started in Jerusalem). And, of course, the tomb was empty.



4) The Rise of the Church: The Resurrection was the event that turned a dejected band of seemingly defeated men into the most powerful group on earth. These blue-collar nobodies – 11 to start – fulfilled the commission to baptize all nations. They built a Church that outlived the great Roman Empire, tamed the barbarian Europe that was born of the Empire's fall, evangelized the New World, and has survived attacks from without and wickedness from within for two millennia. Not particularly likely if the Resurrection was a hoax or a fantasy, and if the Holy Spirit were not with them.

5) The Shroud of Turin: One last thing worth mentioning is the Shroud of Turin. We are not bound by faith to accept the validity of the Shroud. But just last week, [scientific tests](#) confirmed that the Shroud dates to the time of Christ. There are so many wonderful books that give scientific and historical details testifying to the Shroud. The image on the Shroud not only testifies to the death of Christ, but also to His Resurrection.

As Christians, Easter is a glorious time of hope, joy, and victory. But the Resurrection is also a powerful sign to an unbelieving world. Having even a rudimentary grasp of the basic facts proving the Resurrection (which is all I can claim for myself) can be a wonderful tool, if not to convince others to believe, at least to get them to think. Open a door, plant a seed, and God will work wonders.

CHAPTER

26

Pentecost

Catholic Bible Storybook video: – The Ascension and Pentecost

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Acts 2:1-12. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
 - Who came to the Apostles at Pentecost?
- C. Give the definition of the word "Pentecost": *Fifty days after Easter, when the Apostles received the Holy Spirit*. Students should write this in their religion journals.
- D. Ask students to draw pictures of the Holy Spirit. In other words, what images come to mind when they are asked to represent the Holy Spirit?
 - Discuss what they drew, when students are finished.
- E. Watch and discuss the Catholic Brain Youth video, "Who is the Holy Spirit?"
- F. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- G. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The Catholic Church continues Jesus's work on earth
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Church received the Holy Spirit on Pentecost, to guide her until the end of time
 - The Church is God's covenant family
 - At the end of her life, Mary was assumed, body and soul, to Heaven as Queen, where she continues to mother God's people
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Define the other vocabulary word from the chapter, and have students write it in their religion journals:
- F. Assumption: The taking up of Mary, body and soul, into Heaven at the end of her earthly life
- G. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - How many days after Easter was Pentecost?
 - What did the apostles do once they received the Holy Spirit?
 - What happened to Mary at the end of her life on earth?
- C. Pass out the worksheet: "The Holy Spirit in Scripture." With a partner, students should look up the passages and determine what each is teaching us about the Holy Spirit.
 - Acts 13:1-3
 - Acts 8:14-17
 - John 20:19-23
 - John 14:25-26
 - Luke 1:26-35
 - Mark 13:9-11
 - Wisdom 9:16-17
 - Romans 5:3-5
 - 1 Corinthians 6:19-20
 - 2 Peter 1:20-21
 - Acts 7:51
- D. Once finished, share answers as a class. Then, ask the following questions:
 - What images are used for the Holy Spirit? Why?
- E. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why is Pentecost such an important event in the life of the Church?
 - How can the Holy Spirit be active in our lives?
 - Look at the fruits of the Holy Spirit – charity (love), peace, patience, kindness, goodness, long-suffering, gentleness, faith, modesty, chastity, self-control (Gal. 5:22-23). Take time to define them if necessary. These are examples of what a person's life looks like, who responds to the Holy Spirit.
 - Which are most prevalent in our world? Which are least?
 - How can we be more responsive so the Spirit can manifest these traits in us?
 - Does our culture generally support or oppose the idea of seeking guidance from the Spirit of God when making big decisions or undertaking important activities?
- C. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 26 Pretest

How many days after Easter was Pentecost?

Who came to the Church at Pentecost?

What miracle occurred when the Apostles preached to the people on Pentecost?

How many people were baptized on Pentecost, when Peter spoke to the crowd?

What is Mary's Assumption?

The Holy Spirit in Scripture

What does each passage teach us about the Holy Spirit?

Acts 13:1-3

Acts 8:14-17

John 20:19-23

John 14:25-26

Luke 1:26-35

Mark 13:9-11

Wisdom 9:16-17

Romans 5:3-5

1 Corinthians 6:19-20

2 Peter 1:20-21

Acts 7:51

CHAPTER

27

The Works of Mercy

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Define the vocabulary words from the chapter, and have students write them in their religion journals:
 - Corporal Works of Mercy: Acts reaching out in love to tend to the bodily needs of others
 - Spiritual Works of Mercy: Acts reaching out in love to tend to the spiritual needs of others
- C. No Scripture passage for Day 1 this week. Instead, look up some saints who personified the Works of Mercy. Some suggestions:
- D. St. Vincent de Paul, St. John Bosco, St. Teresa of Calcutta, St. Katharine Drexel, St. Martin de Porres, St. Damien of Molokai, St. Frances Xavier Cabrini
- E. Watch video catechism #50: [Beginning of Holiness](#) on Catholic Brain and ask students the following questions:
 - Why is prayer essentially connected to works of love?
 - Why is silence important?
 - What keeps us from having silence?
- F. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- G. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
We are called to continue the work of Jesus through the Works of Mercy
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - The Corporal Works of Mercy address people's physical needs
 - The Spiritual Works of Mercy address people's spiritual needs
 - We will be judged on our response to Jesus's call to share His love with others through the Works of Mercy
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Close the period with prayer

DAY

3

Explanation

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - What are the seven Corporal Works of Mercy?
 - What are the seven Spiritual Works of Mercy?
 - Why are the Works of Mercy so important?
 - Why are the Spiritual Works of Mercy even more important than the Corporal Works of Mercy?
- C. Create bulletin boards, one for the Corporal Works of Mercy, and one for the Spiritual Works of Mercy. Students should write each of the Works of Mercy and provide art / illustration that can explain them.
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - How does performing the Works of Mercy allow us to continue the work of Jesus?
 - Give specific examples of ways we can perform the Corporal Works of Mercy. Which is the most difficult? Why?
 - Give specific examples of ways we can perform the Spiritual Works of Mercy. Which is the most difficult? Why?
- C. Watch and discuss video catechism #34: [The Comfortable Couch](#)
 - What things keep us from living our faith as we should?
- D. Close the period with prayer

DAY

5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 27 Pretest

When we perform a work of mercy for someone, whom does Jesus say we are serving?

What is the difference between the Corporal Works of Mercy and the Spiritual Works of Mercy?

What people does God desire to be saved?

Which is not a Spiritual Work of Mercy?

Admonish the Sinner

Comfort the Sorrowful

Feed the Hungry

CHAPTER

28

The Mass

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: 1 Corinthians 11:23-27. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "Mass": *The perfect form of worship, where we hear readings from the Bible, offer sacrifice to God, and receive Jesus in Holy Communion.* Students should write this in their religion journals.
- D. Watch and discuss video catechism #55: [Grace in the Real Presence](#), on Catholic Brain.
- E. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- F. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY 2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The Mass is the highest form of prayer and worship
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
- E. At Mass, we offer Jesus's sacrifice to the Father, and ourselves with Him
- F. We receive Jesus, truly present in the Eucharist, at Holy Communion
- G. Sunday is the holy day for Christians because Jesus rose from the dead on a Sunday
 - Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- H. Define the other three vocabulary words from the chapter, and have students write them in their religion journals:
- I. Transubstantiation: The changing of the substance of bread and wine into the Body and Blood of Christ at Mass
- J. Holy Communion: Reception of Jesus in the Holy Eucharist at Mass
- K. Holy Days of Obligation: Holy days, outside of Sunday, on which we are obligated to attend Mass. In the United States, there are six:
 - The Immaculate Conception (Dec. 8)
 - Christmas Day (Dec. 25)
 - Mary, Mother of God (Jan. 1)
 - Ascension Thursday (40 days after Easter)
 - The Assumption of Mary (Aug. 15)
 - All Saints' Day (Nov. 1)
- L. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - What makes the Mass the highest form of worship?
 - What are the two main divisions of the Mass?
- C. Students can do, individually or with a partner, the worksheet on the parts of the Mass. When they have had a chance to finish, go over it as a class.
- D. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why must we attend Mass every Sunday?
 - Introduce the first precept of the Church: Attend Mass every Sunday and holy day of obligation.
 - What are some reasons Catholics don't go to Mass regularly?
 - Why do we sometimes make things of this world more important than God?
 - How can you encourage Catholics to go to Mass?
 - How is the Mass both a sacrifice and a feast?
 - The Church is the bride of Christ, and Jesus is the Bridegroom. The Mass is our most intimate union with Him in this life. Do you think there is a connection between the way our culture treats marriage and the way it treats the Mass?
- C. Close the period with prayer

DAY 5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 28 Pretest

Why is Sunday the holy day for Christians?

Into what two main parts is the Mass divided?

For which Scripture reading do we stand?

What do we offer at the offertory?

On what days are we obligated to go to Mass?

On what days may we go to Mass?

The Holy Sacrifice of the Mass

I. Liturgy of the _____

- A) Entrance Rites
 - 1. Procession
 - 2. _____ Rite
 - 3. Gloria
 - 4. Collect Prayer
- B) _____ Reading
- C) Responsorial Psalm
- D) Second Reading
- E) Gospel Acclamation
- F) _____
- G) Homily
- H) Profession of _____
- I) Prayers of the Faithful

II. Liturgy of the _____

- A) _____ (Presentation of the Gifts)
- B) _____ Prayer
 - 1. Holy, Holy, Holy
 - 2. Consecration
- C) The Our Father
- D) Sign of Peace
- E) _____ of God
- F) Holy _____
- G) Concluding Rite
 - 1. Blessing and Dismissal

Answers

- | | |
|---------------|---------------|
| • Word | • Eucharist |
| • Penitential | • Offertory |
| • First | • Eucharistic |
| • Gospel | • Lamb |
| • Faith | • Communion |

CHAPTER

29

The Sacraments

DAY

1

Preparation

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: John 14:12-14. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Ask students the following questions:
 - In what way is this passage fulfilled in the sacraments?
- D. Watch and discuss video catechism #14: [The Seven Sacraments](#)
 - Then students can create a K-W-L chart, writing what they already know about the sacraments, and what they want to know about the sacraments. They can fill out the "L" (what they learned) throughout the week.
- E. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- F. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

Proclamation

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
The sacraments are encounters with Christ
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Sacraments are outward signs, instituted by Christ, that give us grace
 - Sanctifying grace is God's life within us; we need it to go to Heaven
 - There are three Sacraments of Initiation, two Sacraments of Healing, and two Sacraments of Service
- E. Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- F. Define the two vocabulary words from the chapter, and have students write them in their religion journals:
 - Sacrament: An outward sign, instituted by Christ, that gives us grace. There are seven sacraments.
 - Grace: A supernatural gift from God for our salvation. God shares His life with us (sanctifying grace).
- G. Close the period with prayer

DAY 3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - How are the sacraments encounters with Christ?
 - How are the sacraments signs?
 - What are the three Sacraments of Initiation?
 - What are the two Sacraments of Healing?
 - What are the two Sacraments of Service?
- C. Divide the class into seven groups, and assign one sacrament to each group. Instruct them to find the other sacraments in their group (Initiation, Healing, or Service). Once they have found each other, they should work together to identify the purpose of each sacrament in their group. When all groups are finished, they should share with the class.
- D. Create posters about the sacraments. The groups can each make a poster for the sacrament they were assigned, or the class can work together to create one large bulletin board.
- E. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

Application

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

II. Procedure

- A. Begin the class period with prayer
- B. If necessary, students can finish the posters they worked on yesterday.
- C. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Why do you think Jesus gave us the seven sacraments?
 - How does our culture value the sacraments and what they represent?
 - How can we live sacramental lives?
 - Read about Saint Margaret Clitherow from the teacher's manual
 - » Why was she willing to die for the sake of the sacraments?
 - » Do we take the sacraments as seriously as we should?
 - Can we help other people understand / appreciate the sacraments? How?
- D. Close the period with prayer

DAY 5

Celebration

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 29 Pretest

Who gave us the sacraments?

How many sacraments are there?

What do we call God's life within us?

What are the three Sacraments of Initiation?

What are the two Sacraments of Healing?

What are the two Sacraments of Service?

Saint Margaret Clitherow, Feast Day March 26

Born: 1556

Died: 1586

Margaret was born in 1556 in England, and she grew up in the Anglican church, the Church of England, which was formed when King Henry VIII broke away from the Catholic Church in 1534.

Margaret married John Clitherow in 1571, and three years later, she became Catholic. This was a very dangerous thing to do at the time. Margaret was sent to prison for two years for her Catholic faith. When she was released, she continued to practice her faith.

Margaret secretly hid priests from the government and allowed them to celebrate Mass in her home. She and John had three children, and Margaret was punished again when she sent her oldest son to France so he could receive a Catholic education.

Finally, in 1586, Margaret was arrested for hiding priests and allowing them to celebrate the Mass. Even though she may have been pregnant, Margaret was sentenced to be crushed to death. She was laid on top of a boulder with her arms tied to posts in the form of a cross. A large wooden door was placed on top of her and piled with stones until Margaret was dead.

Both Margaret's sons became priests, and her daughter became a nun. Margaret was declared a saint in 1970 by Pope Paul VI.

CHAPTER

30

Prayer and the Rosary

DAY

1

I. Objective:

Introduce students to the topic of this week's chapter in the text and stimulate curiosity. Tap into students' background knowledge of the topic and generate questions from them about the topic.

Preparation

II. Procedure

- A. The teacher will arrange the classroom in a way that calls students away from the anxieties and concerns of the day through the creation of a sacred space, or use of sacred music as class begins. The period will begin with prayer.
- B. Read with the class, from the Bible: Luke 18:1-8. After reading the text, give the students some time to silently reflect on it. Then allow them to share any reflections they have on the text.
- C. Give the definition of the word "prayer": Our conversation with God; any time we lift our minds and hearts to Him. Students should write this in their religion journals.
- D. Ask students the following questions:
 - What is happening in this passage?
 - What is this passage telling us about prayer?
 - Jesus contrasts God to the wicked judge. Why do you think He chose the wicked judge as His example?
- E. Using the worksheet included in the teacher's manual, teach the students the formal process for Lectio Divina, and then practice it, using the passage above or another of your choosing.
- F. Watch and discuss the Catholic Brain Youth video: [Why Should I Pray?](#) on Catholic Brain. Note: if you do not have enough time, you can add it to the lesson for Day 2.
- G. Administer the pre-test included for this chapter. Students will not correct it today, but must keep it. As they progress through the week's lessons, they should make any necessary corrections to their pre-test, which they should be finished correcting by the end of Day 3.
- H. Ask students to think of at least two questions they have, which they would like answered about this week's topic. Collect their questions as an exit ticket at the end of class.

DAY

2

I. Objective:

Students should understand the foundational truth of this week's lesson, its "proclamation."

Proclamation

II. Procedure

- A. Begin the class period with prayer
- B. Write the proclamation for this week on the board:
"Those who pray are certainly saved; those who do not pray are certainly lost" – St. Alphonsus Liguori
Students should write this in their religion journals
- C. Read the chapter in the text. As you read, stop to check for understanding and ask students to make notes of any questions they have, or ideas they get.
- D. After reading the chapter, give the three bullets that explore the proclamation at a deeper level:
 - Prayer is our conversation with God
 - We must pray every day
 - Mary called the Rosary "the weapon God will use to reform the world"
 - » Students should write these in their religion journals. Ask them if they have suggestions for other bullet points, and allow them to share any thoughts or questions about the chapter they still have.
- E. Define the other vocabulary word from the chapter, and have students write it in their religion journals:
- F. Rosary: A type of prayer involving a string of beads and saying prayers such as the Our Father, Hail Mary, and Glory Be, while thinking about the lives of Jesus and Mary.
- G. Close the period with prayer

DAY

3

I. Objective:

Students will explore and understand this week's proclamation and its implications at a deeper level.

Explanation

II. Procedure

- A. Begin the class period with prayer
- B. Ask students the following questions. You may want to have them write answers first, which you can collect at the end of class. After they have had a chance to write the answers, they should discuss:
 - Why is prayer so important?
 - Why is the Rosary such a powerful prayer?
 - What should we do if we struggle with prayer?
 - How often should we pray?
- C. Read the students the life of St. Dominic from the teacher's manual. Discuss what his life has to do with the topic of the chapter.
- D. Pass out the sheet: "Praying the Rosary." Take your time to review it with the class and pray as much of the Rosary as you have time for.
- E. Close the period with prayer. Students should give you their corrected pre-test from Day 1 as an exit ticket.

DAY

4

I. Objective:

Students will consider how to apply the topic from this week's chapter to their lives. What are practical ways they can put it into practice? They will also consider in what ways our culture promotes or opposes the message from this week.

Application

II. Procedure

- A. Begin the class period with prayer
- B. Students will be engaging in a Socratic Seminar about the application of this week's message. Questions to propose for the seminar:
 - Watch video catechism #52: Prayer
 - » What did any of the people say, that you relate to?
 - What are some challenges to prayer? What can we do about them?
 - What are some reasons we don't pray?
 - What are some of your favorite ways to pray?
 - Introduce the Spiritual Work of Mercy: **Pray for the Living and the Dead**
 - » Why is it so important to pray for others?
 - » Why is it important to pray and have Masses offered for our deceased loved ones?
- C. Close the period with prayer

DAY

5

I. Objective:

Assess students' learning and celebrate the good news of this week's proclamation.

Celebration

II. Procedure

- A. Begin the class period with prayer
- B. Give the students a chance to ask any questions they may still have
- C. Administer the assessment for this week, using the comprehension check and short answer questions from the chapter review.
- D. Discuss the question, "How is what we learned this week 'Good News'?"
- E. Finally, close with a prayer activity. You may choose from any of the following, or any others you would like to share with the students. Do not be afraid to use the same activities many times. Our prayer lives are dynamic, but also habitual. It is important for students not to practice a prayer activity only once, but to keep coming back to it, so they can embrace it. As they do, we want them to develop their own prayer lives in a way that will last the rest of their lives.
- F. Prayer activity examples:
 - Journaling
 - The Rosary (be sure to do this one periodically)
 - The Chaplet of Divine Mercy
 - Stations of the Cross
 - Litanies of the Saints
 - Sacred music
 - Lectio Divina
 - Intercessory prayer (pray for each other's needs)
 - Adoration of the Blessed Sacrament (when you get the chance – take it!)
- G. Be sure to end with praise and thanksgiving!

Ch. 20 Pretest

What is our conversation with God?

What is the highest form of prayer?

How often should we pray?

To which saint did Mary give the Rosary in its current form?

How many total Mysteries of the Rosary are there?

What are the four categories of Mysteries of the Rosary?

What are the four categories of Mysteries of the Rosary?

Born: 1170

Died: 1221

Dominic de Guzman was born in Spain in 1170. He became a priest in 1206. Dominic was sent with his bishop to southern France to try to bring a group of heretics called Albigensians back to the Church. This group believed that all created matter is evil, and their leaders lived simple lives of self-denial.

Dominic was successful in fighting this heresy for a few reasons. First, he was a powerful preacher. Second, he lived a simple and holy life, which the people respected. Third, he taught the Rosary. Mary herself appeared to St. Dominic and gave him the Rosary as we now have it.

Dominic began a religious order known as the Order of Preachers, often called the Dominicans. This order was approved in Rome only a few years after the Franciscans. The Franciscans and Dominicans played important roles in the reform of the Church and the spiritual lives of the people in the Middle Ages.

St. Dominic died in 1221. He was canonized a saint only 13 years later, in 1234.

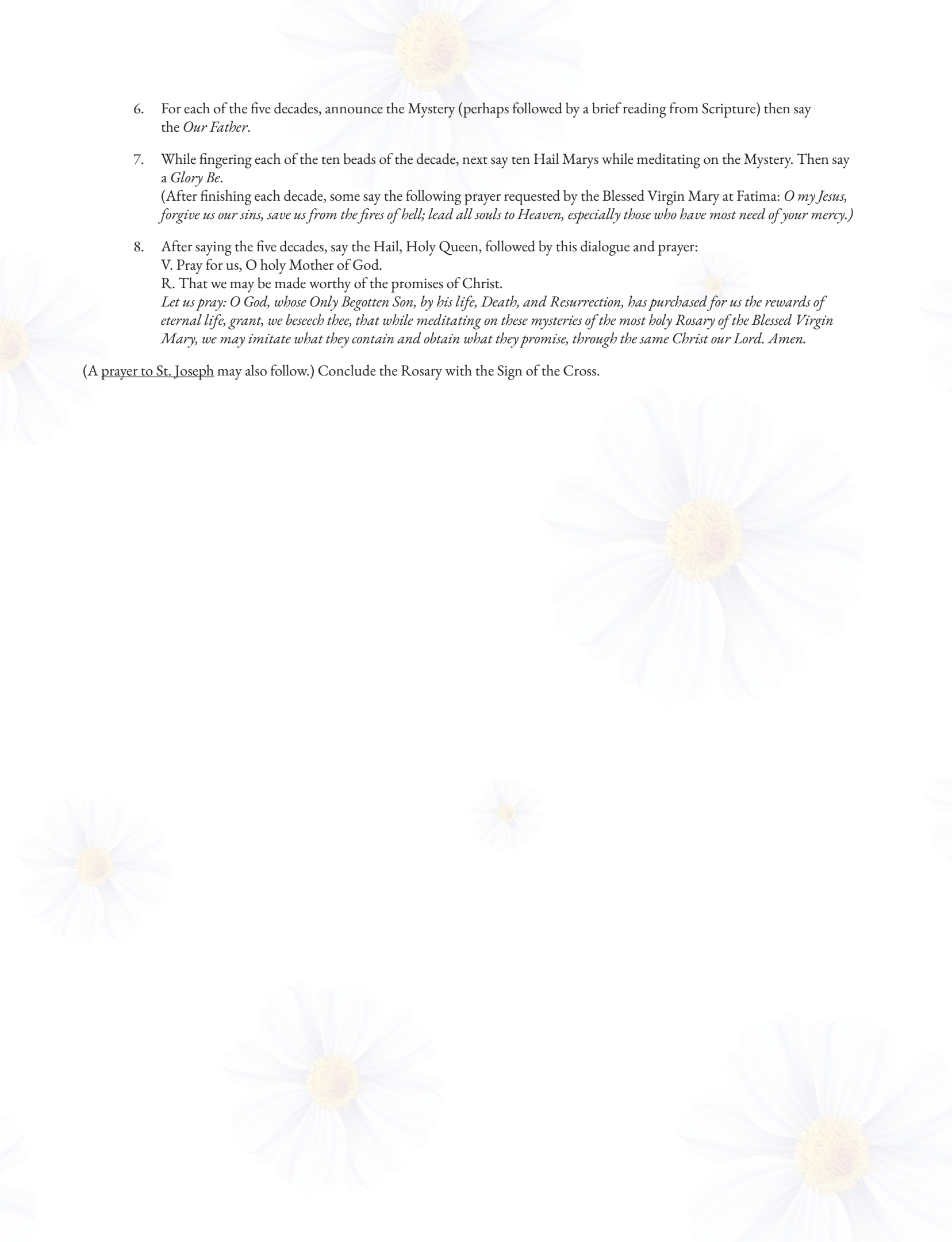
Praying the Rosary



THE PRAYERS OF THE ROSARY

Familiarize yourself and/or your group with the prayers of the Rosary.

1. Make the Sign of the Cross.
2. Holding the Crucifix, say the *Apostles' Creed*.
3. On the first bead, say an *Our Father*.
4. Say one *Hail Mary* on each of the next three beads.
5. Say the *Glory Be*

- 
6. For each of the five decades, announce the Mystery (perhaps followed by a brief reading from Scripture) then say the *Our Father*.
 7. While fingering each of the ten beads of the decade, next say ten Hail Marys while meditating on the Mystery. Then say a *Glory Be*.
(After finishing each decade, some say the following prayer requested by the Blessed Virgin Mary at Fatima: *O my Jesus, forgive us our sins, save us from the fires of hell; lead all souls to Heaven, especially those who have most need of your mercy.*)
 8. After saying the five decades, say the Hail, Holy Queen, followed by this dialogue and prayer:
V. Pray for us, O holy Mother of God.
R. That we may be made worthy of the promises of Christ.
Let us pray: O God, whose Only Begotten Son, by his life, Death, and Resurrection, has purchased for us the rewards of eternal life, grant, we beseech thee, that while meditating on these mysteries of the most holy Rosary of the Blessed Virgin Mary, we may imitate what they contain and obtain what they promise, through the same Christ our Lord. Amen.

(A prayer to St. Joseph may also follow.) Conclude the Rosary with the Sign of the Cross.



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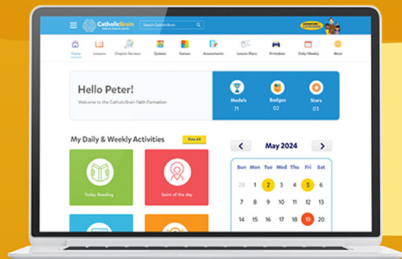
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Sixth Grade

Teacher's Manual

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