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Unit 4

Obedience and Truth

Overview

This unit transitions from the love of God in the previous unit to the love of neighbor. The students learn about the responsibilities and duties to families found in the Fourth Commandment, and how through this commandment we learn how to act toward all people. This unit also includes a study of the Eighth Commandment, considering how the virtue of honesty has its foundation in God, who is the source of all truth.

Key Understandings and Questions

Upon completing this unit, the students will have a deeper understanding of the following key concepts:

- The loving communion of the Holy Trinity is reflected in family life.
- Obedience to and respect for legitimate authority build harmony and promote solidarity both in family life and in society.
- The Fourth Commandment calls for faithful citizenship, especially through promoting the common good.
- The Eighth Commandment is a call to bear witness to God, the source of all truth, through a life of honesty and integrity.

Upon completing the unit, the students will have answered the following questions:

- · How is family life a reflection of the Holy Trinity?
- · How does obedience and respect build harmony and promote solidarity?
- In working for the common good, what are the responsibilities of the state and what are the responsibilities of citizens?
- How do we develop moral character based on honesty and integrity and guard against sins against the Eighth Commandment?

How Will You Know the Students Understand?

The following resources will help you to assess the students' understanding of the key concepts covered in this unit:

- handout "Final Performance Task Options for Unit 4" (Document #: TX001838)
- handout "Rubric for Final Performance Tasks for Unit 4" (Document #: TX001839)
- handout "Unit 4 Test" (Document #: TX001847)

Student Book Articles

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- "The Importance of Families in God's Plan" (article 24, pp. 118–122)
- "Parent and Child Responsibilities" (article 25, pp. 122–126)
- "Respect for Public Life" (article 26, pp. 127-130)
- "Faithful Citizenship" (article 27, pp. 131-135)
- "Honesty, the Key to Being Real" (article 28, pp. 138–142)
- "Becoming a Person of Integrity" (article 29, pp. 143-147)
- "Other Sins against Honesty" (article 30, pp. 147–151)
- "Calling Society to Integrity" (article 31, pp. 152-154)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, to enable them to begin their study of the Fourth and Eighth Commandments. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, be sure that you have covered all relevant facets of understanding and that you have not missed any skills or knowledge required for later units.



Step 1: Preassess the students' familiarity with the Fourth and Eighth Commandments.



Step 2: Follow this assessment by presenting to the students the handouts "Final Performance Task Options for Unit 4" (Document #: TX001838) and "Rubric for Final Performance Tasks for Unit 4" (Document #: TX001839).



Step 3: Review the Fourth Commandment in its relationship to the other commandments by guiding the students through questions and discussion.



Step 4: Review the meaning of family life as a reflection of the Holy Trinity by examining the Scriptures, liturgical prayer, and teachings found in the Catechism of the Catholic Church.



Step 5: Explore the duties and responsibilities of parents and children using a film clip from Fiddler on the Roof as the basis of discussion.



Step 6: Use the jigsaw process to enhance an understanding of the public role of Christians and their responsibilities as faithful citizens.



Step 7: Lead a Web-based presentation to assist the students in identifying examples of faithful citizenship and to encourage their response in daily living.



Step 8: Lead the students in a process of self-reflection and prayer on the significance of honesty and authenticity in daily interactions.



Step 9: Provide a research assignment on martyrs in the twentieth century to explore commitment to truth as a commitment to salvation.



Step 10: Use the card deal method to examine personal and social sins against the Eighth Commandment, their consequences, and the need for reparation.



Step 11: Make sure the students are all on track with their final performance tasks, if you have assigned them.



Step 12: Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about these and other theological concepts taught in this unit:

- "The Fourth Commandment" (Document #: TX001849)
- "Who in the Church Should Participate in Political Life?" (Document #: TX001850)

The Web site also includes information on these and other teaching methods used in the unit:

- "Using Final Performance Tasks to Assess Understanding" (Document #: TX001011)
- "Using Rubrics to Assess Work" (Document #: TX001012)
- "Using a Mind Map" (Document #: TX001009)
- "Using the Jigsaw Process" (Document #: TX001020)
- "Using the Card Deal Method" (Document #: TX001804)

Scripture Passages

Scripture is an important part of the Living in Christ series and is frequently used in the learning experiences for each unit. The Scripture passages featured in this unit are as follows:

- Exodus 20:12 (Fourth Commandment)
- Exodus 20:16 (Eighth Commandment)
- Proverbs 4:20-26 (honesty)
- · Luke 3:21-22 (Baptism of Jesus)
- John 14:6 (Jesus as the Way, Truth, and Life)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout "Vocabulary for Unit 4" (Document #: TX001840), one for each student.

adulation boasting calumny catechist civil authorities detraction impunity
rash judgment
reparation
solidarity
vocation

Learning Experiences



Step 1

Preassess the students' familiarity with the Fourth and Eighth Commandments.

In this step the students express their understandings of the command to honor parents, the source and significance of respect for authority, and the relationships between honesty, integrity, and justice.

- Prepare by downloading and printing the handout "Unit 4 Preassessment" (Document #: TX001837), one for each student. Distribute pens or pencils to the students.
- 2. Introduce the topic of this unit, the Fourth and Eighth Commandments.
 - "Honor your father and your mother" (Exodus 20:12) and "You shall not bear false witness against your neighbor" (Exodus 20:16) are ideally first taught in family life. The primary values taught by these commandments—obedience, respect, and honesty—are the basis for knowing how to treat others with love.
 - This unit addresses the real value of living out these commandments; the challenges in developing the virtues of obedience, respect, and honesty; and Christ's life as a means of showing us the way.
- Review with the students the Fourth and Eighth Commandments as given to Moses on Mount Sinai (Exodus 20:12,16). You may choose to post these where all the students can see them.

Teacher Note

For a more detailed description of mind maps, see the article "Using a Mind Map" (Document #: TX001009) found at smp.org/LivinginChrist.

4. Use a mind map to explore the students' understanding of the Fourth and Eighth Commandments. Write "Honor your Father and Mother" inside a large circle on the board, and direct the students to do the same in their reflection journal or on a blank sheet of paper. Ask them to consider the demands of this commandment, thinking of words and phrases related to it. Tell the students to connect these words or phrases to the commandment by writing them down in smaller circles connected by a line to the central circle. Allow approximately 5 minutes for the students to complete their individual mind maps.

- 5. Invite the students to share the words and phrases on their map with the class, providing relevant explanations or examples. Write each word or phrase on the board, connecting it with a line to the circle containing the Fourth Commandment. Engage the students in discussion about their contributions to the class mind map.
- 6. Repeat this process with the Eighth Commandment, writing "You shall not lie" inside a new large circle on the board. Allow about 5 minutes for the students to complete their mind map, and then invite them to share their words and phrases with explanations and examples. Write these on the board in smaller circles, connecting them with lines to the circle containing the Eighth Commandment. Engage the students in discussion about their contributions to the class mind man.
- 7. Follow up the discussion with the handout "Unit 4 Preassessment" (Document #:TX001837). Distribute the handouts. Direct the students to individually respond to each question on the handout in two or three sentences.
- 8. Allow the students about 20 minutes to complete the questions. Collect and examine the responses to identify areas for focus in this unit. Then return the handouts to the students.
- Direct the students to keep this handout so they can refer to it again at the end of the unit.



Step 2

Follow this assessment by presenting to the students the handouts "Final Performance Task Options for Unit 4" (Document #: TXOO1838) and "Rubric for Final Performance Tasks for Unit 4" (Document #: TXOO1839).

This unit provides you with three ways to assess that the students have a deep understanding of the most important concepts in the unit writing a feature article on media and family life, creating a children's story on the Fourth and Eighth Commandments, or writing a letter of advocacy on a community issue affecting family life. Refer to "Using Final Performance Tasks to Assess Understanding" (Document #: TX001011) and "Using Rubrics to Assess Work" (Document #: TX001012) at smp.org/LivinginChrist for background information.

- Prepare by downloading and printing the handouts "Final Performance
 Task Options for Unit 4" (Document #:TX001838) and "Rubric for Final Performance Tasks for Unit 4" (Document #: TX001839), one of each for each
 student.
- Distribute the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.

You will want to assign due dates for the performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.

- 3. Review the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - > If you wish to work alone, you may choose any of the three options. If you wish to work with a partner, you may choose option 1.
 - > Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.
- 4. Explain the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.
- 5. Answer questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need to show you that they understand the Fourth and Eighth Commandments.



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Step 3

Review the Fourth Commandment in its relationship to the other commandments by auiding the students through auestions and discussion.

The students consider the positive direction of the Fourth Commandment in establishing the family as the first place where we come to know and love God and as the model for honor and love of our neighbor.

- 1. Prepare by downloading and printing the handout "The Fourth Commandment and the Ten Commandments" (Document #: TX001841), one for every
- 2. Assign the students article 24, "The Importance of Families in God's Plan," to read before class.
- 3. Tell the students that they will be considering the relationship between the Fourth Commandment and the other commandments. Allow the students about 5 minutes to review the assigned article.
- 4. Use either the PowerPoint "The Fourth Commandment and the Decalogue" (Document #: TX001173) or a presentation you have created to present images of families, the Fourth Commandment on obedience to parents as stated in Ephesians 6:1-3, and a poster of the Ten Commandments with

the Fourth Commandment highlighted. Pause (at slide 7 if using the PowerPoint) and project the Ten Commandments as students work in pairs as described below.

- 5. Direct the students to work in pairs, and distribute a copy of the handout "The Fourth Commandment and the Ten Commandments" (Document #: TX001841) to each pair. Ask the students to consider carefully the Fourth Commandment and its place in the Ten Commandments while answering each of the questions on the handout in two or three sentences. Allow adequate time for the students to complete the handout.
- 6. Continue the presentation, stopping for a class discussion on each slide featuring a question. Ask the students to contribute to the class discussion, drawing on their written reflections on the handout. Note that each slide with a question is followed by a slide summarizing possible answers. Possible discussion points include the following:
 - The Fourth Commandment opens the second tablet of the Decalogue. It is not focused on God but on other people. Its placement after the first three commandments shows that love of God is the basis for our love of neighbor.
 - The love within family flows from the love of God. Our family passes on to us the love and knowledge of God.
 - ➤ This commandment is a positive statement and is focused on the family. Honor and love for parents is the model for how we are to treat others; it is the basis for the remaining six commandments.
 - ➤ The relationship between parent and child is the most universal of relationships. The commandment teaches us to regard God as the source of all authority and extends our obedience and respect to all who have been given authority for our greater good.



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Step 4

Review the meaning of family life as a reflection of the Holy Trinity by examining the Scriptures, liturgical prayer, and teachings found in the Catechism of the Catholic Church.

1. Prepare by downloading and printing the handouts "Family as a Reflection of the Holy Trinity" (Document #: TX001842) and "Rite of Baptism for Children" (Document #: TX001843), one of each for each group of three students, You will also need a Bible for the Scripture reading on the Baptism of Christ and an image of the Baptism of Christ to post or project. Be prepared to post the following questions for personal reflection:

- What feelings or images does the phrase "You are my beloved Son; with you I am well pleased" (Mark 1:11) evoke for you?
- What does God the Father's words to Jesus, his Son, at Christ's Baptism reveal about the relationship between the Father, the Son, and the Holy Spirit?
- Describe an occasion when a parent's words or actions reflected the love of God.
- Assign the students article 25, "Parent and Child Responsibilities," to read before class.
- 3. Post or project an image of the Baptism of Christ, and write the following focus question on the board: "How does family life reflect the relationship between the Father, the Son, and the Holv Spirit?"
- 4. Direct a student to read from Luke's account of the Baptism of Christ (3:21–22). Read the short passage a second time. Post the questions for personal reflection from part 1, and ask the students to record their responses in their reflection journals or on notebook paper.
- 5. Invite several students to share their responses. Provide these summary statements after the students have shared their reflections:

Exploring the words of the Rite of Baptism for Children to see the emphasis on family relationships and God's love is an exercise in liturgical catechesis. You may wish to start by asking the students if they have witnessed a child's Baptism recently and seeing what symbols and words they can recall from the rite.

- ➤ In Luke's account we encounter the loving relationship of the Holy Trinity through the love of God the Father for Jesus, the Son; through Christ's witness of obedience to his heavenly Father; and through the presence of the Holy Spirit. The loving relationship of the Holy Trinity is the model for family life. Indeed the love expressed in family life is a participation in the love of the Holy Trinity. The Trinity provides the grace and strength for loving family relationships.
- Through their love for their children, parents are a reflection of God's love. This is one reason the Church calls parents the "first catechists," because parents' teaching is the primary way that children learn about the love of God.
- 6. Divide the class into groups of three and distribute the handouts "Family as a Reflection of the Holy Trinity" (Document #: TX001842) and "Rite of Baptism for Children" (Document #: TX001843), one of each for each group.

- 7. Ask the small groups to read the words of the Rite of Baptism for Children from the handout "Rite of Baptism for Children" (Document #: TX001843) and then to discuss and record their responses to the questions on the handout "Family as a Reflection of the Holy Trinity" (Document #: TX001842). Remind the students that the assigned reading for this step, article 25 in the student book, includes a description of the responsibilities of both children and parents in family life. Allow adequate time for all the small groups to complete their responses.
- 8. Post on the board the following topics:
 - Parents Honor the Baptismal Promise
 - · Child Honors God

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- · Responsibilities of Child to Parent
- · Responsibilities of Parent to Child

As the groups complete their work, ask a member of each group to write their comments under each of the topics posted on the board. When the lists are complete, allow time for the class to read them.

- 9. Pose the following questions for class discussion:
 - Where do you encounter the roles of the Father, the Son, and the Holy Spirit in the rituals, prayers, and promises of the Sacrament of Baptism?
 - How does the Fourth Commandment lead families to model the love expressed between the divine persons of the Holy Trinity? How are families empowered to live this kind of love?
- 10. Summarize this step by making these points:
 - It is important for families to remember that they are called to participate in God's own love as a family. This is the essential meaning of the Fourth Commandment. All families will face challenges in doing this. No family will do it perfectly. We can do it only with the help of the Holy Spirit's grace.
 - ➤ The celebration of the Rite of Baptism invites parents, godparents, and the community to reflect on the Trinitarian relationship through the prayers, the words of the baptismal rites, and the signs and symbols used in the Sacrament. In welcoming the child, the priest reminds parents that they are to bring up the child to follow the Ten Commandments, loving God and neighbor. In the intercession we pray that through the death and Resurrection of Jesus, the children will receive new life in Christ and will remain in Christ's love. In the renunciation of sin, parents and godparents are reminded that through water and the Holy Spirit, the child will receive a new gift of life from God, who is love. In the presentation of the candle, the community is reminded that through the grace of Baptism, the child is enlightened by Christ.

The Catechism of the Catholic Church, in paragraphs 2204 through 2206, addresses Christian family life and the Trinity as the model of love and holiness in family life. You may choose to summarize these paragraphs at the conclusion of this step. The Fourth Commandment calls children to honor parents and parents to honor children through mutual expression of the love of God. We are called to be obedient to authority as Christ was obedient to the Father, and to rely on the presence of the Holy Spirit, who leads us to the Father. Families are empowered to live this kind of love through the grace of the Sacraments, fidelity to the Commandments, prayer, reading of Scripture, and the prayers and support of the Church community.

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- 11. Prepare for the next step by posting the following questions for the students to discuss with one or both of their parents:
- In what ways is the relationship between parents and teenagers today the same as when you were growing up?
- . In what ways is it different today?

Ask the students to take notes on their discussion and bring them to the next class period.



Step 5

Explore the duties and responsibilities of parents and children using a film clip from *Fiddler on the Roof* as the basis of discussion.

In this step the students consider how changes in society present challenges to family life and to the relationship between parents and teens.

- 1. Prepare for this step by obtaining a copy of the film Fiddler on the Roof (1971, 181 minutes, rated A-I and G). Review scene 25, "Perchik Proposes," and scene 26, "Do You Love Me?" before class so you are familiar with them. These two scenes last approximately 12 minutes total. Download and print copies of the handout "Fiddler on the Roof" (Document #: TX001844), one for each student.
- 2. Introduce the film using the following details:
 - The setting for the original Broadway musical and the 1971 film adaptation is a Russian village at the turn of the twentieth century. The central characters are a mother and father and their five daughters. The father is struggling to hold on to his Jewish traditions and his family in the midst of a changing world. You will meet Tevye, the father of the five daughters; Golde, the mother; Hodel, the daughter who wants to marry a young Russian student radical; and Perchik, the student. The primary themes we will be examining are the duties and responsibilities

of parents and children and the role of respect and obedience in the relationship between parent and child.

- Distribute the handouts and tell the students to take notes in the margins during the film clips. They will be asked to complete the questions after viewing the two scenes. Then show scene 25, "Perchik Proposes," and scene 26. "Do You Love Me?"
- 4. Allow the students time to answer the questions on the handout after watching the scenes. Divide the class into groups of four, and ask each small group to discuss each question on the handout and prepare a group response for class discussion. Allow suitable time for the completion of the small-group process.
- 5. Begin the discussion by asking the class what they might know about historical events occurring at the beginning of the twentieth century among the Jews in Russia. Fill in any details that the students do not supply themselves. Comments on historical events might include the following:
 - oppressive Russian policies against Jews, including limited rights to own property or to choose places to live
 - > assigned villages in which Jews were allowed to live
 - > strict laws on the number of Jews who might enter Russia
 - > pogroms, or government-approved violent attacks against Jews
 - > a climate of revolt among peasants against rulers
 - > increased emigration from Russia to the United States
 - increasing changes in traditional Jewish customs, including the movement away from arranged marriages
- Continue the discussion using the handout as a guide, asking for contributions from each small group.



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Step 6

Use the jigsaw process to enhance an understanding of the public role of Christians and their responsibilities as faithful citizens.

In this step the students explore how the Fourth Commandment applies to our relationships to government authorities, as well as to public groups and organizations.

Teacher Note

You will find a more detailed explanation of the jigsaw process in the article "Using the Jigsaw Process" (Document #: TX001020), found at smp.org/LivinainChrist.

- Prepare by downloading and printing the handout "Public Life and Faithful Citizenship" (Document #: TX001845), one for each student. Before class post the following questions for everyone to see:
 - How does the Fourth Commandment apply to your relationship to public groups and organizations?
 - Does every Christian have a responsibility to vote and be involved in political issues? Defend your answer.
 - How does the Fourth Commandment apply to governments? Give concrete examples to support your answers.
 - What are the basic human rights governments should promote and protect?
 - What responsibility do governments have in relation to businesses and economic institutions?
 - What is the Church's responsibility when governments do not promote and defend the common good? What is the individual Christian's responsibility?
- Assign the students article 26, "Respect for Public Life," and article 27, "Faithful Citizenship," to read before class.
- 3. Introduce the session by asking the students to refer to article 26, "Respect for Public Life," in their student book. Ask one student to read the first two paragraphs of the article aloud. Tell the class that in today's session they will be exploring how the Fourth Commandment applies to their relationship to public groups and organizations.

Have the students now turn to article 27, "Faithful Citizenship." Invite a student to read the first paragraph of this article aloud. Tell the class that this step will also include the implications of the Fourth Commandment for governments and our role as citizens.

- 4. Divide the class into groups of four. Direct the small groups to divide the following readings from the two articles among the group members so that each member of the small group is assigned one of the readings.
 - · Article 26, "The True Role and Nature of Public Groups"
 - Article 26, "Being in the World but Not of the World" and "New Testament Teaching on Obedience to Civil Authorities"
 - . Article 27, "The Role of the State"
 - . Article 27, "The Role of Citizens"

Direct the students each to complete their assigned reading and write a five- to eight-sentence paragraph summarizing the key points from their reading.

- 5. Distribute the handout "Public Life and Faithful Citizenship" (Document #: TX001845) to each small group. Allow time for each student to explain his or her assigned text to the other small-group members. The other students in the group should take notes on the comments. Then direct the students to cooperatively answer the questions on the handout. Allow about 10 minutes for the groups to complete this task.
- 6. Lead a discussion on the four readings. Use the questions you posted at the beginning of class to prompt discussion, but you do not need to limit the discussion to these questions. At the end of the discussion, have a student summarize the answer for each question posted, correcting any misunderstandings as necessary.
- 7. End the session by referring students to the sidebar "Doesn't Charity Begin at Home?" near the end of article 27. Ask a student to read aloud this sidebar, which summarizes responsibility to the community taught in the New Law of Christ.



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Step 7

Lead a Web-based presentation to assist the students in identifying examples of faithful citizenship and to encourage their response in daily living.

1. Prepare by downloading a PDF of the U.S. bishops' 2007 faithful citizenship statement, Forming Consciences for Faithful Citizenship, from the USCCB Web site. (Note that the bishops issue a new faithful citizenship statement every four years. This step uses the 2007 statement.) Review paragraphs 9 through 12, "Why Does the Church Teach about Issues Affecting Public Policy?" You may choose to make copies of this section to distribute to each of the students in class. Ask the students to review articles 25 and 26 in the student book.

Bookmark and preview the Faithful Citizenship Web site, which provides information and suggestions for responding to the Christian call to become active participants in public life. You will need to have access to projection equipment to lead this Web-based session,

You will also need newsprint or art paper and markers for each student.

Teacher Note

In this step the students will examine the Faithful Citizenship Web site from the United States Conference of Catholic Bishops (USCCB) to learn more about responding to the call to be active participants in public life.

As an alternative to doing this step as a class, turn it into a homework assignment. Direct the students to the Faithful Citizenship Web site, and give them directions for exploring it. Have them turn in a summary of what they found, along with the poster described at the end of the step.

- 2. Post the following question:
 - · Why does the Church teach about issues affecting public policy?
- Read aloud, use a projected image, or provide copies of paragraphs 9 through 12 of the USCCB's 2007 statement Forming Consciences for Faithful Citizenship.
- 4. Open the Faithful Citizenship Web site. Tell the students that exploring some of the options on this Web site will provide additional information or responding to the call to public responsibility. Explore the Web site in class, inviting the students to suggest what pages to visit. Be sure to explore the section for young Catholics. Among the resources you will find are videos, quizzes, prayer ideas, discussion guides, recommendations for action, and podcasts.
- 5. Refer to the question posted earlier:
 - Why does the Church teach about issues affecting public policy?

Ask several students to share their responses to this question. Next, pose this question:

➤ In what specific ways can you be a responsible citizen?

Invite the students to share their insights from the Web presentation as well as from personal experience.

- Distribute newsprint or art paper and markers to each student. Direct the students to create a small motivational poster encouraging other students to become "faithful citizens."
- 7. Post several completed posters as examples throughout the classroom.





Step 8

Reflect

Lead the students in a process of self-reflection and prayer on the significance of honesty and authenticity in daily interactions.

In this experience the students create a representation of the web of connections in their daily lives, reflect on the authenticity of their daily interactions, and conclude with a prayer to recognize, acknowledge, and strengthen honesty in their interactions with others.

- Prepare by downloading the PowerPoint "The Eighth Commandment" (Document #: TX001851) at smp.org/LivinginChrist. It contains the text given in part 3. You will need access to projection equipment to show the PowerPoint presentation. Gather blank sheets of paper and markers, one of each for each student.
- Assign the students article 28, "Honesty, the Key to Being Real," and article 29, "Becoming a Person of Integrity," to read before class.

3. Introduce the topic of the Eighth Commandment by reviewing these key points from the assigned readings. You may wish to use the PowerPoint "The Eighth Commandment" (Document #: TX001851) to present these key points:

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- The danger of lies is that the more we use them, the less we live in reality and the more we live an illusion—a false world created by our dishonesty.
- ➤ Lies destroy trust. Once we have been discovered in a lie, other people find it harder to trust what we say and do.
- ➤ Lies affect not only our relationships with other people but also our relationship with God.
- We exercise the virtue of truth through the honesty of our actions and the truthfulness of our words.
- ➤ To be worthy of another person's trust, we must be truthful in our words and actions.
- 4. Tell the students that they will create a visual representation of all the interactions they have with other people throughout a typical week. They will use this web of relationships for reflection on the significance of honesty and integrity. Give the following directions:
 - Create a visual representation of the web of relationships you have with other people in a typical week. Put your name in the center of a blank sheet of paper. Then write the names of the first people you see in a typical day. Make a line connecting your name with their names. Keep adding names of people you encounter throughout the day. Some people may remind you of other people you know through them. Add their names and draw lines connecting these people. Do not just include your family and friends. Broaden your perspective to include teammates, teachers, coaches, people you work with, customers, medical professionals, and so on. Your web may grow quite large.

Emphasize the need for the students to include all their relationships, not only those that are most important and obvious but also those that are seemingly more peripheral. Allow about 10 to 15 minutes for the students to complete the web of relationships.

- 5. Ask the students to reflect quietly on each of these questions presented for self-reflection. After each question pause to allow time for silent reflection. Remind them to carefully consider their web of relationships and to be honest with themselves in their reflections.
 - As you look over the web of connections, what is the significance of trust in daily interactions? Can others trust you?
 - Do you believe your interactions reflect honesty and integrity, or are there areas where you create an illusion rather than being your true self?

- ➤ If you create a relationship based on lies in one area of your life, can you remain authentic in other areas?
 - ➤ Look at the interconnected parts of your life. Is it possible that a lie could create a ripple effect in this web of relationships?
 - Consider where there might be weak links in your relationships with others due to your being dishonest with yourself or others. How would honesty strengthen these connections?
- > When you live in truth with others, why do you reflect God's life?
- 6. Follow the period of self-reflection with this reading from Thomas Merton:
 - This paragraph is from Thomas Merton's book New Seeds of Contemplation, in which he describes the contemplative life as being fully awake to the reality of God's presence in all things. In an essay called "Things in Their Identity," Merton writes:

You can go deeper with this concept using "Reading 7" from Great Catholic Writings (Robert Feduccia Jr., ed., Winona MN: Saint Marv's Press, 2006). The student book provides an introduction to the reading and to the life of Thomas Merton, as well as review questions and in-depth questions. The Teaching Manual for Great Catholic Writings (J. D. Childs, Winona MN: Saint Mary's Press, 2006) contains several additional activities.

God leaves us free to be whatever we like. We can be ourselves or not, as we please. We may be true or false, the choice is ours. We may wear one mask and now another, and never, if we so desire, appear with our own true face. But we cannot make these choices with impunity. Causes have effects, and if we lie to ourselves and to others, then we cannot expect to find truth and reality whenever we happen to want them. If we have chosen the way of falsity we must not be surprised that truth eludes us when we finally come to need it!

Our vocation is not simply to *be*, but to work together with God in the creation of our own life, our own destiny. . . . To put it better, we are even called to share with God the work of *creating* the truth of our identity." (Pp. 31–32)

- 7. Continue by writing this reflection question on the board:
 - Do you invite God to share in the creation of who you are becoming?
 We are always a work in progress, creating the person we want to be.
 How would you describe your authentic self and the person you are becoming? Write a six- to eight-sentence paragraph on this question in your reflection journals or on notebook paper.

Allow the students adequate time to complete their paragraph.

Finish this step by asking a student to read aloud Proverbs 4:20–26 as a prayerful conclusion.