

CONTENTS

Helps for the Teacher

Welcome!	T4
The Catechetical Ministry in the Catholic School	T4
The Foundations of Catechesis	T5
A Spiral-Thematic Curriculum Based on the Four Pillars of the Catechism	T6
BLEST ARE WE FAITH & WORD Program Overview	T7
BLEST ARE WE FAITH & WORD Scope and Sequence	T10
Learning Styles and Strategies	T14
Profile of the Sixth-Grade Child	T16
The Learning Environment	T18
Involving the Parish	T20
Involving the Family	T22
Introducing Take Home Family Time Pages	T23
Teaching Doctrine	T24
Teaching Scripture	T25
Teaching Worship	T27
Teaching Morality	T28
Introducing Faith in Action	T29
Teaching Prayer	T30
Online Resources at blestarewe.com	T31
Learning Activities	T32
Assessment	T34

Scripture

Understanding Scripture T35

*A complete minicourse
on the Bible for the teacher*

Core Chapters 3

*Planning pages and step-by-step suggestions
for teaching all twenty chapters of
BLEST ARE WE FAITH & WORD Grade 6*

Feasts and Seasons 313

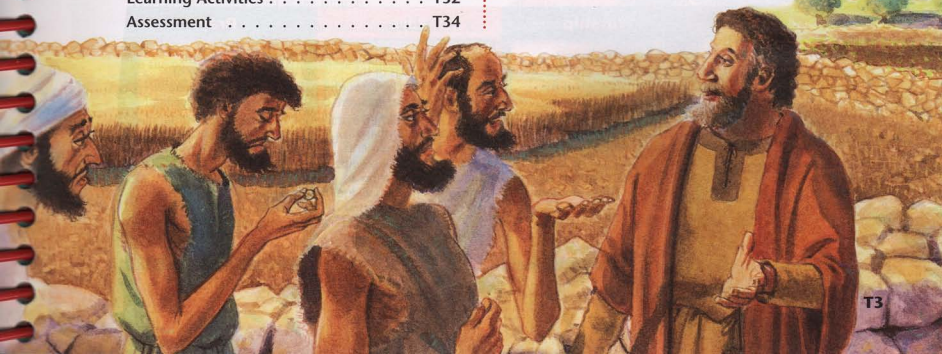
*Eleven lesson plans on
the Liturgical Year and major
feast day celebrations*

Our Catholic Heritage 391

*A brief survey of Catholic doctrine,
organized according to the four pillars
of the Catechism of the Catholic Church*

Celebrating Catholic Schools Week 411

Resources T43



Slavery and Deliverance

Chapter

5

Background for the Teacher

Many people are spiritually enslaved by bad situations. They are caught in the “quicksand” of poverty, prejudice, addiction, violence, or materialism. Such enslavements prevent people from living in peace, happiness, and love.

This chapter recounts the story of how God worked through Moses to free the Israelites from their enslavement. According to Exodus 3, God appeared to Moses from a burning bush. God revealed his sacred name and gave Moses the task of leading the Israelites out of Egypt.

Jesus, Our Deliverer

God continues to act in today’s world to deliver us from enslavement. God the Father sent his Son, Jesus Christ, to deliver us from sin and set us free to live as God’s own people. Through Jesus Christ, God offers us the greatest freedom of all—everlasting happiness.

It is important to remember that there is no situation from which God cannot deliver us. No matter how impossible our situations in life seem, God’s love is always more powerful. As Christians, we live each day with hope, truly believing that the new life God offers us is wonderful and everlasting.

Faith Focus

Just as God freed the Israelites from slavery in Egypt, so he can deliver us from all that enslaves us.

Time for Reflection

How has God revealed himself to you? How faithful have you been in responding to his love?

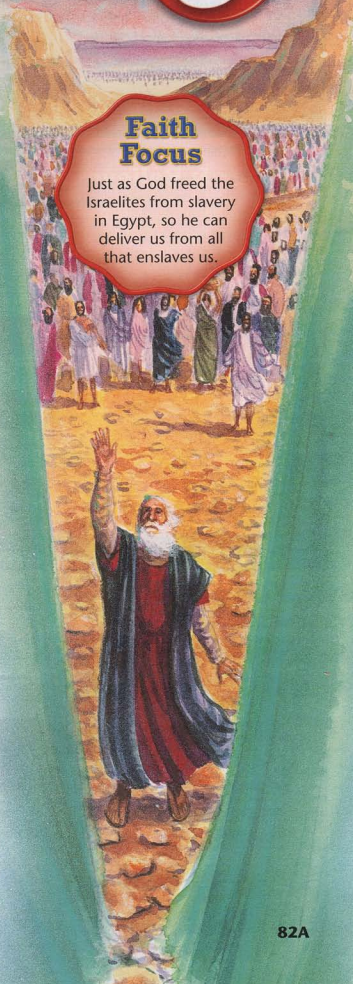
Personal Activities

Write something



A Teacher’s Prayer

God, lead me as you once led Abraham and Sarah. Throughout the year, help me welcome your guidance and revelation and seek to know your will and obey it completely. I ask this in the name of Jesus Christ. Amen.



Take Home PAGES

Pre-chapter home activities for families

Beginning at Home

Many of the students will have spent some time with their families working with the Take Home Family Time pages. You can help the students connect with what was done at home by discussing the saint featured or using A Prayer for the Week at an appropriate time.

Chapter

5



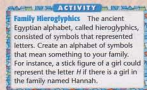
Getting ready for Chapter 5

Take Home



Slavery and Deliverance

The story of Moses and the Exodus is a key part of the salvation story of God's people. God spoke to Moses in a burning bush and asked Moses to lead the Israelites out of slavery to their own land. Through Moses, the Israelites learned new lessons about themselves as God's special people. We can learn from their story and from our own family journeys.



WEEKLY PLANNER

On Sunday

Listen to the second reading at Mass for themes of slavery and freedom.

On the Web

Visit our Web site for the saint of the day and the reflection question of the week.

Saint of the Week

Saint Martin de Porres (1578-1604)

Martin de Porres, a Dominican friar, lived near Lima, Peru, during the time of the slave trade. He was known for his love for the sick and caring for slaves and the poor of the city. He was loved by all people, regardless of their color, race, or status, and is an example for others of his time.

Patron Saint of: racial harmony
Feast Day: November 3



Thank you, God, for our freedom to be your followers. Give us the courage to stand firm in our beliefs. Amen.

Family Time Grade 6 83

Getting ready for Chapter 5

Take Home



Scripture Background

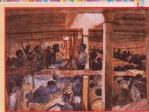
Before the Time of Jesus

Egypt and the Israelites The Egyptian civilization developed in the fertile land along the Nile River. From its origins as a distinct state around 3000 B.C., through Roman times, Egypt prospered. The story of the Israelites is often set in Egypt. When famine struck Canaan, Abraham escaped to Egypt (Genesis 12:10). Later, Abraham's great-grandson Joseph rescued his father and brothers and helped them settle in Egypt (Genesis 47:1-12). The Book of Exodus recounts the Israelites' enslavement in Egypt and their escape to the Promised Land under Moses' leadership.



OUR CATHOLIC TRADITION in History

Saint Peter Claver Saint Peter Claver, a Spanish Jesuit missionary, was sent to Cartagena (part of modern Colombia) in 1610. Cartagena was a port of entry for slave trading ships. Peter soon found himself busy with all the sick and demoralized slaves who had survived the inhumane treatment on the ships. He went into the holds of the ships and gave the slaves food and water. He told them about Jesus and that they were precious in God's eyes. Slave owners believed that slaves only had worth as property, so



Saint Peter Claver's message was a subversive one. He called himself "a slave to the Negroes forever." His feast day is September 9.

84 blestarew.com



Sunday Connection

Visit Our Web Site Teachers and parents can visit blestarew.com for:

- resources related to the Sunday liturgy
- summary of the Sunday Scripture readings
- Reflection Question of the Week
- seasonal activities



More About the Saint of the Week

Saint Martin de Porres Born in Lima, Peru. Illegitimate son of a Spanish nobleman and a freed slave. Joined the Dominicans at age 15. Established an orphanage for the poor children of Lima. Known for his miraculous cures. Was a close friend of Saint Rose of Lima.



Praying

A Prayer for the Week

The prayer for the week for Chapter 5 connects the experiences of slavery with our own gift of freedom, which we are to use for the glory of God. Read aloud the prayer, and invite the young people to join together in praying aloud "Amen."

5 Slavery and Deliverance



Sing to the Lord, for he is gloriously triumphant;
horse and chariot he has cast into the sea.

Exodus 15:21

Share

When you hear the word *slave*, you probably think of a person who is completely under the control of another person. But people can also become enslaved by poverty, prejudice, addiction, violence, materialism, and other wrongs in society. Many things can take away a person's freedom to live peacefully and lovingly.

Activity

Complete the sentences under each photograph.



The people in this picture have become slaves of **poverty and homelessness**.

They do not have the freedom to _____.

Answers will vary.



The people in this picture have become slaves of **materialism**.

They do not have the freedom to _____.

Answers will vary.

Pick one photograph and write how the people shown might be delivered, or freed, from slavery.

Answers will vary.

What does
Yahweh mean?

Believe 85

Additional Activity

Empathizing with Others

- Ask the students to imagine being a person in one of the photographs on page 85 *after* the situation in the photograph has been resolved.
- Invite volunteers to tell how they would have felt in the original situation, what they might have done to resolve the situation, and how they feel now.

Day 1

Share Objective

To recognize ways people today can become spiritually or materially enslaved

1 Introduction



Praying with Scripture

- Explain to the young people that God's love frees us to appreciate life.
- Light the candle near the Bible in the prayer corner. Proclaim the opening Scripture verse at the top of the page.
- Sing the unit song on page 82.

2 Development

Personal Experience

- Have a volunteer read the Share paragraph on page 69.
- Ask** "How do you think materialism and the other things mentioned enslave people?" (*Answers will vary.*)
"How might such things turn people away from God?" (*by consuming time that could be used doing good, by going against what Jesus taught us about loving others, by involving violence or illegal activity*)
- Encourage volunteers to share what they know about prejudice, poverty, and materialism.

Doing the Activity

- Invite the young people to do the activity on page 85.
- Ask volunteers to share their responses.

3 Conclusion

- Have the students recall ways people can become enslaved even when they are not actually slaves.
- Conclude with a prayer asking God to free us from all types of enslavement.



Looking Ahead Have students reflect on the question in the arrow and explain that they will learn the answer in the next day's lesson.

Day 2

Hear & Believe

Objective

To learn the role of Moses in rescuing the Israelites from captivity in Egypt, and to understand the importance of the Exodus

1 Introduction

Sharing Experiences

Ask "What does it mean to be a slave?" (Possible responses: You are owned by someone else. You can't do what you want. You have no freedoms.)

2 Development

Discussing the Scripture Story

The Illustration

- Invite the young people to look over the illustration on pages 86 and 87.
- **Ask** "What famous event does the illustration depict?" (the parting of the Red Sea)

The Scripture

- Point out that God often works through ordinary people to bring his message of love to those who are suffering.
- **Say** "We are going to read about what happened to the Hebrews in Egypt after Joseph died. They eventually had to leave Egypt. Their escape is called the Exodus."
- Read aloud the introduction at the top of page 86, then invite volunteers to read aloud the Scripture story about Moses and the Exodus. If time permits, have the young people read more about God's call of Moses (Exodus 4:1-17) in their Bibles.
- **Ask** "Why did God save the Hebrews?" (Possible responses: He saw their suffering at the hands of the Egyptians. He was being faithful to his Covenant with Abraham.)
"What does that tell us about God?" (Possible responses: God is true to his promise. God helps those who are faithful to him. God has compassion.)

Hear & Believe

Scripture The Exodus

God had promised Abraham, Isaac, and Jacob that he would give them land that would be home to their descendants, and he fulfilled his promise.

For many years after Joseph's death, the descendants of Joseph's family prospered in Egypt. They were known as the Hebrews or Israelites.

But then a new Pharaoh told the Egyptians, "The Israelites keep growing! Let us stop them before they become powerful." He made the Hebrew slaves, forcing them to build cities and work in fields.

The Hebrew families kept growing. Pharaoh ordered, "Throw every Hebrew baby boy into the river!" Jochebed, a Hebrew woman, gave birth to a son. To keep him from being killed, she hid him. Later, she put him in a basket and placed it in the reeds on the riverbank. Pharaoh's daughter spotted the baby. She adopted him and named him Moses.

A long time passed. The Israelites cried out to God about their slavery. One day, after Moses grew up, he was leading a flock of sheep across the desert. He saw fire coming out of a bush but not burning it.

Moses heard the LORD say, "Come no closer! This is holy ground. I am the God of your father, the God of Abraham, the God of Isaac, the God of Jacob. I have seen my people suffer in Egypt. I will rescue them. I will lead them out of Egypt into a land flowing with milk and honey. Go to Pharaoh to lead my people, the Israelites, out of Egypt."

"But," Moses said, "if I tell the Israelites, 'The God of your fathers sent me to you,' and they ask, 'What is his name?' what should I say?"

God said, "I am who I am. Tell the Israelites: Yahweh sent me to you." Moses went to Pharaoh and said, "The Lord, the God of Israel, has said, 'Let my people go.'"

But Pharaoh would not obey. Because of this plagues came upon the land. The Nile River turned into blood. Frogs, gnats, flies, animal disease, boils, hail, locusts, and three days of darkness came. Pharaoh still did not give in. Then the LORD commanded the Hebrew families to prepare a special meal and mark their doorways with lamb's blood so that the next plague would "pass over" their homes. It would be a plague of death! That night, all the firstborns in Egypt died, even Pharaoh's son. Pharaoh sent for Moses. "Leave now, you and the Israelites with you!" he cried.

The Israelites marched out of Egypt. But suddenly Pharaoh wished he had not let the Israelites go. He sent out more than 600 chariots with warriors to catch them.

Pharaoh's armies caught up with the Israelites at the Red Sea. The Israelites called out to the LORD in great fright. The LORD told Moses,

86

Scripture Background

The Book of Exodus

The Exodus is the central event the Old Testament. The Book of Exodus describes the origins of the Jewish nation in epic fashion and outlines the Covenant expectations that flow from the Hebrews' escape from Egypt. When the Hebrews are finally freed from slavery, it is a reward for their being faithful to the Covenant with God carried down since the time of Abraham. The first nineteen chapters of the Book of Exodus relate the Hebrews' experience of slavery in Egypt, their escape, and their wanderings through the desert. The remaining chapters of the Book of Exodus deal with God's relationship with his chosen people. The Covenant is "sealed" at Mount Sinai, where Yahweh is the author of the Law and Moses is the messenger.

"Stretch your hand out over the sea." When Moses did this, the LORD swept the sea with a strong wind, turning the sea into dry land. The Israelites marched in, with a wall of water on their right and left. When the Egyptians chased after them, the water flowed back, drowning Pharaoh's whole army.

The Israelites sang songs thanking the LORD for leading them safely toward the Promised Land. Moses' sister, Miriam, led the women in dancing and praising the LORD.

Based on Genesis 50:24 and Exodus 1—15:21

God's Love Delivers Us

The story about God's freeing the Israelites from slavery and leading them out of Egypt is called the **Exodus**. The Book of Exodus is the second book of the Old Testament. The Israelites in Egypt believed in God's promises to their ancestors, so they cried out to God for help. God chose Moses to teach the Israelites his word and to lead them to freedom.

At the burning bush, God revealed an important mystery he had not revealed to the patriarchs Abraham, Isaac, Jacob, and Joseph. God told Moses his sacred name, **Yahweh**, which means "I am who I am." This means God is the only God, who exists forever. No one created God; he created everything and everyone and only he has this power to create. God creates us with the plan to reward us with everlasting life with him. All creation is destined for God's glory. God delivered the Israelites from their suffering in Egypt and led them to the **Promised Land**. In the same way, he delivers us from sin and leads us to everlasting life. This is the greatest deliverance of all.

Faith Words

Exodus

The Exodus is the Old Testament story of how God freed the Hebrews in Egypt. The Book of Exodus is the second book of the Old Testament.

Yahweh

Yahweh is the most sacred name of God, spoken to Moses. It means "I am who I am."

Promised Land

The Promised Land is Canaan, the sacred place God promised to Abraham, Isaac, Jacob, and the Israelites in Egypt.

What did Jesus say about everlasting life?

87

Activity

Moses delivered God's people from slavery under the Egyptians. In the space below, describe one form of slavery from which Jesus frees you.

Answers will vary.

Additional Activity

Writing About Rejection

- Distribute paper and crayons or markers and pens or pencils.
- Point out that rejection is painful but sometimes can be a blessing. For the Hebrews, Pharaoh's rejection turned out to be a blessing.
- Tell the class, "If your friends rejected you because you wouldn't do something that was wrong, you might feel hurt. But you'd probably try to make better friends."
- Ask the students to recall or invent a situation in which rejection hurt but led to a new, more satisfying experience.
- Invite the students to write or draw about that real or imagined event.

Understanding the Scripture

- Have a volunteer read aloud the section "God's Love Delivers Us."
- Ask** "Why did God reveal his sacred name to Moses?" (to reveal his existence as Creator of all, to encourage Moses to take on the mission of freeing the Hebrews)
- Point out that even though God revealed his sacred name, he remains a mystery beyond words.

Faith Words

Ask volunteers to explain the meaning of the Faith Words in their own words.

Doing the Activity

- Explain the instructions for the writing activity on page 87.
- When the students have finished writing, invite volunteers to share their descriptions.

3 Conclusion

- Help the students recall how God freed his people from Pharaoh in Egypt. Remind them that God helps people today become free of various types of spiritual and physical enslavement.
- Close with a prayer of thanksgiving for the freedoms God has given us.

Looking Ahead Have students reflect on the question in the arrow and explain that they will learn the answer in the next day's lesson.



Liturgy Connection

Freedom and Worship

Liturgical prayers and readings often connect the Exodus event with Jesus' life, death, Resurrection, and Ascension. The Exsultet (Easter Proclamation) proclaims: "This is the night, when once you led our forebears, Israel's children, from slavery in Egypt and made them pass dry-shod through the Red Sea." (*Roman Missal*).

Day 3

Hear & Believe

Objective

To realize that Jesus' death and Resurrection freed us from sin and gave us life with God in Heaven.

1 Introduction

Sharing Experiences

Ask "How can people be dead but be alive at the same time?" (Possible responses: Even though they have died, their spirits are alive with God in Heaven.)

2 Development

Discussing the Scripture Story

The Illustration

- Have the students look at the illustration on page 88.
- Ask** "What do you think Jesus is doing in this picture?" (Possible responses: listening to a question, teaching, telling a parable, arguing some point)
- Explain that many times, people tried to ask Jesus trick questions about the Jewish faith. They did that to try to discredit him.

The Scripture

- Ask a volunteer to read the introduction to the Scripture passage. Then have the students read the passage silently.
- Ask** "What does Jesus say will happen to people after they die if they have been faithful to God?" (Possible responses: They will rise again. They will have everlasting happiness.) "What are some questions that contemporary religious thinkers might want to ask Jesus?" (Answers will vary.)
- Invite volunteers to address some of the questions raised. You may wish to help the students devise a strategy for finding the answers in Scripture or from Church teaching for any unanswered questions.
- Say** "After the people in the crowd heard Jesus remind them that Moses also said our God is the God of the living, they stopped trying to trick him."

Hear & Believe

A Question About Everlasting Life

One day, there were some people in a crowd Jesus was teaching who did not believe what Jesus said about life after death. These people did not believe there was any kind of everlasting happiness after death. People at that time believed that when a man who had no children died, the man's brother had a duty to marry the widow and have children. In this way, the brother could pass down the family heritage and property. The people in the crowd decided to ask Jesus a trick question about everlasting life.

"Teacher," they said, "Moses said, 'If someone's brother dies and leaves a wife but no child, he must take up the wife and raise up descendants for his brother.' Say there were seven brothers. The first married a woman but died childless. Then the second and the third married her, and so on, but all seven died childless. Now, if all seven had been married to her, when they rose again, which one would be the woman's husband?"

"People today marry and remarry," Jesus answered, "but only the children of God can enter the kingdom of heaven. The people to whom God gives the reward of everlasting happiness are like angels. They will not need to marry in the kingdom. They will no longer die but will rise again."

Jesus explained, "Moses even let you know that the dead will rise again. When the voice in the burning bush told him, 'I am the God of Abraham, the God of Isaac, the God of Jacob,' Moses said it was the Lord. Yes, the Lord is not the God of the dead but of the living. To him all are alive."

Some of Jesus' listeners said to him in reply, "Teacher, you have answered well." And Jesus' opponents no longer dared to ask him any questions.

Based on Luke 20:27-40



Multiple Intelligences

Spatial

In small groups, have the students create murals showing the Ten Plagues in Egypt. Have each group choose one or two Plagues to illustrate. For example, one group might do the Plagues of frogs and of locusts, another the gnats and darkness, and so on.

Linguistic

Invite volunteers to participate in a debate on which of the first nine Plagues was the worst. Invite the students not involved in the debate to keep score of whose argument they think is the most convincing. Have the results tallied and compared at the end of the debate.

Our Church Teaches

The Book of Exodus describes one of the most important saving acts of God. The Old Testament is filled with signs of God's love and faithfulness. But the New Testament tells of God's greatest act of love: God the Father sending his Son, Jesus, into the world to save all people. Jesus suffered and died for our sins. Because of Jesus, the Church can forgive any sin, no matter how great. Jesus Christ rose from the dead and ascended into Heaven. With him we can share in the promised land of Heaven. Because of Jesus' Death and Resurrection, people do not have to be afraid of death. If we love God and others as Jesus taught, death leads to everlasting happiness with God.

We Believe

Jesus Christ conquered death for us. At our Baptism he gives new life to our souls. He will also give new life to our bodies in the Kingdom of Heaven.

Activities

1. Jesus said that the Lord is not the God of the dead but of the living. To God, all are alive. The Church has a tradition of praying for both the living and the dead. In the space below, name one person, living or dead, for whom you wish to pray, and write a short prayer for that person.

Name: _____

Prayer: *Answers will vary throughout.* _____

2. What questions do you have about life after death?

How do God's people express their need to be free?

89

Additional Activity

Creating a Prayer Board

- Invite the students to write the names of the people who have died they wish to pray for on small pieces of paper.
- Have them attach the papers to one or more poster boards.
- Display the poster(s) in the prayer corner.
- Tell the students that at the end of the lesson, they can pray for those people.

Understanding the Doctrine

- Read aloud "Our Church Teaches."
- **Say** "In Old Testament times, God saved the Hebrews from their enslavement and suffering in Egypt. We experience God's saving love through the death, Resurrection, and Ascension of Jesus, which saves us from the suffering caused by sin."

We Believe

- Use the following question to reinforce the We Believe statement.
- **Ask** "How did Jesus conquer death for us?" (*through his death and Resurrection*)

Doing the Activities

1. Writing a Prayer

- Ask a volunteer to read the directions for the first activity.
- Invite the students to write their prayer.

2. Writing Questions

- Have the students read the directions and write the questions they have about life after death.
- You may wish to have a class discussion on some of the questions.

3 Conclusion

- Ask the students to recall why we remember people who have died. Remind them that their souls are alive and happy with God forever if they followed Jesus' teachings about loving God and others.
- Conclude with a prayer for the deceased members of the students' families or for the people whose names are listed on the Prayer Board if the class did the Additional Activity for this lesson.

Looking Ahead Have students reflect on the question in the arrow and explain that they will learn the answer in the next day's lesson.

Day 4

Respond

Objective

To appreciate songs celebrating occasions of deliverance

1 Introduction

Sharing Experiences

- Point out that many slaves throughout history did not know how to read or write.
- Ask "If you had been a slave, how would you have expressed your prayers to God for freedom?" (Possible responses: *by talking to God in the silence of my heart, by praying aloud with other slaves*)

2 Development

Discussing the African-American Spirituals

The Text

- Point out that the institution of slavery did not end with the Hebrews' escape from Egypt. Remind the students that during the early part of the history of our country, people of black African ancestry were held in slavery.
- Invite the students to read the "Bound by Faith" paragraphs on page 90.

The Illustration

Focus attention on the illustration of the man. Elicit from the students that he is an African slave who has either been freed or is escaping from his master.

The Spiritual

- Tell the students that the spiritual on page 90 is called "Go Down, Moses." Jewish families today may sing this and other songs at their celebrations of the Exodus.
- Read or sing the verses of the spiritual that are labeled "Solo."
- Have the class say the response "Let my people go!" Then sing or say the refrain together.
- Ask a volunteer to read aloud the "Did You Know . . ." section.

Respond

Bound by Faith

In the eighteenth and nineteenth centuries, African people were forced to come to America as slaves. African slaves were robbed of their freedom and self-esteem. They suffered in many of the same ways as the Hebrews did in Egypt.

To help them survive, African slaves sang songs called *spirituals*, which expressed their faith in God. The slaves sang about a journey to spiritual as well as physical freedom and asked Jesus to set them free "on the inside." They called on the heroes of the Old Testament as friends who could help them in their struggles. One person began the spiritual by singing about his or her sadness or joy. A group would sing a response. The following spiritual is called "Go Down, Moses."

Solo: When Israel was in Egypt's land	Solo: As Israel stood by the water side
Group: Let my people go!	Group: Let my people go!
Solo: Oppressed so hard they could not stand	Solo: At God's command it did divide
All (refrain): Let my people go! Go down, Moses, 'way down in Egypt's land. Tell of Pharaoh to let my people go!	Refrain Solo: When they had reached the other shore
Solo: The Lord told Moses what to do	Group: Let my people go!
Group: Let my people go!	Solo: They sang a song of triumph o'er
Solo: To lead the children of Israel through	Refrain Solo: Oh, let us all from bondage flee
Refrain	Group: Let my people go!
	Solo: And let us all in Christ be free
	Refrain

Did You Know . . .

African slaves used their songs as secret codes? The song "Steal Away to Jesus" was used to call secret meetings. Frederick Douglass, a slave liberator, used the line "I am bound for Canaan" to signal that he was going North.

90



Cultural Awareness

The Hebrew—African Connection

In addition to their shared experience of slavery, Africans and Jewish people have a language connection. According to language historians, Hebrew and certain Ethiopian languages are closely related. Scholars suggest that the similarity in the languages derives from a mingling of people from southern Arabia with the Africans in northern Ethiopia around 1000 B.C. Hebrew, the original language of the Old Testament, was first recorded in 1200 B.C.

Activity

The ancient Egyptian alphabet was made of pictures instead of letters. The pictures are called **hieroglyphics**. The key shows hieroglyphics for the letters in our alphabet. Use it to translate the song Miriam sang when the Hebrews crossed the Red Sea.

	B	C	D	E	F
G	H	I	J	K	L
M	N	O	P	Q	R
S	T	U	V	W	X
Y	Z				



How can we praise our God, the God of Moses?

91

Doing the Activity

- Ask a volunteer to read the activity directions on page 91.
- Invite the students to complete the activity by translating the hieroglyphics.

3 Conclusion

- Remind the students that in their spirituals, the African slaves in America called on the people of the Old Testament to help them become free.
- Ask the students to recall how the spirituals are structured.
- End by singing together one of the spirituals suggested on page 82D.

Looking Ahead Have students reflect on the question in the arrow and explain that they will learn the answer in the next day's lesson.

Additional Activity**Writing Spirituals**

- Ask the young people to reread the spiritual "Go Down, Moses."
- Point out the basic structure of each stanza: a soloist's verse, a group's response, a soloist's second verse, and a refrain repeated by all. Note that the soloist's verses rhyme.
- Invite the young people to choose one or two lines from the spiritual on page 90 and write their own words for those lines. Suggest that they write about a situation from which a person or group needs to be freed.

Special Needs**Students with ADD or ADHD**

The activity on page 91 may be overstimulating for students with Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder. Keep the students focused on one line at a time to increase their attention. Have them cover the lines they are not working on with paper or a ruler and to move it down as they complete each line.

Day 5

Prayer

Objective

To participate in a prayer celebration of praise

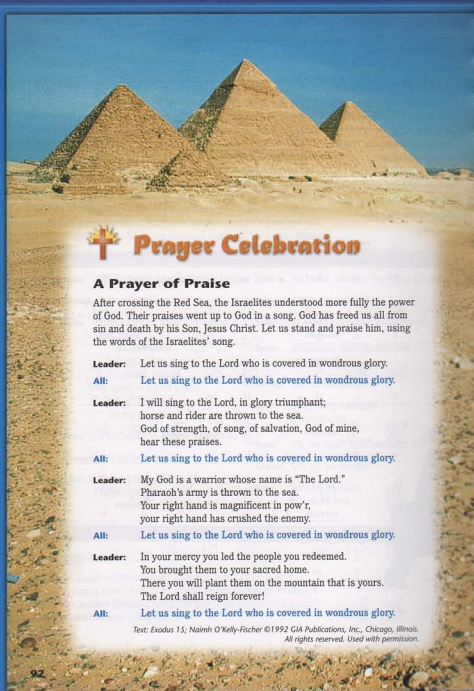
Prayer Celebration

Preparing for Prayer

Call the students to gather in the prayer corner. Invite them to recall that they are in the presence of God as his faithful people.

A Prayer of Praise

- Focus the students' attention on the prayer celebration on page 92.
- Invite a volunteer to read aloud the opening paragraph.
- Ask the students to reflect on (1) how the Israelites might have felt as they looked at the Red Sea and heard Pharaoh's army approaching, (2) how they might have felt when they saw the water of the Red Sea part, and (3) how they might have felt when they reached safety.
- Ask the class to rise for the prayer.
- Invite a volunteer to proclaim the "Leader" part and the others to respond.
- Close by singing together the Unit 2 song on page 82.



Prayer Celebration

A Prayer of Praise

After crossing the Red Sea, the Israelites understood more fully the power of God. Their praises went up to God in a song. God has freed us all from sin and death by his Son, Jesus Christ. Let us stand and praise him, using the words of the Israelites' song.

Leader: Let us sing to the Lord who is covered in wondrous glory.

All: Let us sing to the Lord who is covered in wondrous glory.

Leader: I will sing to the Lord, in glory triumphant;
horse and rider are thrown to the sea.
God of strength, of song, of salvation, God of mine,
hear these praises.

All: Let us sing to the Lord who is covered in wondrous glory.

Leader: My God is a warrior whose name is "The Lord."
Pharaoh's army is thrown to the sea.
Your right hand is magnificent in power,
your right hand has crushed the enemy.

All: Let us sing to the Lord who is covered in wondrous glory.

Leader: In your mercy you led the people you redeemed.
You brought them to your sacred home.
There you will plant them on the mountain that is yours.
The Lord shall reign forever!

All: Let us sing to the Lord who is covered in wondrous glory.

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Looking Ahead to Chapter 6

Take Home

Tear out the **Take Home Family Time** pages for the next chapter. Remind the students to work on these at home with their parents and other family members.

Cultural Connections

bestarewe.com/familytime

Visit our Web site for the **Take Home Family Time** pages in Polish, Portuguese, Spanish, and Vietnamese.



5

Chapter Review

- A** Identify who or what is described by each clue, using words from the box.

1. Called Canaan, this is the sacred place God promised to Abraham, Isaac, Jacob, and the Israelites. Promised Land
2. The story of how God freed the Hebrews in Egypt; the second book of the Old Testament. Exodus
3. He conquered death for us; at Baptism he gives new life to our souls and will give new life to our bodies in the Kingdom of Heaven. Jesus
4. The most sacred name of God, spoken to Moses. Yahweh
It means "I am who I am."
5. This part of the Bible is filled with signs of God's love and faithfulness. Old Testament
6. This part of the Bible tells of God's greatest act of love. New Testament
7. Just as God led his people to the Promised Land, he leads us to this. everlasting life
8. When he and the Israelites reached the Red Sea, the Lord turned it into dry land. Moses

spiritual
Moses
Exodus
Old Testament
everlasting life
Promised Land
Yahweh
New Testament
Jesus

- B** Explain the meaning of the statement "God's love delivers us."

Answers will vary but may include the fact that out of love, God sent

Jesus Christ, who saves us from sin.

Chapter Review 93

Day 5

Chapter Review

Reviewing the Chapter

- The Chapter Review exercises will help the students recall the key concepts of the chapter as well as prepare for the Chapter 5 test.
- Be sure to review the concept that Jesus' Resurrection is God's greatest act of love for our salvation.

Completing the Exercises

- Invite the students to complete the Chapter Review. Allow them to look back at the pages of the chapter to find answers they cannot recall. The Answer Locator gives the page number where each answer may be found.
- Be sure to discuss the answers with your class and go over concepts that were generally misunderstood or forgotten. Then have the students correct any mistakes they made.

Answer Locator

A

1	p. 87	5	p. 89
2	p. 87	6	p. 89
3	p. 89	7	p. 87
4	p. 87	8	pp. 86, 87

B

1	p. 89	2	p. 89
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Day 5

Chapter Review

Optional Testing

After the students have completed the Chapter Review, you may wish to administer the Chapter 5 Test using the reproducible pages in the test book or on the CD-ROM for Grade 6. If you use the CD-ROM version of the testing program, you may customize the test to meet the needs of your class.



Self-Evaluation

This session was

- ☐ one of the best.
☐ pretty good.
☐ in need of improvement.

What worked out best was _____.

For next time I would change _____.

I will be sure to prepare for _____.

5 Chapter Review

- C** Complete the lists below to show ways that people can be enslaved spiritually and materially.

Materially enslaved

1. always asking for things

2. Answers will vary.

3. _____

4. _____

Spiritually enslaved

1. being jealous of others

2. Answers will vary.

3. _____

4. _____

- D** Describe the event from Moses' life that Jesus used to teach about everlasting life.

When the voice in the burning bush told Moses, "I am the God of Abraham, the God of Isaac, the God of Jacob," Moses said it was the Lord.

- E** Respond to the following.

1. What is God's greatest act of love? Sending his Son, Jesus, into the world to save all people by dying for our sins
2. How did Jesus make it possible for us to share in the promised land of Heaven? Through his Death and Resurrection

Answer Locator

C

p. 85

D

p. 88

E

p. 87

Faith in Action

Art Teacher

Invite the students to turn to *Faith in Action* on page 131. Discuss the ministry and then have the students complete the related activities.