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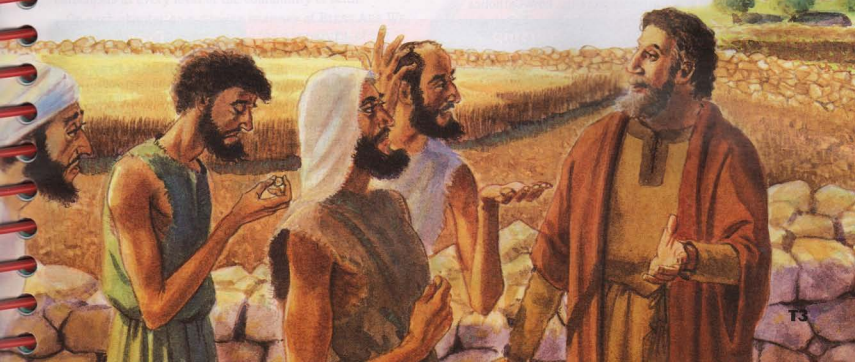
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OUR CATHOLIC HERITAGE

Organized according to the 4 pillars of the Catechism

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God Saves and Delivers Us

UNIT 2

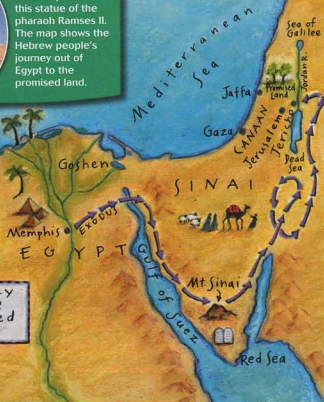
God saved the Hebrew people from slavery in Egypt. Through the life, death, and Resurrection of Jesus Christ, we are freed from the slavery of sin to live as the new people of God.

*Sing to the Lord, for he is gloriously triumphant;
horse and chariot he has cast into the sea.*
Exodus 15:21



Hebrew slaves may have helped build this statue of the pharaoh Ramses II. The map shows the Hebrew people's journey out of Egypt to the promised land.

Journey to the Promised Land



God Saves and Delivers Us

UNIT 2

Summarizing the Unit

Introduce the young people to the unit by reading aloud the unit title and the summary paragraph beneath it.



Discussing the Scripture

Invite a volunteer to read aloud the Scripture verse. Invite the young people to share their understanding of the verse.

Say "These words from the Bible are part of a story we will read in this unit."

Discussing the Photograph and the Map

Invite the young people to look carefully at the photograph and the map on page 65. Then have a volunteer read aloud the caption that connects the photograph to the Scripture verse and the map.

Ask "Where did the Exodus begin?" (in Egypt) "Where did it end?" (in Jericho)

"What bodies of water did the Israelites pass on their way to the Promised Land?" (Red Sea, Dead Sea, Jordan River)

Catch-Up Catechesis

Topics

- | | |
|------------------|----------------------------|
| Ch. 5 The Exodus | Ch. 7 The Ten Commandments |
| Ch. 6 Passover | The Great Commandment |
| The Mass | Ch. 8 The Promised Land |
| | Prayer and discernment |

Feasts and Seasons



The liturgical year, p. 234

In addition, you may also review the Mass on pp. 268–269 and the Ten Commandments on p. 274.

Faith Words

Chapter 5

Exodus Yahweh
promised land

Chapter 6

liturgical year Passover
Paschal Mystery

Chapter 7

ark of the covenant
manna

Chapter 8

chosen people
discernment

Introducing the Song

Begin by reading through the words of the song with the young people. Next, listen to the recording. It can be found on the BLEST ARE WE music CD 6. Then have the young people sing along with the recording. When you feel they are ready, have them sing along with the instrumental track.

Using the BLEST ARE WE Song Book

The BLEST ARE WE Song Book contains psalms, hymns, and songs that can be used in a parish setting as well as in the religious education of children. (Recordings and instrumental tracks are also available.) Each chapter contains suggestions from the Song Book along with the corresponding song number.

Choosing Additional Songs

Each At-a-Glance Planner has several music suggestions that directly correlate to the specific themes discussed in the chapter. These and all suggested songs/hymns can be used in place of or in addition to the unit song or program song.



Suggestions for additional music can be found at www.blestarewe.com.

Special Notes

Collaborate with your parish director of music ministries to find appropriate times during parish celebrations to use the program song or unit songs. This will help link the music learned in the religion program to the liturgical life of the parish community. If possible, have someone play the chosen song on the piano or another instrument during the session. Guitar chords and keyboard accompaniment can be found in the BLEST ARE WE Accompaniment Book.

Wade in the Water

African-American spiritual
Arranged by Diana Kodner

REFRAIN
All

Wade in the wa - ter, wade in the wa - ter, chil - dren, wade in the wa - ter, God's a gon - na trou - ble the wa - ter.

VERSE
Cantor

1. See that host all dressed in white,
2. See that band all dressed in red,
3. Look o - ver yon - der, what do I see?
4. If you don't be - lieve I've been re - deemed,

All

God's a gon - na trou - ble the wa - ter;

Cantor

The lead - er looks like the Is - ra - el - ite,
Looks like the band that Mo - ses led,
The Ho - ly Ghost a - com - in' on me,
Just fol - low me down to Jor - dan's stream,

All

God's a gon - na trou - ble the wa - ter.

Arrangement © 1994, GIA Publications, Inc.

When to use the unit song:

- before or after the opening prayer
- during the prayer celebration
- at the end of the session
- during special celebrations

When to use the instrumental tracks:

- as the young people enter the room
- during the opening prayer
- as background music during independent work time
- during the prayer celebration (especially during a meditation prayer service)
- during the Feasts and Seasons lessons

Slavery and Deliverance

Chapter

5

Background for the Catechist

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 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?

Catechist 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.



At-a-Glance Planner

TIME

GUIDE

Teaching
Steps

Materials



Share 15 minutes

8 Memory and Reflection
Remember and share the story of the Exodus. Share and discuss the story of the Exodus. Share and discuss the story of the Exodus.

Activity
Share and discuss the story of the Exodus. Share and discuss the story of the Exodus. Share and discuss the story of the Exodus.

9 The Exodus for Children
The story of the Exodus for children. The story of the Exodus for children. The story of the Exodus for children.

- Pray the Scripture verse.
- Read the text and discuss personal experiences.
- Complete the photograph interpretation activity.

Additional Activity

- Empathize with others.

- materials for prayer corner as listed on page 66C
- pens or pencils

Activity Master 5a

See Catechist Guide, page 66D.



Hear & Believe 25 minutes

10 Hear & Believe
The story of the Exodus for children. The story of the Exodus for children. The story of the Exodus for children.

- Discuss the illustration.
- Read and discuss the Scripture story about the Exodus.
- Teach the doctrine in "Our Church Teaches."
- Discuss the We Believe statement and the Faith Words.

Additional Activity

- Write about rejection.

- Bibles (at least one for every two young people)

Additional Activity

- paper
- crayons or markers



Respond 20 minutes

11 Respond
The story of the Exodus for children. The story of the Exodus for children. The story of the Exodus for children.

- Read about and discuss African-American spirituals.
- Read or sing the spiritual.
- Read the "Did You Know..." section.
- Do the activity.
- Pray "A Prayer of Praise."
- Distribute the Take Home Family Time pages for the next chapter.

Additional Activity

- Write spirituals.

- CD player

Additional Activity

- paper

Activity Master 5b

See Catechist Guide, page 67.

Overview

Chapter

5

Multimedia Resources

Books

- *Exodus*
Brian Wildsmith (Eerdmans Books for Young Readers, 1999)
This retelling of the Exodus features bright, detailed illustrations.

Videos

- *Africa Close Up: Egypt and Tanzania*
(28 min.) ("Children of the Earth" series; Maryknoll World Productions)
This video explores the cultures and struggles of two African countries through the eyes of two young narrators.

Music

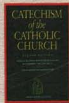
- "Wade in the Water"
(Unit 2 song, page 66)
BLEST ARE WE music CD 6, track 3
BLEST ARE WE Song Book #29
Gather Comprehensive II Hymnal #793
- "Exodus 15: Song at the Sea"
Niamh O'Kelly-Fischer
Gather Comprehensive II Hymnal #80
- "Go Down, Moses"
African American spiritual
Lead Me, Guide Me Hymnal (GIA)

Learning Focus

This chapter will help the young people

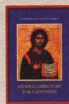
1. learn about the role of Moses in rescuing the Israelites from captivity in Egypt.
2. understand why the Exodus was so important to the Israelites.
3. realize that Jesus' death and Resurrection freed us from sin and gave us everlasting life.

Catechism Connection



The *Catechism of the Catholic Church* (CCC) emphasizes Christ as the principle of our resurrection and the significance of God's revealing himself as "Yahweh" to Moses. CCC references: 45, 228, 317, 353, 382, 986, 1016, 1060, 1277, 1711, 2020

GDC and NDC Connections



The *General Directory for Catechesis* (GDC) encourages adaptation and inculturation in catechesis.

GDC references: 169, 170, 203

The *National Directory for Catechesis* (NDC) presents the catechetical

principles associated with teaching about Moses and the Exodus as well as Jesus' death and Resurrection in the context of salvation history.

NDC references: Chapter 2, Section 16A

For the Prayer Corner



Arrange the prayer corner as described on page T24. For Chapter 5, display pictures depicting slavery, both modern and historic forms. Pictures might portray African slaves in America, artwork showing the Israelites in Egypt, prisoners in labor camps, and people suffering from addiction or poverty. As the young people arrive, point out the images and explain that today they will learn how God delivers us from slavery, especially the slavery of sin.

Visit www.blestarewe.com



Visit our Catechists and Kids sections for

- interactive and printable activities.
- the Liturgical Calendar.
- Lesson Planning Resources.

Name _____

The Struggle for Freedom

1. What's important to you? Number the items below beginning with 1 for the most important. Add another item if you wish.



- ___ family
- ___ stuff I want
- ___ God
- ___ friends
- ___ myself
- ___ other: _____



Explain why your number-one choice is so important to you.

What item from the list might keep you from seeking goodness and living peacefully?

2. Which problems below are the most serious? Number the problems below beginning with 1 for the most serious. Add another item if you wish.



- ___ poverty
- ___ addiction
- ___ violence
- ___ materialism
- ___ prejudice
- ___ other: _____



Explain why you rated your number-one choice as the most serious problem in the world today.

How can you help free someone who is "enslaved" by one of the problems listed above?

To the Teacher: Use this activity to reinforce the Share section.

BLEST ARE WE 6

5a

CHAPTER 5



Warm-Up Activity Master can be used for early-arriving children.
Or Icebreaker for Share.

Name _____

God Saves His People

The descriptions below relate to the story of the Exodus and the Church.
Write the term from the box that matches each description.

Moses	Pharaoh	plagues
Yahweh	Israelites	Nile River
promised land	Miriam	Egyptians
Exodus	Book of Exodus	the Church

- _____ a name that means "I am who I am"
- _____ the body of water that was turned to blood
- _____ the Old Testament story of how God freed the Hebrews in Egypt
- _____ describes one of the most important saving acts of God
- _____ the woman who led a song when the Israelites escaped the Egyptians
- _____ can forgive any sin because of Christ
- _____ the leader of the Egyptians
- _____ the descendants of Abraham, Isaac, and Jacob
- _____ the sacred place God promised to Abraham and his descendants
- _____ the people who enslaved the Israelites
- _____ the punishments brought down on Egypt
- _____ the man chosen by God to lead the Israelites to the promised land

To the Teacher: Use this activity to reinforce the Hear & Believe section.

CHAPTER 5

5b

BLEST ARE WE 6



Wrap-Up Activity Master can be completed during the session. Or at home.

Take Home PAGES

Pre-chapter home activities for families

Chapter

5

FAMILY TIME

Beginning at Home

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

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 escaping slavery in Egypt, the Israelites learned new lessons about themselves as God's special people. We can learn from their story and from our own family journeys.

Family Hieroglyphics

The ancient Egyptian alphabet, called hieroglyphics, consisted of symbols that represented letters. Create an alphabet of symbols that mean something to your family. For instance, a stick figure of a girl could represent the letter H if there is a girl in the family named Hannah.



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

1579-1601

Martin de Porres, a Dominican friar, lived near Lima, Peru, during the time of the slave trade. His days were filled with nursing the sick and caring for slaves and the poor of the city. His love for all people, regardless of their color, race, or status, set an example for others of his time.

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 Level 6 67

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.

68 www.blestarewe.com



Sunday Connection

Visit Our Web Site Catechists and parents can visit www.blestarewe.com for

- resources related to the Sunday liturgy.
- a summary of the Sunday Scripture readings.
- the 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 saying "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 69

Additional Activity

Share Empathizing with Others

- Ask the young people to imagine being a person in one of the photographs on page 69 *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.

Share



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 page 69. Sing the unit song on page 66.

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 69.
- Ask volunteers to share their responses.

Call attention to the Page
Turner questions throughout
the chapter.



Hear & Believe

Discussing the Scripture

The Illustration Invite the young people to look over the illustration on pages 70 and 71.

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 70, 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 from 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 Hebrews 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 firstborn 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,

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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**. 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 our souls 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.

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: 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 baptisms he gives new life to our souls. He will also give new life to our bodies in the kingdom of heaven.

Faith Words

Exodus

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

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

71

Understanding 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.

Understanding 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/Faith Words

Use the following question to reinforce the We Believe statement.

Ask "How did Jesus conquer death for us?" (through his death and Resurrection)

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

Additional Activity

Scripture 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 group, "If your friends rejected you because you wouldn't do something that was wrong, you might feel hurt. But you'd make better friends."
- Ask the young people to recall or invent a situation in which rejection hurt but led to a new, more satisfying experience.
- Invite the young people to write or draw about that real or imagined event.



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), which is the Easter Vigil song celebrating the Resurrection, proclaims: "This is the night, when you led our forebears, Israel's children, from slavery in Egypt and made them pass dry-shod through the Red Sea." (Roman Missal).



Respond

Discussing African-American Spirituals

Point out that the institution of slavery did not end with the Hebrews' escape from Egypt. Remind the young people that during the early part of the history of our country, people of black African ancestry were held in slavery.

Invite the young people to read the "Bound by Faith" paragraphs on page 72.

Reading or Singing the Spiritual

Say "The spiritual on page 72 is called 'Go Down, Moses.' Jewish families today may sing this and other songs at their celebrations of the Exodus."

Then read or sing the verses of the spiritual that are labeled "Solo." Have the group say the response "Let my people go!" 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

Group: Let my people go!

Solo: Oppressed so hard they could not stand

All (refrain):

Let my people go!
Go down, Moses,
'way down in Egypt's land.
Tell ol' Pharaoh to
let my people go!

Solo: The Lord told Moses what to do

Group: Let my people go!

Solo: To lead the children of
Israel through
Refrain

Solo: As Israel stood by the water side

Group: Let my people go!

Solo: At God's command it did divide

Refrain

Solo: When they had reached the
other shore

Group: Let my people go!

Solo: They sang a song of
triumph o'er

Refrain

Solo: Oh, let us all from bondage flee

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.



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.



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

73

Doing the Activity

Ask a volunteer to read the activity directions on page 73.

Invite the young people to complete the activity by translating the hieroglyphics.

Additional Activity**Respond 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 72 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**Young People with ADD or ADHD**

The activity on page 73 may be overstimulating for young people with Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder. Keep the young people focused on one line at a time to increase attention. Have them cover the lines they are not working on with paper or a ruler and move it down as they complete each line.

Respond

Preparing for Prayer

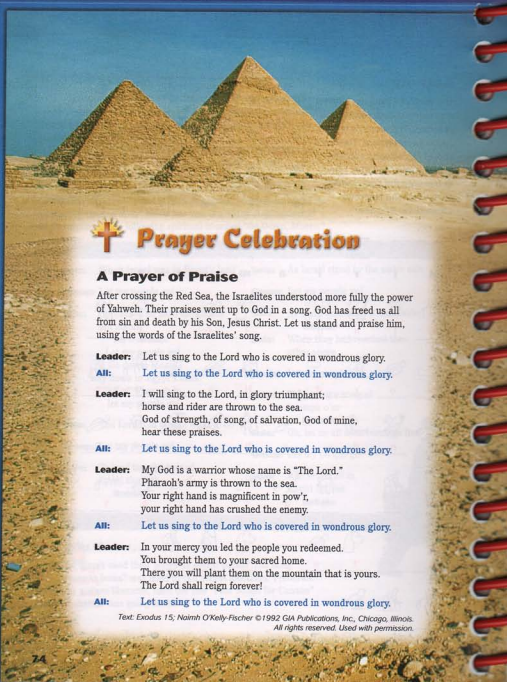
Call the young people to gather in the prayer corner. Invite them to recall that they are in the presence of Christ as his faithful people.



A Prayer of Praise

Orient the group to the prayer celebration "A Prayer of Praise" on page 74.

- Invite a volunteer to read aloud the opening paragraph.
- Ask the young people 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 group to rise for the prayer.
- Invite a volunteer to proclaim the "Leader" part and the others to respond.
- Sing the song you have chosen for today's celebration.



Prayer Celebration

A Prayer of Praise

After crossing the Red Sea, the Israelites understood more fully the power of Yahweh. 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 pow'r,
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 children to work on these at home with their parents or guardians.

Cultural Connections

www.blestarewe.com/familytime



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



5

Chapter Review

Chapter Review

Reviewing the Chapter

This page serves as a review of the Learning Goals on page 66C. Be sure to review the concept that Jesus' death and Resurrection was God's greatest act of love for our salvation.

Completing the Exercises

Invite the young people to complete the Chapter Review. Allow them to look back at the pages of the chapter to find answers they cannot recall on their own.

Memory Tip

Have the young people sing along with the recording of "Go Down, Moses" to help them memorize this spiritual.

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. It means "I am who I am." Yahweh
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 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

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Answer Locator

A

1	p. 71	5	p. 71
2	p. 71	6	p. 71
3	p. 71	7	p. 71
4	p. 71	8	p. 71

B

1	p. 71	2	p. 71
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Wrap-Up

Time permitting, Chapter Review and/or Faith in Action can be completed during the session.

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

Faith in Action

Parish Ministry

Parish Support Groups

Invite a volunteer to read aloud the first paragraph. Tell the young people that there are a number of support group organizations that might have local chapters in parish churches. One of these is the BeFriender Ministry. (See www.befrienderministry.org.)

BeFriender Ministry provides trained individuals who will spend time with a person who is suffering emotionally. These pastoral caregivers will support the person by listening and providing spiritual support in an environment free of judgment, advice giving, and pity.

Some concerns a BeFriender volunteer might hear are stories of divorce, of someone grieving the loss of a spouse or family member, or of nursing home loneliness.

Doing the Activities

1. Everyday Life Connection

Invite the young people to complete the activity. Have volunteers share their responses.

2. Parish Connection

Have the young people write their prayers. Remind them to continue to pray for the person they have written about.

Faith in Action

Parish Support Groups Most of us know someone who has had difficulties in life. It might be a friend whose parents are divorced. Maybe it's a neighbor who survived cancer. Or it could be a best friend's uncle fighting alcoholism. More and more, parishes are hosting or organizing groups for people who share similar problems to come together to encourage one another. These groups help many people overcome difficult situations and learn and grow from them.

In Everyday Life

Activity In the space below, write three or more words or phrases that tell people why they can count on you for support.

"You can count on me because..."

In Your Parish

Activity Praying for one another is sometimes the best thing we can do to help in difficult times. Think about someone you know who needs your prayers right now. Without writing the person's name, write a prayer asking God to protect and help that person.



Catholic Social Teaching

Solidarity

- The Church teaches that we are one human family, and that we are our brothers' and sisters' keepers. When one member of our family suffers or feels pain, we must do our part to alleviate that person's pain.
- Discuss with the group how a person in a parish support group, such as the BeFriender Ministry, can live out the Church's message that we must all care for one another.

