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Unit 1 How Do We Nourish God's Gift of Faith? 10

1 We Respond to God's Love	
Planning Guide	11A
Catechist Overview	11C

Lesson Plan	11
<ul style="list-style-type: none"> ✱ We reflect the goodness of God. ✱ God forgives our sins. ✱ We live holy lives. ✱ We give witness to Jesus. 	

Psalm 145:8; John 3:16, 13:15; Romans 8:39, 10:13;
2 Timothy 1:9; 1 Peter 1:15; 1 John 1:9, 4:8, 16

Catholic Identity: The Blessed Trinity
Partners in Faith: Sister Thea Bowman
Sharing Faith with Your Family

2 We Make Moral Choices	
Planning Guide	21A
Catechist Overview	21C

Lesson Plan	21
<ul style="list-style-type: none"> ✱ Our conscience helps us to make good moral decisions. ✱ We are responsible for forming our conscience. ✱ God gives us the gifts of forgiveness and grace. ✱ Jesus calls the whole Church to follow his example. 	

Psalm 119: 59, 68, 105; Proverbs 16:3, 20:22
1 Timothy 1:5

Catholic Identity: The effects of Penance
Partners in Faith: Saint Catherine of Siena
Sharing Faith with Your Family

3 We Follow God's Laws	
Planning Guide	31A
Catechist Overview	31C

Lesson Plan	31
<ul style="list-style-type: none"> ✱ Following God's laws leads to peace, love, and joy. ✱ Jesus calls us to conversion. ✱ Following Jesus' teachings leads to true happiness. ✱ Following Jesus means loving as he did. 	

Psalm 119:10, 12, 33-34, 101-102, 111-112;
Matthew 5:3-10, 17; Luke 15:18, 24;
John 13:34-35, 14:15, 15:10

Catholic Identity: The law within us
Partners in Faith: Saint Ignatius of Loyola
Sharing Faith with Your Family

4 We Love God and Others	
Planning Guide	41A
Catechist Overview	41C

Lesson Plan	41
<ul style="list-style-type: none"> ✱ Jesus teaches us the Great Commandment. ✱ We live out the first commandment. ✱ We live out the second commandment. ✱ We live out the third commandment. 	

Genesis 2:3; Exodus 3:13-14, 20: 2, 3, 7, 8, 9-10;
Psalm 66:1-2; Isaiah 43:1; Matthew 5:20, 22:36,
37-39, 23:23; Mark 1:22; Luke 2:47

Catholic Identity: Theological virtues
Partners in Faith: Blessed Pier Giorgio Frassati
Sharing Faith with Your Family

5 We Honor Life and Creation	
Planning Guide	51A
Catechist Overview	51C

Lesson Plan	51
<ul style="list-style-type: none"> ✱ We are called to choose life. ✱ We live out the fourth commandment. ✱ We live out the fifth commandment. ✱ We live out the sixth commandment. 	

Genesis 2:7; Exodus 20:12, 13, 14; Deuteronomy
30:16, 19; Proverbs 1:8; Matthew 5:21-22, 48,
19:16, 17, 18-19, 21; 19:17; Luke 2:51; John
15:11-12; Ephesians 5:33

Catholic Identity: Dealing with anger
Partners in Faith: The Sisters of Life
Sharing Faith with Your Family

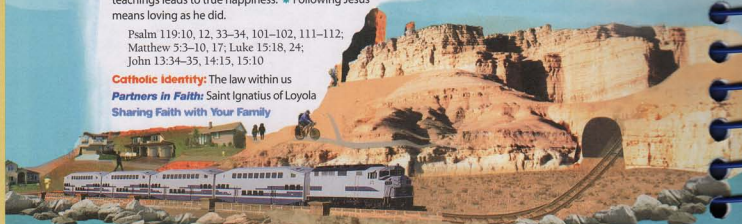
6 We Respect All People	
Planning Guide	61A
Catechist Overview	61C

Lesson Plan	61
<ul style="list-style-type: none"> ✱ We live out the seventh commandment. ✱ We live out the eighth commandment. ✱ We live out the ninth commandment. ✱ We live out the tenth commandment. 	

Exodus 20:15, 16, 17; Matthew 5:37; Luke 12:15;
Romans 13:8-10; Ephesians 4:25;
Philippians 4:8-9

Catholic Identity: Abstinence programs
Partners in Faith: Thomas Merton
Sharing Faith with Your Family

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7 The Early Church (A.D. 30–313)

Planning Guide	75A
Catechist Overview	75C

Lesson Plan 75

- The Church begins and grows. • Early Christians are martyred for their faith. • The Church meets at the Council of Jerusalem.
- The Church is inspired by the Holy Spirit.

Psalms 33:20–22; Acts of the Apostles 2:2–3, 36, 37, 38, 42, 44–46, 3:1, 4:32, 6:11, 9:15; 15:2, 6, 8, 11, 30–31; Romans 16:13

Catholic Identity: The Magisterium

Partners in Faith: Women of the Early Church

Sharing Faith with Your Family

8 Christians of the Roman Empire (A.D. 313–476)

Planning Guide	85A
Catechist Overview	85C

Lesson Plan 85

- An empire turns to Christ. • The Church relies on the word of God. • The Church defends the truth. • The Church is strengthened by her councils.

Psalms 25:5; Matthew 28:19; John 14:6

Catholic Identity: Ecumenical councils

Partners in Faith: Saint Ambrose

Sharing Faith with Your Family

9 Christians of the Early Middle Ages (A.D. 476–1054)

Planning Guide	95A
Catechist Overview	95C

Lesson Plan 95

- Monasteries are established throughout the Christian world.
- The Church brings the good news to pagan tribes.
- Charlemagne strengthens the Church. • The Church encounters division.

Psalms 27:1; Matthew 7:24–25

Catholic Identity: Forms of prayer

Partners in Faith: Saint Columba

Sharing Faith with Your Family

10 Christians of the High Middle Ages (A.D. 1046–1305)

Planning Guide	105A
Catechist Overview	105C

Lesson Plan 105

- The Church fights to recover the Holy Land. • The Church struggles with corruption. • Fearing heresy, the Church launches the Inquisition. • Friars witness to Christ.

Matthew 5:9, 16; Luke 18:22

Catholic Identity: Theology

Partners in Faith: Saints Francis and Dominic

Sharing Faith with Your Family

11 The Church in Crisis and Change (A.D. 1305–1517)

Planning Guide	115A
Catechist Overview	115C

Lesson Plan 115

- The faith of the Church is shaken by the Black Death. • The Church faces setbacks in the understanding of the Catholic faith. • The Church's leadership suffers as a result of the Great Schism of the West. • The Renaissance and humanism influence the life of the Church.

Psalms 27:1; Luke 22:19–20; Revelation 21:3–4

Catholic Identity: Women of the Church

Partners in Faith: Diane Bowers

Sharing Faith with Your Family

12 People of Reform and Renewal (A.D. 1517–1648)

Planning Guide	125A
Catechist Overview	125C

Lesson Plan 125

- Abuses and scandals weaken the Church. • The Church faces the Protestant Reformation. • A spirit of reform sweeps Europe. • The Church responds with the Counter-Reformation.

Psalms 51:12; Ephesians 2:14

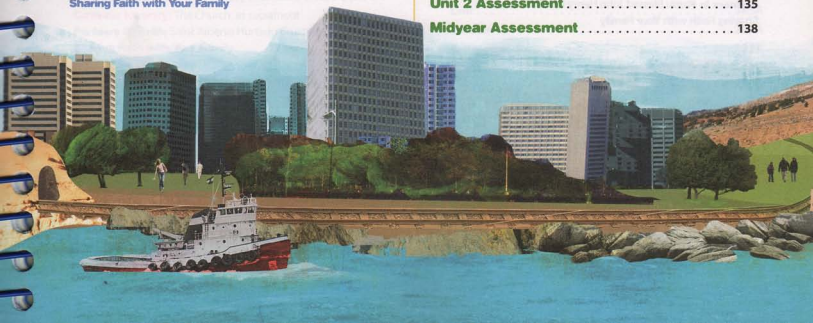
Catholic Identity: Faith and good works

Partners in Faith: Women of Renewal

Sharing Faith with Your Family

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13 Keeping Faith in a Changing World (A.D. 1648–1789) 141A

Planning Guide 141A
Catechist Overview 141C

Lesson Plan 141

- The Church evangelizes the world. • Catholics and Protestants yearn for religious freedom. • Religious freedom advances.
- The Enlightenment presents new challenges to Christian faith.

Isaiah 6:8; Romans 10:13–15, 17;
1 Thessalonians 2:9

Catholic Identity: Missionary work

Partners in Faith: "Father Farmer" Ferdinand Steimeyer
Sharing Faith with Your Family

14 Depending on God in Times of Fear (A.D. 1789–1814) 151A

Planning Guide 151A
Catechist Overview 151C

Lesson Plan 151

- The Church lacks defenses against the Enlightenment.
- Revolution brings about division within the Church in France.
- Turmoil in the French Church unleashes the Reign of Terror.
- Government unrest disrupts the Church.

Mark 5:36; Romans 8:38–39

Catholic Identity: A Catholic revolutionary

Partners in Faith: Blessed Noel Pinot
Sharing Faith with Your Family

15 Teaching Others About Christ (A.D. 1814–1914) 161A

Planning Guide 161A
Catechist Overview 161C

Lesson Plan 161

- New revolutions affect the Church. • The Church promotes justice in the modern world. • Efforts to spread the Gospel grow.
- Catholicism grows with the United States.

John 16:33; Romans 12:5

Catholic Identity: Anti-Catholicism

Partners in Faith: Blessed John Henry Cardinal Newman
Sharing Faith with Your Family

16 Renewing Our Relationship with Christ (A.D. 1861–present) 171A

Planning Guide 171A
Catechist Overview 171C

Lesson Plan 171

- The Catholic Church grows in a diverse nation. • The world feels the effects of World War I and the Depression. • After World War II, the Iron Curtain falls across Europe. • The Second Vatican Council renews the life of the Church.

2 Chronicles 5:13–14; John 14:6

Catholic Identity: Vatican Radio

Partners in Faith: Blessed Pope John XXIII

Sharing Faith with Your Family

17 Showing Concern for Future Generations 181A

Planning Guide 181A
Catechist Overview 181C

Lesson Plan 181

- Church leaders continue to call for justice and peace. • The pope calls the Church to worldwide fellowship and reconciliation.
- Catholics are called to defend life and faith. • Catholics are called to witness to the truth and to change the world.

Micah 6:8; Matthew 19:14

Catholic Identity: Canon law

Partners in Faith: Pope John Paul I

Sharing Faith with Your Family

18 Transforming the World Through Faith 191A

Planning Guide 191A
Catechist Overview 191C

Lesson Plan 191

- We are nourished by participation in the liturgy. • We are a community committed to justice. • We respect and defend the sacredness of all human life. • We treasure and proclaim the rich legacy of faith.

Luke 6:47–49; James 2:14, 17

Catholic Identity: Protecting life

Partners in Faith: Dorothy Day

Sharing Faith with Your Family

Unit 3 Assessment 201



Unit 4 What Does It Mean to Be Catholic? 204

19 Caring for the Whole Human Family

Planning Guide	205A
Catechist Overview	205C

Lesson Plan 205

- ✱ The risen Christ shares his life and mission with the Church.
- ✱ The Church must continue the work of Christ on earth.
- ✱ Catholic social teachings guide the Church in continuing Jesus' work.
- ✱ The Church lives out the demands of justice and peace.

Isaiah 58:9-10; Romans 12:18, 21

Catholic Identity: A sacramental view of life

Partners in Faith: Saint María de Jesús Sacramentado

Sharing Faith with Your Family

20 Seeking God's Life and Love As the Church

Planning Guide	215A
Catechist Overview	215C

Lesson Plan 215

- ✱ Jesus encourages us to put God at the center of our lives.
- ✱ As the Church we are the seed and the beginning of God's Kingdom on earth.
- ✱ Through the power of the Holy Spirit, Christ helps the Church to live out her mission.
- ✱ Christ's lasting presence in the Church is revealed in many ways.

Psalms 84:4-5, 122:1-2, 3-4, 8-9; Matthew 6:25, 33, 13:11; Mark 1:15; Luke 17:21; John 18:36; Romans 14:17; 1 Corinthians 3:7, 9, 15:28; 2 Corinthians 6:16

Catholic Identity: The Catholic Church

Partners in Faith: Danny Thomas

Sharing Faith with Your Family

21 Living As the Body of Christ

Planning Guide	225A
Catechist Overview	225C

Lesson Plan 225

- ✱ The Church is the Body of Christ and the Temple of the Holy Spirit.
- ✱ The Church is the People of God.
- ✱ The Church is one and holy.
- ✱ The Church is catholic and apostolic.

Matthew 5:13, 14, 28:19; 1 Corinthians 12:12, 27-31, 13:8, 13; Ephesians 4:4, 5-6, 15-16; Colossians 1:18; 1 Peter 2:9

Catholic Identity: The Church, as sacrament

Partners in Faith: Saint Alberto Hurtado Cruchaga

Sharing Faith with Your Family

22 Witnessing to Our Relationship with Christ

Planning Guide	235A
Catechist Overview	235C

Lesson Plan 235

- ✱ The risen Christ is always present.
- ✱ In the sacraments the risen Christ shares God's life with the Church.
- ✱ Prayer and the liturgy nourish your relationship with God.
- ✱ The Church witnesses to Christ by praying at all times.

Numbers 6:24-25; Psalms 31:22, 118:21; Matthew 11:25, 26:39, 28:20; Luke 18:8, 23:34; John 17:20; Colossians 3:16

Catholic Identity: The seven sacraments

Partners in Faith: Blessed Teresa of Calcutta

Sharing Faith with Your Family

23 Growing in Faith Together

Planning Guide	245A
Catechist Overview	245C

Lesson Plan 245

- ✱ Jesus chose the Apostles to lead the Church.
- ✱ The pope and the bishops are the successors of the Apostles.
- ✱ Within the Church there are many ways of serving.
- ✱ Within our parishes we continue Jesus' mission.

Matthew 10:7-8, 40, 16:16, 18-19, 28:19-20; 1 Corinthians 12:5; Ephesians 4:1-6, 11-12

Catholic Identity: What is a parish?

Partners in Faith: Saint Charles Lwanga

Sharing Faith with Your Family

24 Belonging to the Communion of Saints

Planning Guide	255A
Catechist Overview	255C

Lesson Plan 255

- ✱ Jesus Christ calls all of us into communion with his Father.
- ✱ Together all faithful members of the Church are joined in the communion of saints.
- ✱ Mary is our greatest saint and the perfect example of discipleship.
- ✱ We are the Pilgrim People of God.

Matthew 12:49-50; Luke 1:38; John 15:1, 5, 17:20-21, 19:27; Acts of the Apostles 2:42, 47; Hebrews 12:1-2

Catholic Identity: Popular devotions

Partners in Faith: The Seven Martyrs of Thailand

Sharing Faith with Your Family

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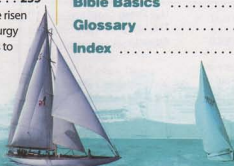
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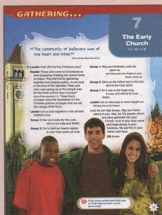
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GATHERING...

This Week's Liturgy

Visit www.weliveourfaith.com for this week's liturgical readings and other seasonal material.



Page 76

- Proclaim Acts of the Apostles 4:32.
- Listen to Scripture and respond in prayer.

Materials

For the prayer space: Bible, a cross, a candle

- poster of plants with roots (optional)

BELIEVING...



Page 78

The Church begins and grows.

- Share the responses to the lead-in question.
- Present the text about Jerusalem.
- Read and discuss the importance of the Gift of the Holy Spirit.
- Role-play a day in the life of an early Christian family.
- Discuss ways the Holy Spirit helps people today.
- Reflect on the follow-up question.



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Early Christians are martyred for their faith.

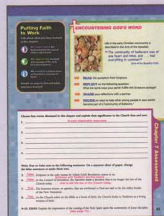
- Discuss the lead-in question.
- Present the text about martyrdom.
- Complete the activity.
- Read the feature: *Saints Peter and Paul*.
- Reflect on the follow-up question.

RESPONDING...



Page 82

- Discuss *The Big Question*.
- Complete the *Recognizing Our Faith* activity.
- Encourage participation in the *Living Our Faith* activity.
- Present *Partners In Faith* about the women of the early Church.
- Dramatize the story of Prisca or Perpetua.



Page 83

- Review the chapter goals in *Putting Faith to Work* and discuss ways of responding in faith.
- Lead the Scripture meditation, *Encountering God's Word*.
- Complete *Chapter 7 Assessment*.
- Work on the *Alternative Assessment* activity.

GATHERING...

THE BIG QUESTION

What was the early church like? How did it grow? What were its beliefs and practices? How did it spread throughout the world?

1. What was the early church like? How did it grow? What were its beliefs and practices? How did it spread throughout the world?

2. What were the beliefs and practices of the early church? How did they differ from those of the Jewish people? How did they differ from those of the Roman Empire?

3. How did the early church spread throughout the world? What were the key figures in its growth? What were the key events in its history?

4. What were the beliefs and practices of the early church? How did they differ from those of the Jewish people? How did they differ from those of the Roman Empire?

5. How did the early church spread throughout the world? What were the key figures in its growth? What were the key events in its history?

6. What were the beliefs and practices of the early church? How did they differ from those of the Jewish people? How did they differ from those of the Roman Empire?

7. How did the early church spread throughout the world? What were the key figures in its growth? What were the key events in its history?

8. What were the beliefs and practices of the early church? How did they differ from those of the Jewish people? How did they differ from those of the Roman Empire?

9. How did the early church spread throughout the world? What were the key figures in its growth? What were the key events in its history?

10. What were the beliefs and practices of the early church? How did they differ from those of the Jewish people? How did they differ from those of the Roman Empire?

Page 76

- Reflect on *The Big Question*.
- Complete the *Discover* activity.
- Discuss similarities and differences between Jesus' disciples' and students' lives.
- Present the chapter goals.

THE CHURCH IS INSPIRED BY THE HOLY SPIRIT

The Church is inspired by the Holy Spirit. The Holy Spirit is the third person of the Trinity, and He is the one who gives life to the Church. He is the one who gives us the power to live our lives in the love of God and to love one another. He is the one who gives us the power to overcome sin and to live in the freedom of the Gospel. He is the one who gives us the power to be witnesses of the Gospel in our world.

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Page 77

- Read and discuss the text about community.
- Complete activity about belonging to communities.
- Discuss the anonymous quotation.

BELIEVING...

The Church meets at the Council of Jerusalem

The Council of Jerusalem was a meeting of the apostles and other leaders of the early church in Jerusalem. It was held in the year 50 A.D. to decide whether or not Gentile converts to Christianity should be required to follow Jewish customs, such as circumcision and dietary laws. The council was presided over by James, the brother of Jesus, and it resulted in a decision that Gentile converts did not need to follow these customs. This decision was a major step in the growth of the church, as it allowed the Gospel to spread to all peoples, not just Jews.

THE CHURCH MEETS AT THE COUNCIL OF JERUSALEM

The Council of Jerusalem was a meeting of the apostles and other leaders of the early church in Jerusalem. It was held in the year 50 A.D. to decide whether or not Gentile converts to Christianity should be required to follow Jewish customs, such as circumcision and dietary laws. The council was presided over by James, the brother of Jesus, and it resulted in a decision that Gentile converts did not need to follow these customs. This decision was a major step in the growth of the church, as it allowed the Gospel to spread to all peoples, not just Jews.

Page 80

The Church meets at the Council of Jerusalem

- Reflect on the lead-in question.
- Present the text about the Council of Jerusalem.
- Highlight the meaning of the *Faith Words*.
- Pray a prayer to the Holy Spirit.
- Discuss the follow-up question.

Materials

- highlighters or colored markers

THE CHURCH IS INSPIRED BY THE HOLY SPIRIT

The Church is inspired by the Holy Spirit. The Holy Spirit is the third person of the Trinity, and He is the one who gives life to the Church. He is the one who gives us the power to live our lives in the love of God and to love one another. He is the one who gives us the power to overcome sin and to live in the freedom of the Gospel. He is the one who gives us the power to be witnesses of the Gospel in our world.

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Page 81

The Church is inspired by the Holy Spirit.

- Discuss the lead-in question.
- Read about and discuss the synoptic Gospels.
- Present the text about the New Testament.
- Share New Testament Scripture passages.
- Discuss *Catholic Identity: Magisterium*.
- Share responses to the follow-up question.

Materials

- Bibles

RESPONDING...

Sharing Faith with Your Family

How do you share your faith with your family? What are some ways you can help your family members understand the Catholic faith? How can you help them live their lives in the love of God and to love one another?

THE CHURCH IS INSPIRED BY THE HOLY SPIRIT

The Church is inspired by the Holy Spirit. The Holy Spirit is the third person of the Trinity, and He is the one who gives life to the Church. He is the one who gives us the power to live our lives in the love of God and to love one another. He is the one who gives us the power to overcome sin and to live in the freedom of the Gospel. He is the one who gives us the power to be witnesses of the Gospel in our world.

Page 84

Encourage the students to share with their families the activities suggested: *Sharing Faith with Your Family*, *The Worship Connection*, *More to Explore*, and *Catholic Social Teaching Checklist*.



Visit www.weloveourfaith.com to find additional activities and ideas.

Overview

In this chapter the students will explore the origins of the Church and her expansion into the world.

Doctrinal Content

For Adult Reading and Reflection
Catechism of the Catholic Church

The students will learn:

Paragraphs

- **The Church begins and grows.** 731–732
- **Early Christians are martyred for their faith.** 857–858
- **The Church meets at the Council of Jerusalem.** 935–936
- **The Church is inspired by the Holy Spirit.** 134–136

Faith Words

Gentiles (p. 80)

Torah (p. 80)



For additional
chapter-related vocabulary
and previously taught
faith words, visit
www.weliveourfaith.com

Catechist Background

What do you think was exciting about the beginning of the Church?

The Church has its roots in Jesus Christ. During his time on earth, he gathered and formed a community of disciples. Before the risen Jesus ascended into heaven, he told his disciples and Apostles to proclaim the Kingdom of God throughout the world. Jesus did not leave a blueprint showing how to establish the Church, but he did choose leaders, provide his teachings and example, and send the Holy Spirit to guide his followers. The Apostles then began preaching the good news of Jesus Christ and founding Christian communities throughout the Roman Empire.

When we are tempted to look back at the early Church with rose-colored glasses, we should remember that these first Christians lived in a counter-cultural way. The disciples were devoted to the teaching of the Apostles and to the common good, sharing their possessions and worshiping with sincere hearts (Acts of the Apostles 2:42–47). Yet the early Church faced many struggles, both internal and with the society in which they lived. First, there were internal concerns over identity. The early Church began in the Jewish community and did not see itself as a new religion. But as these first Christians preached the good news to all, many Gentiles began to believe. Because Gentiles were not

Jewish, a debate arose as to whether or not they first had to become Jewish—by being circumcised, for example—before being baptized. After much debate the Apostles met at the Council of Jerusalem and determined that Gentiles did not need to be circumcised. Eventually, the early Church separated from Judaism, “and it was in Antioch that the disciples were first called Christians” (Acts of the Apostles 11:26).

The early Church also faced external struggles. Many Christians were persecuted because they refused to worship the gods of the Roman Empire. Because such worship was considered a sign of obedience to the empire, Christians were considered a threat to the political order. The first great wave of persecutions against the Christians broke out during the reign of the emperor Nero, in A.D. 64. Despite this persecution, the Church continued to grow. From the preaching of the Apostles, the witness of the disciples, and the blood of the martyrs, the Church expanded throughout the world.

**How can you help
your students identify
with the first Christians?**

The Early Church

(A.D. 30–313)

“The community of believers was of one heart and mind.”

(Acts of the Apostles 4:32)

Leader: How did the first Christians pray?

Reader: Those who came to Christianity as Jews prayed by marking the Jewish times of prayer. They did this by gathering together and singing psalms. As we read in the Acts of the Apostles, “Peter and John were going up to the temple area for the three o’clock hour of prayer” (Acts of the Apostles 3:1). These hours of prayer were the foundation for the Christian practice of prayer that we call the Liturgy of the Hours.

Leader: Let us pray together in this ancient tradition now.

Group 1: Our soul waits for the Lord, who is our help and shield.

Group 2: For in God our hearts rejoice; in your holy name we trust.

Group 1: May your kindness, Lord, be upon us; we have put our hope in you. (Palm 33:20–22)

Group 2: Glory to the Father and to the Son, and to the Holy Spirit:

Group 1: As it was in the beginning, is now, and will be for ever. Amen.

Leader: Let us now pray as Jesus taught us: (All pray the Lord’s Prayer.)

Lord, be our help always. May our hearts rejoice in you. May we, the people whom you have gathered into your Church, trust in your holy name and hope always in your kindness. We ask this in your name, Lord Jesus.

All: Amen.



Visit www.weliveourfaith.com to find appropriate music and songs.

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Catechist Goal

- To explore the origins of the Church and the Church’s expansion into the world

Faith Response

- To grow in appreciation for the faith and courage of the early Christian believers

Materials

- Bibles
- highlighters or colored pencils

GATHERING...

Prepare to Pray Assume the role of **Leader**, or invite a volunteer to lead the prayer. Invite a volunteer to assume the role of **Reader**. Organize the students into two groups, **Group 1** and **Group 2**. Encourage everyone to pray aloud together the part labeled **All**.

Ask a student artist to draw on poster board a plant with its roots showing. On the poster print “We are rooted in Jesus Christ.”

The Prayer Space For this beginning prayer, display on the prayer table a cross, a candle, and a Bible opened to the beginning of the Acts of the Apostles. Display the plant poster in the prayer space.

Pray

- Invite the students to gather in the prayer space. Have the students stand together in their assigned groups.
- Proclaim Acts of the Apostles 4:32.
- Invite everyone to pray the Sign of the Cross.
- Then pray together.
- Before the students return to their seats, ask them to sign their first names or initials on the plant poster.

This Week’s Liturgy

Visit www.weliveourfaith.com for this week’s liturgical readings and other seasonal material.

GATHERING...

The Big Question:

Direct attention to *The Big Question* at the top of page 76. Invite the students to reflect on the question: *What connects me to a community?* and on their responses to it. Remind the students that you will revisit this question at the end of the chapter.

Note to Catechists: The purpose of the *Discover* activity is to help the students realize what they know about the early history of the Church. It is not meant to be a quiz.

Discover

Read aloud the introduction and provide Bibles, if needed. You may want to have the students work in pairs. When everyone has finished writing, invite volunteers to share their responses. Clarify any misconceptions. (Responses might include: **1.** They were men, women, and children. Most of them were Jewish, of different ages and from different backgrounds. **2.** They came from different areas of Palestine. **3.** Jesus personally invited them; or, because of Jesus' example, they felt compelled to follow him from town to town. **4.** Many went into hiding after Jesus was arrested. Many stayed in Jerusalem. The Apostles and a few women went to Jerusalem to wait together for the Holy Spirit.)

Invite the students to suggest ways they are connected to the first disciples of Jesus. (Responses might include: "I became a child of God and a member of the Church at Baptism"; "I am guided by the Holy Spirit.") Then discuss similarities and differences between the students' lives and the lives of Jesus' early disciples.

In this chapter

Point out the goals of the chapter. Ask the students to remember these goals as they work on the chapter, especially the goal of appreciating the faith and courage of the early Christian believers.

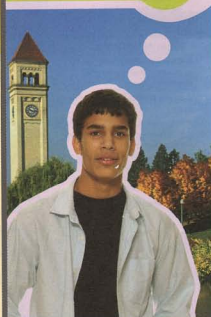
Family Connection

Encourage the students to discuss *The Big Question* and the *Discover* activity with their families and friends. You may download copies of the features on this page at www.weliveourfaith.com.

GATHERING...

The Big Question:

What connects me to a community?



In this chapter

we will explore the origins of the Church and her expansion into the world. Through this chapter, we hope



to understand the history behind the spread of the early Church



to appreciate the faith and courage of the early Christian believers



to resolve to follow Jesus as they did in sincerity of heart.

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Discover how much you know about the first Christian community. Answer these questions about the disciples of Jesus Christ. (You might want to use your Bible.)

- Who were they?

- Where did they come from?

- Why did they come together?

- What happened to them after Jesus died? after he rose from the dead? after he ascended to his Father?

How are you connected to Jesus' first disciples? How is your life similar to theirs? different from theirs?

Extras!

F.Y.I.

The schooling of young people in Palestine at the time of Jesus was done mostly at home, although on the Sabbath the young boys would accompany their fathers to the local synagogue. There they would worship and learn about the Jewish faith, especially the Hebrew Scriptures. During the week boys would learn a trade such as herding or carpentry from their fathers. Girls would learn how to cook, wash clothes, and complete other household tasks.

GATHERING...

■ Before presenting the text on this page, you might ask: *How would you define the word community?* Invite several volunteers to share their responses.

Multiple Intelligences:

Verbal/Linguistic Work on a word web (semantic map) for the word *community*. Write this word in the center of an oval or circle. Ask the students: *What words do you think about when you hear the word community?* Write these words on lines coming from the circle.

■ Have the students silently read the text. Afterward, you might begin a discussion by asking: *What are some signs that people are experiencing community?* You might mention some communities to which you belong and tell how you experience a sense of belonging in each group. Point out that our families are the first communities to which we belong.

Activity (Intrapersonal, Interpersonal) Read aloud the directions, and invite the students to list the communities to which they belong. Then ask the students to reflect quietly about the

importance and influence of each community, and pause for about two minutes of silence. You may want to ask the students whether any of them included your class of students on their lists.

■ Read together the anonymous quotation. Then discuss the quote by suggesting that when people hold this positive attitude about others (seeing them as friends not yet met), they can help spread the Gospel message throughout the world.



Labor Day in Bungalowville by Charles Weycock (1929-2002)

Think about all of the different types of communities, small and large, that exist in the world. Communities can consist of people linked together by many different things. A community may be made up of people with common interests or hobbies. Or a community may simply be a group of people that live in the same area. A group of people who actively cooperate with one another is also considered a community. A group of people who share the same religious beliefs is a community, too. Though their members may be scattered throughout the world, they are united by their beliefs. The word *community* can also be used to describe a group of people who share similar economic or political backgrounds. People with a common profession also can form a community; for example, doctors make up the medical community.

“There are no strangers in this world,
only friends we haven’t met yet.”
(Anonymous)

Activity Right now you belong to several communities. Below, list the communities that you are a part of—those of which you are a member by choice and those to which you belong by circumstance. Then, consider why each of these communities is important to you. How does each community influence your life, and how do you affect each community?

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Morality

As you are well aware, most of the students are probably striving for acceptance into different peer groups. Explain that a group of friends is a community when the friends in the group are accepting and try to help one another. Help the students conclude that we do not follow God’s law when we participate in gangs, cliques, or exclusive “in crowds” that have negative goals, make fun of others, or exclude certain people.

BELIEVING...

The Church begins and grows.

Holy Spirit, guide our community of faith in the ways of Jesus.

■ Begin by asking: *Why was Jerusalem an important city in the time of Jesus?* Invite volunteers to share their responses. (Responses might include that the Temple was in Jerusalem, and thousands of Jewish people traveled there to worship God on important Jewish feasts; that Jerusalem was one of the largest cities in the area, and caravans came there from Egypt, Arabia, and Persia.)

■ Invite the students to close their eyes and visualize themselves in Jerusalem at the time of Jesus. Then read aloud the first paragraph.

■ Remind the students that before Jesus ascended into heaven, he told his disciples to go to Jerusalem and wait for the Holy Spirit to come to them. Then have volunteers read aloud the remaining paragraphs. Afterward, you might begin a discussion by asking: *Why was the Gift of the Holy Spirit important for the Church to grow and prosper?* Point out that, without the Holy Spirit, the first disciples would not have had the courage they needed to preach about Jesus and his teachings. Perhaps the good news of the Gospel would have been forgotten, and Christianity would have died out.

Multiple Intelligences: Bodily/Kinesthetic Role-play a day in the life of an early Christian family. Emphasize that when non-Christians saw the first Christians' actions, they wanted to be baptized and become part of the Christian community.

Activity (Interpersonal) After allowing some time for reflection, lead a discussion about ways the Holy Spirit helps people today to proclaim the good news.

■ Conclude by asking the students to reflect on the question: *How will you proclaim the good news of Jesus Christ this week?*



The Church begins and grows.

Imagine that you were living in Jerusalem around the year 30—the year of Jesus' death. From a political point of view you were living in the Roman Empire, a vast grouping of territories controlled and governed by Roman rule. And ultimately the Roman emperor had the highest authority. But you were also part of the first Christian community. What might you have experienced at that time? Perhaps you saw and heard Jesus teach. Perhaps you witnessed the horrors of his suffering and death and then rejoiced at the news of his Resurrection from the dead and Ascension into heaven. Perhaps, too, you were present on the morning of Pentecost when the Holy Spirit descended on the community of Jesus' disciples.

On that morning, Peter and the other disciples were gathered together in a house in Jerusalem. Suddenly, "there came from the sky a noise like a strong driving wind, and it filled the entire house in which they were. Then there appeared to them tongues as of fire, which parted and came to rest on

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each one of them" (Acts of the Apostles 2:2–3). At that moment the disciples were filled with the Holy Spirit. They were strengthened to proclaim the good news of Jesus Christ to the world. It was then that "the Church was openly displayed to the crowds and the spread of the Gospel among the nations, through preaching, was begun" (CCC, 767).

Peter told the people of Jerusalem, "Let the whole house of Israel know for certain that God has made him both Lord and Messiah, this Jesus whom you crucified" (Acts of the Apostles 2:36). When people in the crowd asked, "What are we to do?" Peter answered, "Repent and be baptized, every one of you, in the name of Jesus Christ for the forgiveness of your sins; and you will receive the gift of the holy Spirit" (Acts of the Apostles 2:37, 38). Amazingly, as we can read in the Acts of the Apostles, about three thousand people were baptized that very day. All those who were baptized received the Holy Spirit.

The Holy Spirit was with the members of the first Christian community guiding them to believe in Jesus and helping them to remember and live out Jesus' teachings. And the members of this first Christian community, the early Church, "devoted themselves to the teaching of the apostles and to the communal life, to the breaking of the bread and to the prayers. . . . All who believed were together and had all things in common; they would sell their property and possessions and divide them among all according to each one's need. Every day they devoted themselves to meeting together in the temple area and to breaking bread in their homes" (Acts of the Apostles 2:42, 44–46).

With the help and guidance of the Holy Spirit, the community of Jesus' disciples had become something that we can recognize today, over two thousand years later: the Catholic Church growing and working as a community to share the good news of Jesus Christ.

Activity What are some ways that, with the help of the Holy Spirit, you proclaim the good news of Jesus Christ in the communities to which you belong?

Extras!

Liturgy

You may want to share with the students the Opening Prayer of the Introductory Rites for Mass on Pentecost Sunday.

"God our Father,
let the Spirit you sent on your Church
to begin the teaching of the gospel
continue to work in the world
through the hearts of all who believe."

Early Christians are martyred for their faith.

The world in which Christianity began offered some advantages to those who wanted to spread the Gospel. The Roman Empire was at peace, with networks of good roads and safe harbors. Romans spoke Latin but also favored the widely spoken Greek language. Thus, Christian missionaries who spoke Greek could preach far and wide and be understood by many. The most famous of these Christian missionaries was Paul.

After a conversion to belief in Jesus Christ, Paul spread the Gospel throughout the Roman Empire. The Lord said of Paul, "This man is a chosen instrument of mine to carry my name before Gentiles, kings, and Israelites" (Acts of the Apostles 9:15).

But Paul and the other early Christian missionaries faced many challenges. One was the tension that emerged with the Christians' Jewish neighbors. This tension was evidenced when the disciple Stephen was put to death in Jerusalem, falsely accused of "speaking blasphemous words against Moses and God" (Acts of the Apostles 6:11). Stephen became a martyr by witnessing to the faith and dying rather than denying his belief in Christ.

"You will receive the gift of the holy Spirit."
(Acts of the Apostles 2:38)

There was also tension with the Roman authorities. They did not require Jews within the empire to worship the Roman gods. So, at first they also ignored the early Christians who seemed to be a group within Judaism. But the Romans soon became suspicious of the Christians. And, in time, the authorities began to fear that Christianity, with its emphasis on the dignity and equality of all people in God's eyes, might also be a revolutionary political movement.

When the Christians refused to worship the Roman gods and denied that the Roman emperor was himself a god, the Romans started to persecute the Christians. The first recorded persecution of Christians began in Rome around A.D. 64, under the Emperor Nero. Other persecutions followed, and thousands of Christians accepted death rather than deny their faith. But the more the Romans persecuted the Christians, the more the number of converts to Christianity grew.

Activity Name some ways that people today are persecuted. How can our communities work together against these kinds of persecutions?

BELIEVING...**Early Christians are martyred for their faith.**

Jesus, give us the courage to live each day as your faithful followers.

■ Before presenting the text, ask: *What words do you associate with the word martyr?* Invite volunteers to write their responses on the board. Remind the students that "martyrdom is the supreme witness given to the truth of the faith: it means bearing witness even unto death" (CCC, 2473).

■ Have the students read the text silently. Then assign each student to one of two groups. Ask one group to present the advantages the first Christian missionaries had. Ask the other group to present the challenges the first Christian missionaries faced.

Activity (Interpersonal, Verbal/Linguistic) Invite the students to name some ways that people are persecuted today. Examples might include people who receive verbal and physical insults because of their religion and people who are refused employment or housing in a particular community because of their faith. Use the discussion question to brainstorm ways our communities can work together to prevent such persecution.

Saints Peter and Paul

Every year on June 29, the Church celebrates the feast day of Saints Peter and Paul. This feast day is noted on even the oldest existing Roman calendar, which dates back to A.D. 354.

Peter was entrusted by Jesus to lead the Apostles and to guide the growing Church. In the Acts of the Apostles we find that, when any major decisions were to be made, it was Peter to whom the other Apostles and leaders of the early Church turned. And Paul constantly journeyed to bring the good news of salvation to the world:

• On Paul's first journey he traveled to the island of Cyprus in the eastern Mediterranean, to the city of Antioch

in Asia Minor (modern-day Turkey), and to other cities in what are now Turkey and Syria.

• On his second and longest journey, he traveled to Greece, where he established a center of Christian faith in the city of Corinth.

• On his third journey he returned to Asia Minor, where he helped set up other Christian communities, including one in the city of Ephesus.

Nothing could stop Paul from preaching the Gospel. When he couldn't travel to a community to share the Christian faith, he would write a letter.

Both Peter and Paul died in Rome as martyrs. Their courage and witness are important for Catholics everywhere to honor and celebrate. Pray a prayer of thanksgiving for them.



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Scripture

As the early Church community expanded, Saint Stephen and six other men were chosen by the twelve Apostles to help them in their ministry (see Acts of the Apostles 6:1-7). These men were asked to wait on and care for the widows in the community and to attend to other tasks as well, including preaching. Stephen was martyred as he preached because some of the people listening to him thought he was speaking blasphemy. You might want to explain that Saint Paul, who was known as Saul at this time, was part of that angry mob. Paul had not yet converted to Christianity. Saint Stephen is considered the Church's first martyr (see Acts of the Apostles 7:54-60). We celebrate his feast on December 26.

Saints Peter and Paul

Invite volunteers to read aloud *Saints Peter and Paul*. Then ask: *How did these two saints serve the early Church?* Point out that Saint Peter was a strong leader who guided Jesus' followers after his Ascension into Heaven, and that Saint Paul brought the good news to far-off places after his conversion to Christianity. Using the map, trace the missionary journeys of Saint Paul. You might also explain that Saint Peter went to Rome, thereby making it the center of the Church.

■ Conclude your presentation of this page by asking: *Why do you admire the early Christian martyrs?* Provide time for the students to reflect on their responses.

BELIEVING...

The Church meets at the Council of Jerusalem.

Jesus, help us to be accepting of all people.

■ Before presenting the text, ask the question at the top of the page: *When have you had to stand up for your faith?* You might want to give a few examples to help the students understand some of the situations in which people of faith are forced to defend their faith. (Responses might include: when being teased about our faith; when something untrue is said about our faith; when someone asks a tough question about our faith.)

■ Discuss with the students the ways the communities to which they belong settle problems or disagreements. Suggest that community leaders might meet to work out solutions. Then invite volunteers to read aloud the text. Afterward, ask: *What was the major difference of opinion that led to the Council of Jerusalem?* (The question of whether or not non-Jews, or Gentiles, should be accepted into the Church community without first becoming Jews was a major issue that needed to be decided upon.) Invite volunteers to explain the outcome of the council (see the third paragraph).

■ Explain that Saint Peter was the leader of the Church during the Council of Jerusalem. Emphasize that the Holy Spirit guided the participants of the council.

Faith Words Have the students highlight the meanings of *Gentiles* and *Torah*.

Activity (Interpersonal) You may want to invite the students to pray together the Prayer to the Holy Spirit on page 309 of the text. You also may want to pray the Apostles' Creed, on page 305. Pause briefly after each section of the prayer to allow the students to reflect on the words they are praying.

■ Conclude by discussing the question: *How does the Church welcome people today?*

The Church meets at the Council of Jerusalem.

When have you had to stand up for your faith?

The young Christian community, the early Church, not only faced external problems, but also faced many issues and questions from within. It was toward the end of his first missionary journey that Paul and a disciple named Barnabas visited the Christian community at Antioch. And in Antioch, in about the year 40, the word *Christian* was first used to refer to the followers of Jesus Christ. But many of these Christians were *Gentiles*, or people who, like the Romans and the Greeks, were not Jews. So, at Antioch, a controversy arose. People were asking whether Gentiles first needed to become Jews before becoming Christians. So, "it was decided that Paul, Barnabas, and some of the others should go up to Jerusalem" to ask the leaders of the Church about this question (Acts of the Apostles 15:2). In Jerusalem the Christians of Antioch were to present their dispute to the Apostles and to a new generation of leaders called *presbyters*—men whom Catholics today would call priests. When they reached Jerusalem, however, Paul and Barnabas discovered that the Church leaders there were struggling with the same question.

As good Jews, the earliest Christians had always respected and obeyed the *Torah*, the sacred law of faith given by God to Moses. Now people were asking whether men and women who had not been born Jews could be excused from some of the requirements of Jewish law. So, "the apostles and the presbyters met together to see about this matter" (Acts of the Apostles 15:6). They were confident that, with the guidance of the Holy Spirit, they could make the right decision. This meeting became known as the Council of Jerusalem, the first great council of the Catholic Church. It took place in Jerusalem in about the year 49. As the arguments

Faith Words

Gentiles
Torah

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Model of ancient Jerusalem at the time of Herod the Great (first century B.C.)

went back and forth, the Apostle Peter told the council that "God, who knows the heart," granted Gentiles "the holy Spirit just as he did us" (Acts of Apostles 15:8). Peter also reminded the council that "we are saved through the grace of the Lord Jesus, in the same way as they" (Acts of the Apostles 15:11).

Then the Apostle James spoke up to present the position that the council accepted. This position has been the law of the Church ever since. Many aspects of the law of Moses—the Ten Commandments and certain marriage laws, for example—would still be the law for all Christians. But some Torah requirements—for instance, circumcision for men—would be done away with for Gentile converts, those who did not come to Christianity through Judaism. The council leaders sent Paul, Barnabas, and two other delegates back to Antioch with a letter describing the council's decision. When the delegates arrived in Antioch, "they called the assembly together and delivered the letter. When the people read it, they were delighted" (Acts of the Apostles 15:30-31).

At the Council of Jerusalem, the Holy Spirit worked through the community of the Church, helping the leaders to decide on important matters about which Jesus had left no specific instruction. And with the Holy Spirit's guidance, the Christian faith was now on its way to becoming a faith for the whole world.

Activity Pray together a prayer to the Holy Spirit to guide the Church today in all of her decisions.

Extras!

Tips for Catechists

The full sweep of Church history is presented in the chapters of Units 2 and 3. As you teach this material, you might want to make use of timelines and maps. It may be helpful to show maps of the parts of the world as they were in the historic periods under discussion as well as maps that show those areas today. In addition, you might display art or history books containing images of the rulers, Church leaders, and events discussed in the text.

The Church is inspired by the Holy Spirit.

The good news of Jesus was conveyed by word of mouth from the first believers to those who followed. But as the first eyewitness Christians began to die, the Christian community became aware that future generations would need something more than this existing oral tradition. So, the early Christians began to write things down. Many scholars agree on the following timeline.

The Gospel of Mark was the first account of Jesus' life and teachings to be written down, sometime around the year 70. The Gospels of Matthew and Luke were written down next, between A.D. 80 and 90. Matthew and Luke based their accounts on that of Mark as well as on other early Christian sources. These three Gospels are closely related, with many similarities. The fourth Gospel, the Gospel of John, was written later, probably around A.D. 100. This Gospel describes words and deeds of Jesus that are similar to those recorded by the other three Gospel writers, but it also addresses incidents and issues that are not included in the other three Gospels.

"We are saved through the grace of the Lord Jesus."
(Acts of the Apostles 15:11)

Other books of the New Testament were also written at this time. Fourteen of these, said to be the oldest books in the New Testament, are *epistles*, or letters, to the early Christian communities that were written by, or at least attributed to, Saint Paul. Seven are letters that were written by other leaders of the early Church. There is also an account of the very earliest days of the Church—the Acts of the Apostles—and a book called the Book of Revelation, which is the last book of the Bible and calls believers in Christ to look forward with hope to eternal glory. The human authors of these sacred texts, just as the authors of existing Scripture, were inspired by God the Holy Spirit to write what would faithfully present God's saving truth. And as the early Christians lived their faith, facing issues that were unknown to earlier generations, the Holy Spirit was also working in the Church, guiding the

development of Tradition. Tradition refers to the written and spoken beliefs and practices that have been passed down to us from the time of Christ and the Apostles. Together, Tradition and Scripture make up "a single sacred deposit of the Word of God" (CCC, 97). As the Church relies on the Bible as a book of faith, the Church looks to Tradition as a living witness of faith.

For more information on Scripture, see "Bible Basics" on pages 310–311.

Activity Reread this page to find out how many books there are in the New Testament. Share with a partner a New Testament passage that has particular meaning for you.

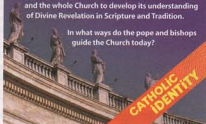
The Magisterium

The pope today can trace his authority directly back to Saint Peter, and our bishops can trace their authority directly back to the first Apostles. This is what we mean when we speak of "apostolic succession." Under the guidance of the Holy Spirit, the pope and the bishops lead the Church to be faithful to God's original Revelation in Jesus and to the developments in Tradition that have taken place over the long history of the Church.

We call the teaching authority of the pope and the bishops the *Magisterium*, the living teaching office of the Church. The Magisterium's presence in the Church guarantees the continuing guidance of the Holy Spirit through apostolic succession.

Through letters, statements, and documents for the whole Church, the Magisterium continually teaches us about the truth. And when the Church encounters new circumstances, questions, and issues of importance to our faith, the Holy Spirit guides the Magisterium and the whole Church to develop its understanding of Divine Revelation in Scripture and Tradition.

In what ways do the pope and bishops guide the Church today?



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BELIEVING...

The Church is inspired by the Holy Spirit.

Holy Spirit, we ask you to continue to guide the Church.

■ Begin by asking: *What have you learned about your family by listening to the stories told on family occasions?* Invite several volunteers to share humorous and positive family stories.

■ Ask a volunteer to read aloud the first two paragraphs. Point out to the students that the four Gospels are the first four books of the New Testament. You might want to explain that the Gospels of Matthew, Mark, and Luke are called the *synoptic Gospels*, a phrase meaning that these Gospels have a similar point of view.

■ Present the concept of the third paragraph by emphasizing that the Holy Spirit inspired the human authors of the New Testament and also guided the development of Tradition.

■ You may want to have the students look at the map on page 79 as you name the people to whom Saint Paul wrote his epistles. Ask the students to find on the map the places where these people lived: the

Romans, in Rome; the Corinthians, in Corinth; the Galatians, in an area near Antioch; the Ephesians, in Ephesus; the Philippians, in Philippi; the Colossians, in Asia Minor, east of Ephesus; the Thessalonians, in Thessalonica.

Activity (Logical/Mathematical, Interpersonal) Invite the students to reread the text to discover the number of books in the New Testament (27). Then ask them to share with a partner a New Testament Scripture passage. You also may want to share a personal favorite passage with all the students.

CATHOLIC IDENTITY:

The Magisterium

Invite the students to read *Catholic Identity*. Then begin your discussion by asking the feature's discussion question.

■ Conclude by asking: *Why are Scripture and Tradition important to us today?*

Faith and Media

From the earliest days of the Church until the invention of the printing press in the Middle Ages, copies of the Gospels, the letters of Saint Paul, and other books of Scripture could be made only by hand. These scrolls and books of Scripture were treated as precious objects, not only because they contained the inspired word of God, but also because of the immense amount of work required to produce even a single copy of a single Gospel. Today we can access Scripture not only in printed books but also via audio tapes and CDs, online, and as downloads to a variety of handheld electronic devices. If time permits, invite the students to investigate the many ways we have to access Scripture in the twenty-first century. A good starting point might be the Vatican Web site.

RESPONDING...

Recognizing Our Faith

Ask a volunteer to read aloud the activity directions. Then ask: *Has your response to this question changed since you began this chapter? If it has, what is your response now?* Then lead a brief discussion about what connects the students to all of the communities to which they belong. Have the students write their responses to the questions in the space provided.

Living Our Faith

Invite a volunteer to read aloud the question. Help the students brainstorm some practical ways they can share the good news with others in the week ahead. Then encourage them to share the good news of Christ this week.

Partners in Faith

Have a volunteer read aloud *Partners in Faith*. Then begin a discussion by asking: *Which account of the women of the early Church did you find most interesting? Why?*

Help the students name some women who share the good news of Jesus Christ today. Ask how they do it.

Multiple Intelligences: Bodily/Kinesthetic Have the students dramatize the story of Prisca or Perpetua. You may also want to read the *F.Y.I.* feature on this page about Saint Justin. Ask the students to dramatize Justin and the older man walking along the shores of the sea.

RESPONDING...

Recognizing Our Faith

Recall the question at the beginning of this chapter: *What connects me to a community? What connects you to your family? your neighbors? your parish? the world?*



Living Our Faith

How will you share the good news of Jesus Christ with others?

Women of the Early Church



The lives of Lydia, Prisca, and Perpetua give us some of the greatest examples of the role of women in the early Church. Lydia was baptized by Saint Paul. Her conversion to Christianity was very important because she was one of the first prominent Gentiles to accept Christian belief.

Partners in FAITH

Prisca, also called Priscilla, was a Gentile married to Aquila, a Jew. They became Christians at a time when Christianity was not accepted by the Romans. Forced to leave Rome, the couple relocated to Corinth, in Greece, and became involved in Saint Paul's mission to share the good news of Jesus Christ. In his letter to the Romans, Paul called this couple "my co-workers in Christ Jesus" (Romans 16:3).

Perpetua, an early Christian living in North Africa, and her servant Felicity were arrested and imprisoned for practicing their Christianity. Perpetua's wealthy father visited her and begged her to give up the faith. Yet she refused. Eventually, the Roman emperor ordered the deaths of Perpetua and Felicity. They became martyrs of the early Church.

Who are some women who share the good news of Jesus Christ today?

For additional ideas and activities, visit www.weliveourfaith.com.

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Extras!

F.Y.I.

Saint Justin was born in Palestine about A.D. 100 and grew up in a Greek family of nonbelievers. As a young man he studied philosophy, especially the writings of Plato. One day Justin was walking by the sea when an older man started following him. The two men started talking about philosophy. Justin told the older man that he was searching for the meaning of life. The older man advised Justin to turn toward Christianity. After an intense period of prayer and study, Justin became a Christian. After his conversion Justin spent a long period of time in Rome. In A.D. 165 Justin was put to death for refusing to deny his faith.

Putting Faith to Work

Talk about what you have learned in this chapter:



We understand the history behind the spread of the early Church.



We appreciate the faith and courage of the early Christian believers.



We resolve to follow Jesus as they did, in sincerity of heart.

Decide on ways to live out what you have learned.

ENCOUNTERING GOD'S WORD



Life in the early Christian community is described in the Acts of the Apostles:

“The community of believers was of one heart and mind, and . . . had everything in common.”

(Acts of the Apostles 4:32).

- ➔ **READ** the quotation from Scripture.
- ➔ **REFLECT** on the following question: What are some ways your parish fulfills this Scripture passage?
- ➔ **SHARE** your reflections with a partner.
- ➔ **DECIDE** on ways to help other young people in your parish become part of a “community of believers.”

Choose four events discussed in this chapter and explain their significance to the Church then and now.

1. Accept reasonable responses.

2.

3.

4.

Write *True* or *False* next to the following sentences. On a separate sheet of paper, change the false sentences to make them true.

5. False Scripture is the only means by which God's Revelation comes to us.
6. False At the Council of Jerusalem, the Apostles made a decision that is no longer the law of the Church today. . . . that is still the law of the Church today.
7. True The fourteen letters, or epistles, that are attributed to Paul are said to be the oldest books of the New Testament.
8. True As the Church relies on the Bible as a book of faith, the Church looks to Tradition as a living witness of faith.

9-10. **ESSAY:** Explain the importance of the coming of the Holy Spirit upon the community of Jesus' disciples. (See page 78.)

RESPONDING...

Putting Faith to Work

Direct attention to *Putting Faith to Work* on page 83. Remind the students that these were the goals presented at the beginning of the chapter.

Pause briefly after reading each of the three statements. Invite the students to reflect on whether they now can say yes to each statement. Then lead a discussion about ways the students can live out what they have learned.

Encountering God's Word

Invite the students to follow the steps of the meditative prayer. Emphasize that every parish needs its young people to be involved in community life.

Chapter 7 Assessment

Direct attention to the assessment. Allow ten or fifteen minutes for the students to complete the review. Check the answers with the students. Clarify any misconceptions.

Alternative Assessment You may want the students to complete the following alternative-assessment activity: *For a TV docudrama, write an eyewitness account of the events of Pentecost in Jerusalem, of daily life as an early Christian, or of the discussions at the Council of Jerusalem.*

RESPONDING...

Sharing Faith with Your Family

Discuss the following with your family:

- How the Church began and grew.
- How Christians are called to share faith.
- The Church's mission in the world today.

Share a meal with Saint Paul. Each day this week, look up one of the following passages and read them. Each time, share with your family. Copy and discuss on a separate sheet of paper and discuss the text as you read and discuss the following questions together.

- 1 Corinthians 13:13 Ephesians 4:21 1 Thessalonians 1:10
Romans 8:21 2 Corinthians 12:1 Philippians 4:4
Galatians 2:20



The Worship Connection

Many of our Catholic liturgical practices have origins in events described in the Bible. Read the opening of the psalms in one of the psalms in one of the psalms. Discuss the meaning of the psalms in one of the psalms. Discuss the meaning of the psalms in one of the psalms.

More to Explore

Read the opening of the psalms in one of the psalms. Discuss the meaning of the psalms in one of the psalms. Discuss the meaning of the psalms in one of the psalms.

Catholic Social Teaching Checklist

Theme of Catholic Social Teaching
History of the Social Justice Movement
How is Catholic Social Teaching related to the Gospel?
How is Catholic Social Teaching related to the Gospel?
How is Catholic Social Teaching related to the Gospel?

☐ At school

☐ In the parish

☐ In the community

Check off each column after it has been completed.

Sharing Faith with Your Family

Encourage the students to share with their families and friends what they have learned in Chapter 7. Encourage the students to read and discuss the readings from Saint Paul's letters with their families.

Note: Encourage the students to work on the other activities on this page with their families and friends: *The Worship Connection, More to Explore, and Catholic Social Teaching Checklist.*