

CONTENTS

Welcome to <i>Be My Disciples</i>	4
---	---

FROM DAY ONE

<i>An Introduction to Be My Disciples</i> for Teachers	16
---	----

UNIT 1 SACRAMENT OF SALVATION

Unit 1 Opener	34
CHAPTER 1 Discipleship for Today	36
CHAPTER 2 The People of God	52
CHAPTER 3 The Mystery of the Church	68
CHAPTER 4 The Marks of the Church	84
CHAPTER 5 People of Prayer	100
CHAPTER 6 Prayer of the Church	116

CATHOLIC SOCIAL TEACHING:

Participation in Community Life	132
---------------------------------------	-----

Unit 1 Review	134
----------------------------	-----



When the disciples

*When the disciples
to join them, and as we
breaks bread with them
of the Seven Sacraments
Christ.*

UNIT 2 CELEBRATING MYSTERY

Unit 2 Opener	136
----------------------------	-----

CHAPTER 7 History of the Sacraments	138
--	-----

CHAPTER 8 Give Thanks to the Lord	154
--	-----

CHAPTER 9 Baptism and Confirmation	170
---	-----

CHAPTER 10 The Eucharist	186
---------------------------------------	-----

CHAPTER 11 Sacraments of Healing	202
---	-----

CHAPTER 12 Sacraments of Service	218
---	-----

CATHOLIC SOCIAL TEACHING:

Solidarity of the Human Family	234
--------------------------------------	-----

Unit 2 Review	236
----------------------------	-----

Catholic Prayers and Practices	238
---	-----

We Celebrate the Mass	245
------------------------------------	-----

Key Teachings of the Church	249
--	-----

Books of the Bible	257
---------------------------------	-----

Glossary	258
-----------------------	-----

SE Index	261
-----------------------	-----



HISTORY OF THE SACRAMENTS

Background

Teach All I Commanded You

Following the conversion of the Roman Emperor Constantine in 312, the Church was no longer impeded by the state. The Church could freely and without fear of persecution carry out the mission given to her by Christ.

Despite the period of cultural decline in the West, known as the Dark Ages, the Church experienced growth in many ways. The monastic movement in the West, inspired by figures such as Saint Benedict of Nursia and Saint Scholastica, offered stability and growth in the midst of cultural decay. Missionaries traveled throughout Europe, converting whole populations to Christ and uniting them under the leadership of the Church.

Challenges to Society and the Church

The freedom and acceptance that the Church enjoyed also led the Church to assume temporal power. The bishop of Rome gained control of the city of Rome and gradually acquired vast land holdings throughout the Italian peninsula, becoming both a political and a spiritual leader. Charlemagne aimed to establish an unbreakable link between the Church and the emerging Holy Roman Empire.

There were moments of confusion within the Church and external pressures challenging the Church to remain faithful to her identity and mission. These included heretical movements, invasions of barbarian hordes, and the collapse of civic structures.

During the century before the turn of the second millennium society was fragmented by the assaults of Asiatic warriors, Norsemen, and Saracen pirates. The papacy fell into decline as it became too controlled by contentious ducal clans. With the Church of the West,

which was experiencing such confusion, many people expected the year 1000 to be the time of Christ's return. This, of course, did not happen.

Renewal

In the midst of these dark times the Holy Spirit was working to bring about a renewal within the Church. As the second millennium opened, majestic cathedrals were built, monastic foundations prospered, and saints walked upon the land.

Saint Bernard of Clairvaux became a recognized leader of the renewal of the monastic movement, and the mystic Saint Hildegard of Bingen was acknowledged as a woman of uncommon vision.

Foundations were laid for such religious orders as the Dominicans and the Franciscans. Theological thought, stimulated by newly discovered texts by ancient Greek scholars, experienced new vigor and found its crown in the works of such Scholastics as Saint Bonaventure, Saint Thomas Aquinas, and Blessed John Duns Scotus.

For Reflection

- ▶ How have I met the challenges to my faith as opportunities for spiritual growth?
- ▶ What can I do to encourage the students to grow in their spiritual lives?

TEACHER TO TEACHER

Great Teachers

The names of great teachers fill the history of the Church. From the days of the early Church to the present, the Holy Spirit has called and empowered men and women of the Church to fulfill Jesus' command, "Go, therefore, and make disciples of all nations, . . . teaching them to observe all that I have commanded you" (Matthew 28:19-20). The dynamic lives of these holy and wise men and women have been lights guiding the flock of Christ on its pilgrimage to the Kingdom of God. You are a part of this great heritage.

Much to Aspire To

The faith development of young adolescents involves the task of seeking and growing in their identity as Catholics. You are a vital member of the team of family, school, and parish guiding the young people in this task. The young people you teach are working to establish a firm set of beliefs, attitudes, and values to help guide them on their life's journey. The people and events who make up the Church's history provide them with much to aspire to as they grow in faith and develop a deeper personal relationship with God.

Teacher Prayer

Gracious God, through the grace of your Holy Spirit, men and women throughout the ages have led inspired lives in our Church. We thank you for their wisdom, teaching, and leadership. Help us emulate them. Amen.

THE CHURCH TEACHES...

The Second Vatican Council spoke to the challenges of the Church to fulfill her mission. It taught:

[T]he Church . . . is given strength to overcome, in patience and in love, her sorrows and difficulties, both those that are from within and those that are from without.

DOGMATIC CONSTITUTION OF THE CHURCH [LUMEN GENTIUM] 8

In this chapter the students will learn how the Church kept the light of faith and learning alive during the Middle Ages.

Further Reading and Reflection

For more on related teachings of the Catholic Church, see *Catechism of the Catholic Church* 26, 298, 817-822, and 2493-2498 and the *United States Catholic Catechism for Adults*, pages 166-179.

LESSON PLANNER

CHAPTER 7 History of the Sacraments

GOAL To understand how the Church's understanding of the Sacraments has developed over time

LESSON PART	PROCESS	MATERIALS and RESOURCES
DAY 1 EXPLORE Focus To explore the lives of Saints Francis de Sales and Teresa of Jesus Pages 85–87	<ul style="list-style-type: none"> ▶ Pray and reflect on Ruth 1:16. ▶ Explore the lives of Francis de Sales and Teresa of Jesus. <p>Disciple Power: humility</p> <p>Activity: Write about a time when you were frustrated with God and how you handled it.</p>	paper, pens or pencils additional resources about Saint Francis de Sales and Saint Teresa of Jesus
DAY 2 DISCOVER Focus To learn how the forms and administration of the Sacraments have changed over time Pages 88–89	<ul style="list-style-type: none"> ▶ Play a game to name and describe the Sacraments; ▶ Explore Christian Initiation in the Church's history. <p>Activities: Create "The Sacraments through Time" timeline. Describe memorable experiences of celebrating Mass.</p>	pens or pencils 3 x 5 cards newsprint, markers, tape for timeline ENRICHING THE LESSON: "Creating Quizzes," page 153
DAY 3 DISCOVER Focus To study the history of Reconciliation and Holy Orders and the Catholic Reformation Pages 90–92	<ul style="list-style-type: none"> ▶ Take a stand about allowing apostates back in the Church. ▶ Read about the Catholic Reformation. <p>Faith Vocabulary: apostates, Christendom, mendicant</p> <p>Activities: Discuss qualities needed to be a priest. Share about the importance of the Sacraments.</p>	paper, pens or pencils ENRICHING THE LESSON: "Creating Quizzes," page 153
DAY 4 DECIDE Focus To understand how we are called to be heralds and servants Pages 93–94	<p>Activity: Brainstorm ways to be heralds and servants.</p> <p>My Faith Choice: Write about ways to be heralds and servants.</p>	pens and pencils slips of paper or 3 x 5 cards ENRICHING THE LESSON: "Creating Quizzes," "Discovering the Doctors of the Church," and "Creating a Good News Web Page," page 153
DAY 5 CONCLUDE Pages 95–96	<p>Review: Recall, reflect, and share key concepts from the chapter.</p> <p>Pray: Praise to God</p> <p>Assessment Tools Booklet: Chapter Test 7a–7b</p>	pens or pencils Bible, candle, cross for prayer space

LOOKING AHEAD

In this chapter the Holy Spirit invites you to ►

EXPLORE the lives of two devoted saints.

DISCOVER how the Sacraments developed over time.

DECIDE on how your life can be a sign of God's presence.

CHAPTER

7

HISTORY of the SACRAMENTS

► In what ways has your understanding of the Church developed over time?

Throughout the Church's history, she has come to an ever-greater understanding of God and his ways, especially through the Sacraments. We belong to the pilgrim Church, making us a "pilgrim people." We are on a journey of faithful discovery.

"Wherever you lodge I will lodge, your people shall be my people, and your God my God." Ruth 1:16

► What does it mean to you to be a pilgrim people?

TIMELINE

1000 1200 1300 1400 1500 1600 1700

1200-1291 Life of St. Bonaventure

1500-1562 Life of St. Teresa of Ávila

1562-1600 Life of St. Francis de Sales

1122-1215 Lateran Councils I-IV

1542-1642 Catholic (Counter) Reformation

85

HUMAN METHODOLOGIES

Learning within the Christian Family. The *National Directory for Catechesis* teaches that the "Christian family is ordinarily the first experience of the Christian community and the primary environment for growth in faith" (NDC 29D). Invite the students to share with their families the two models of the Church, herald and servant, on pages 93 and 94. Ask them to discuss with their parents and siblings how they can be heralds and servants in the places where they spend their days: home, school, work, community.

Pray

- Invite the young people to quiet themselves for prayer. Remind them that God is present with them, in every moment of every day on their journeys of faith.
- Pray the Sign of the Cross and proclaim Ruth 1:16.

Reflect

- Invite responses to the opening question. Share how your own understanding of the law has developed over time.
- Paraphrase or read aloud the first paragraph and invite volunteers to share examples they may know which illustrate how the laws in our country have developed and changed over time. (e.g., women's right to vote, slavery)
- Read the next paragraph to emphasize that the Church's journey of faithful discovery of God and his ways continues, especially through the Sacraments.

- Write *pilgrim people* on the board, and ask the class for words and phrases to describe what it means to them.

Focus

- Share with students that in this chapter they will explore the history of the Sacraments of the Church.
- Briefly summarize the Looking Ahead feature.

Timeline

Point out the timeline and explain that this will be referred to throughout the chapter.

Introduce

- ▶ Invite volunteers to tell about the people who have helped them come to know God. Share from your own experience.
- ▶ Paraphrase the first paragraph that describes how the Holy Spirit continues to send holy men and women to help us more fully understand the mysteries of our faith.

Timeline

Introduce Francis de Sales and Teresa of Jesus by giving a brief synopsis of their places in the Church's history (i.e., they lived in the 16th century, and both wanted to follow God closely and perfectly).

- ▶ Divide the class into small groups of four to six students each, and assign either Francis de Sales or Teresa of Jesus to each group.
- ▶ Instruct the groups to first quietly read aloud in their groups about their saint from the student book.
- ▶ Then, tell the groups that their task is to develop a presentation about their saint, using the material in the student text as well as additional material from the resources you are able to provide. Encourage them to generously incorporate direct quotes from the saints in their presentations.

▶ THE CHURCH FOLLOWS JESUS

Devoted Life

Throughout the Church's history, the Holy Spirit has sent brilliant and dedicated women and men, who through their own holy lives offer the faithful ways to enter more deeply into the mystery of God's plan of Salvation. Their insights can help us better understand the mysteries of our faith, such as the Sacraments.

Francis de Sales

Francis de Sales (1567-1622) felt a call to the priesthood from his earliest years. His love for God and his commitment to humble service was so evident that Francis was named bishop of Geneva, Switzerland.

As bishop, Francis saw many of the Catholics in Geneva convert to Calvinism. Francis believed that his most important duty as a bishop was to provide spiritual direction to the people entrusted to his care. Beginning as a series of letters and later published as a book in 1608, his *An Introduction to a Devout Life* gives clear instruction on how to enter more deeply into the mysteries of the Catholic faith. His insights continue to inspire and instruct the faithful today. In this excerpt, Francis offers a beautiful vision of Heaven:

"Jesus Christ looks at you lovingly, from the heights of Heaven, and gently invites you: 'Come, dear one, to everlasting rest in the arms of my goodness. In the abundance of my love, I have prepared for you never-ending delights.' See, with the eyes of your spirit, our Lady inviting you with a mother's love: 'Courage my child. Do not despise my Son's desires, nor my great concern for you, since with him I long for your eternal salvation.' Look at the Saints who earnestly request you, and a million faithful who gently invite you, only desiring to see one day your heart united to theirs to praise God forever."

▶ How have you devoted yourself to Jesus?

DOCTRINE CONNECTION

The Church, a Pilgrim People. The Church is both human and divine, visible and invisible. As an earthly reality that exists here and now, the Church has a past, a present, and a future. She is a pilgrim people and has a history and a story that is still being written. We are a part of that pilgrimage whose destination is the Kingdom of God, which will come about at the end of time. At the end of time all the faithful members of the Church, the Communion of Saints, will live in everlasting peace and happiness with God and with Mary and all the other saints (see *Catechism of the Catholic Church* 769 and Vatican II *Dogmatic Constitution on the Church [Lumen Gentium]* 48-51).

Teresa of Jesus

Teresa of Ávila (1515–1582) was born in Spain and became a Carmelite nun in 1537. Teresa wanted to follow God perfectly; but as she looked around her monastery, she wondered, “How can I follow God perfectly here?” Monasteries were supposed to be quiet places that encouraged holiness, but her monastery was full of noise. The nuns fixed their hair in the latest styles and wore expensive jewelry. They had frequent visitors and parties.

Teresa decided changes were needed. She believed the nuns should return to a simple life of poverty and humility. Reforming the monastery was not easy because many nuns fiercely opposed Teresa’s efforts. Teresa met so much hostility that she complained about her troubles to the Lord. According to one story, in the midst of her frustrations, Teresa is supposed to have said to God once in prayer: “Do you know why you do not have more followers? Look at the way you treat your friends!”

Through prayer and persistence, Teresa overcame the obstacles she faced and established a Carmelite monastery that put her reforms into practice. The monastery was small and poor, but disciplined. Within this prayerful atmosphere, she wrote many reflections on the spiritual life intended to help the faithful gain a greater understanding of the nature of

prayer. In one of her most well-known works, *The Interior Castle*, she wrote:

“In a state of grace the soul is like a well of limpid water, from which flow only streams of clearest crystal. Its works are pleasing both to God and man, rising from the River of Life, beside which it is rooted like a tree. Otherwise it would produce neither leaves nor fruit, for the waters of grace nourish it, keep it from withering from drought, and cause it to bring forth good fruit.”



FAITH JOURNAL

Describe a time when you were frustrated with God. How did you handle it?

87

Disciple POWER

HUMILITY
The humble person has an honest understanding of his or her gifts and weaknesses and is comfortable with who he or she is. They do not hesitate to place their gifts at the service of the Church and of the world.

Reinforce

- ▶ Invite the groups to present their saints to the class.
- ▶ Ask volunteers to share one or two new insights they now have about the Catholic faith because of what they learned from the presentations.
- ▶ Read aloud the Disciple Power feature about *humility* and discuss how Saint Francis de Sales and Saint Teresa of Jesus are examples of what it means to be humble. Use the Disciple Power information on this page to help the students understand that humility requires us to use and share the gifts God has given us.

Connect

- ▶ Have students complete the Faith Journal activity on the page.
- ▶ Invite them to share what they have written with partners.

Pray

Incorporate some of the direct quotes from Saint Francis de Sales and Saint Teresa of Jesus into a prayerful reflection to close today’s class.

DISCIPLE POWER

Humility. Initiate a discussion about humility with your students by asking them to describe a humble person. How does a humble person act? What does a humble person do and say? The young people’s responses will give you an indication of how well they do (or don’t) understand this virtue. A humble person doesn’t consider him- or herself better than the next person, and is helpful and cognizant of the needs of others. However, help the students understand that humility is not weak or passive, or submissive. A humble person does not hide his or her gifts, but shares and uses them, not to impress, but because it is what God calls us to do with our gifts.

KEY CONCEPT

The Sacraments have been a part of the Church since her beginning, and the forms through which they are administered have changed over time.

Pray

Invite the students to remember that God is present with them. Have volunteers proclaim Ruth 1:16.

Teach

- Facilitate an interactive game the purpose of which is to name and briefly describe each of the Sacraments. See Teaching Tip on this page or on page 174 of this guide. This activity can segue directly into paraphrasing or summarizing in your own words the first paragraph on the page.
- Invite volunteers to read aloud the rest of the page.
- Have partners develop lists that contain up to two key concepts from the pages, and up to five questions they might have (such as "What is catechesis?")
- Invite the partners to share their lists, and then facilitate a class discussion to address the questions.

Reinforce

Pose the question on the page. Listen to responses, and then tell the students that they will come to a fuller understanding of the effects and special graces of the Sacrament of Confirmation in a later chapter.

FAITH FOCUS

How have the Sacraments developed over the years?

FAITH VOCABULARY

apostates
Christendom
mendicant

Christian Initiation

The Seven Sacraments have been a part of the life of the Church since the beginning. Through the centuries, however, the ways in which they are administered have changed. Sometimes these changes happened to better meet the needs of the faithful. Other times, changes occurred as our understanding of how God works through the Sacraments deepened.

In the early Church Baptism, Confirmation, and the Eucharist were usually administered together. This was done because most people who became Christians were already adults. After going through a period of preparation (catechesis), those wanting to become part of the Church were baptized and confirmed in the presence of the entire community during the Easter Vigil Mass. Then for the first time they would receive the Body and Blood of Jesus in the Eucharist.



Sacramental Life

TEACHING TIP

Naming and Describing the Seven Sacraments. Use this simple, interactive game as a focusing activity that involves the students in naming and describing the Seven Sacraments. Choose seven volunteers. Tape a 3 x 5 card on the back of each volunteer, printed on each card is the name of one of the Seven Sacraments. (Do not let the volunteers see what is on their own cards.) One at a time, have a volunteer turn and show his or her card to the class. Then, the volunteer asks the students yes or no questions (a la "Twenty Questions") to discover which sacrament is on the card. As each volunteer correctly guesses, write the name of the sacrament on the board.



Celebration of the Liturgy of Saint James, oldest eucharistic liturgy in continuous use

By 395 most of the citizens and subjects of the Roman Empire were Christians. This fundamental change along with a growing concern for children who might die without Baptism eventually resulted in the Baptism of infants becoming the norm in the Roman Catholic Church.

- Why would a person want to receive the Sacrament of Confirmation?

Celebrating the Eucharist

The rites used in the celebration of Mass took shape in the days of the early Church rather quickly. Much of the way the Church celebrates the Eucharistic liturgy has its roots in Jewish rituals. The mission to the Gentiles, however, introduced a number of changes in the way early Christians worshipped. Gradually the celebration of the Eucharist became more and more distinct from Jewish rituals and worship.

Saint Justin Martyr's (d. 165) *First Apology* (c. 148-155) describes the way the Mass was celebrated in the early Church. The order, or structure, of the Mass has essentially remained the same throughout the centuries. Both Jews and Christians honor the living Word of God as revealed in Sacred Scripture. Of course as Christians, we believe God's Word is found in both the Old Testament and the New Testament. And the Mass culminates in the Eucharist, the memorial of Christ's Paschal Mystery, the work of our Salvation.

Catholics BELIEVE

The *First Apology* of Saint Justin reveals that the order of the Mass celebrated in the second century remains similar to today's Mass. Saint Justin wrote that on Sunday Christians gather in one place, the Scriptures are read, a homily is preached, donations for the poor are collected, bread and wine and water are brought forth, the celebrant prays and gives thanks, the people respond "Amen," and Holy Communion is distributed.

Faith CONNECTION

Describe to a friend or partner one of your most memorable experiences of celebrating the Mass.

89

TEACHING TIP

Respect Privacy and Confidentiality. Be sensitive to the young people when asking them to share their responses to questions. Sometimes questions are designed to evoke a personal reflection from the young people that is not meant to be shared. Some people are hesitant to share ideas publicly for a variety of reasons, for example they are shy. While sharing responses can be an effective learning strategy, never force someone to share a response. Be sensitive to and respect everyone's right to privacy and confidentiality.

DAY 2

DISCOVER

Teach

Repeat the same process that you used for student page 88 to explore the content on page 89. Have volunteers read the page aloud to the class, and then ask partners to list key concepts and questions. Review with the class.

Reinforce

- Review the concepts and questions with the class.

Timeline

Create a timeline on the board labeled *The Sacraments through Time*. Invite students to offer suggestions, gleaned from the text, for what to place on the timeline.

- Invite the class to read the Catholics Believe feature about the first Apology of Saint Justin. Point out the continuity over time in the way the Mass is celebrated. It is striking that the Church celebrates Mass today in much the same way as she did in the 2nd century!

Connect

- Invite the young people to join with one or two other students to complete the Faith Connection activity.
- Have those who wish share their responses with the class.

Pray

Close class by praying together the Scripture from Ruth 1:16 on page 85.

KEY CONCEPT

The celebrations of the Sacraments of Penance and Reconciliation and Holy Orders in the Church changed and developed over time.

Pray

Have a volunteer proclaim Ruth 1:16.

Teach

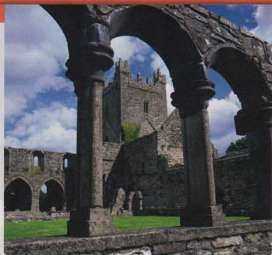
- ▶ Briefly review the timeline the class developed in the previous lesson. Tell them that they will learn about the development of Reconciliation.
- ▶ Paraphrase or read aloud the introductory paragraph. Have the students read the rest of the page silently.
- ▶ Ask volunteers to define and describe an *apostate*. Then, designate one end of the classroom Yes, the opposite end No, and the middle Maybe. Pose the question on the page, and ask the students to take a stand—yes, no, or *maybe*—by positioning themselves in the part of the room that reflects their response to the question. Then, have the students defend their positions with a class discussion about whether they would have let the apostates back into the Church.

Reinforce

Invite volunteers to add new information to *The Sacraments through Time* timeline. Be sure they include information about Saint Columba and Saint Lawrence the Deacon (see the Did You Know feature).

DID YOU KNOW

Saint Lawrence the Deacon (d. 258), along with Pope Sixtus II and six other deacons, suffered martyrdom during the persecution of Valerian, who was the Roman emperor from 253 to 260. Lawrence was responsible for the care and use of the property of the Church in Rome. When the prefect of the city of Rome demanded that Lawrence turn over the gold of the Church to Rome, Lawrence gathered the poor of the city. Pointing to them he declared, "Here are the true treasures of the Church."



Ruins of Cistercian Jerpoint Abbey, Jerpoint, County Kilkenny, Leinster, Republic of Ireland

Celebrating Reconciliation

By the 4th century most Christian persecutions in the Roman Empire had ended. Many baptized Christians who had publically denied their faith during the persecutions, known as *apostates*, wanted to return to full communion with the Church. After much debate and turmoil, the practice of a one-time public penance was used for these apostates to express their sorrow to the community and be readmitted into the Church.

Recognizing that at the core of the Gospel message is repentance and forgiveness, the Church gradually expanded upon this public penance into the form we are familiar with today in the Rite of Penance.

Saint Columba

Saint Columba (521–597) spent many years traveling about Ireland and Scotland, preaching the Gospel and establishing monasteries. One of the most enduring legacies of Columba is his influence on the development of the Sacrament of Penance and Reconciliation. He helped establish the practice of private confession and the granting of absolution by a priest. Eventually this practice of penance spread throughout the world where the Church was established. This is the form that the Rite of Penance follows today.

- ▶ Would you have let the apostates back into the Church? Why or why not?

90

TEACHING TIP

Affirm the Young People. Affirmation is a powerful motivator. Know the gifts and talents and blessings that each member of your class contributes to others. As they contribute these talents, do not take this sharing for granted. See everyone's contributions as a blessing and affirm everyone for their contributions to the class.

Holy Orders

By the twelfth century the Church, especially through the papacy, became the dominant influence in Western Civilization. The Lateran Councils in Rome (1123, 1139, 1179, and 1215) are some recorded signs of the resurgence of the papacy during this period. By the turn of the first millennium, the Gospel had been preached virtually throughout all of Western Europe. The term **Christendom** refers to this vast growth of Christianity both in territory populated by Christians, and in political and spiritual power. The result was that Church authority in the West often surpassed that of the emperors.

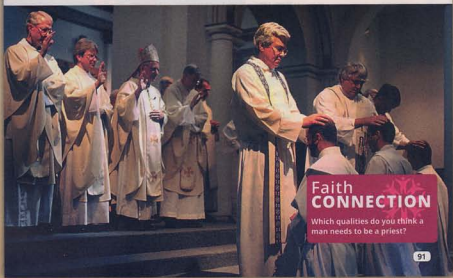
Beginning with Pope Saint Leo IX (1002-1054), the next several centuries were filled with events and people calling the Church to renewal. It was during these centuries that celibacy became a requirement for those baptized men receiving the Sacrament of Holy Orders.

Celibacy, the promise that a priest makes to commit his life only to the Church and never to marry, was always encouraged among the clergy as a means to give witness to the Kingdom of God.

This discipline of celibacy allows the minister to focus his energies on the needs of the people. It became a law of the Church during this period in part to ensure that those entering into Holy Orders fully understood and accepted the ministry of service.

DID YOU KNOW

During Jesus' time, one custom was that a visitor was to wash his feet upon entering a house because the roads were dusty. Usually there would be a bowl with water by the door for this purpose. If the family was wealthy, a servant might be assigned the chore. For a person of higher social standing (such as a teacher) to perform this menial task would be a most unusual gesture.



Faith CONNECTION

Which qualities do you think a man needs to be a priest?

91

CATHOLIC IDENTITY

Word, Worship, and Service. Taking part in the mission of the Church includes taking part in the Church's threefold work, or ministry, of word, worship, and service. Faith is expressed in words and deeds. As the community of believers grows in understanding, its faith is expressed in the deeds of the Church community. The 'deeds' in question are worship and acts performed to build up Christ's body through service to the community of faith or voluntary service in the universal mission of the Church.

Teach

- ▶ Read aloud Holy Orders. As you read, ask the students to underline or highlight key concepts.
- ▶ Invite a volunteer to the board and have the class help him or her add new information to the timeline.

Reinforce

- ▶ Have partners develop a one or two sentence description for the Faith Vocabulary word *Christendom*. Ask them to share their descriptions with another pair.
- ▶ Read aloud or summarize the Did You Know feature about feet washing in the time of Jesus. Ask the students if they can think of any modern-day parallels to the custom of foot-washing (removing shoes when entering a home, bringing a gift for the host or hostess, etc.).

Connect

Ask the young people to reflect on the concluding question.

KEY CONCEPT

The Council of Trent set the number of Sacraments at seven and defined the seven in the way we still do today.

Teach

- Focus the students' attention on the title Catholic Reformation on the page. Ask the students to share what they know about the Reformation.

Timeline

Invite volunteers to read aloud about the Catholic Reformation. As they read, invite other volunteers to add key events, people, and ideas to *The Seven Sacraments through Time* timeline.

Reinforce

Review the timeline. You may want to invite students to guide the class through a review of all they have learned thus far in the chapter, using the timeline as a guide.

Connect

Have the students work in small groups to complete the Faith Connection activity. Invite volunteers to share their responses with the class.

Pray

Conclude the lesson with the prayer with which you opened class.

Council of Trent, fresco by brothers Taddeo and Federico Zuccari, in Hall of Farnesina Magnificence of Palazzo Farnese, Caprarola, Italy, 1560-1566



Catholic Reformation

In the twelfth and thirteenth centuries, social stability was returning to Europe, commerce and urban centers were reviving, and learning was once again possible outside the monasteries. Schools developed where theologians, called Scholastics, used human reason to explain the teachings of the Church. Among the most famous of the Scholastics were Thomas Aquinas (c.1225-1274), a Dominican, and Bonaventure (1221-1274), a Franciscan.

There were many holy women and men who helped reform the Church during the late Middle Ages and early Renaissance (1200-1500). A follower of Saint Francis and Saint Dominic became known as a **mendicant**. The word **mendicant** comes from a Latin word meaning "to beg." These Franciscans and Dominicans traveled about preaching the Gospel. As they traveled they begged for food and lodging.

By the 16th century the Church experienced great reform. At the Council of Trent (1545-1563), the Catholic Church developed various ways and means to renew the spiritual health of the pilgrim Church and to clarify and reassert her doctrinal teachings.

The Council of Trent initiated a number of reforms and clarifications of Church teaching in the area of Sacred Scripture, the creation of the first catechisms (books used to teach the faithful about the Church) and the formation of priests. The Council for the first time in Church history set the number of the Sacraments at seven, and defined the seven in the way we still do today: Baptism, Confirmation, the Eucharist, Penance and Reconciliation, Anointing of the Sick, Matrimony and Holy Orders.

Faith CONNECTION

Explain to a partner the importance of each sacrament you have received.

92

CATHOLIC IDENTITY

The Franciscans. The followers of Saint Francis of Assisi identify themselves by writing the initials OFM after their names. Explain that OFM stands for "Order of Friars Minor." The title "Friar" comes from the Latin word *frater*, which means "brother." When Francis lived in Assisi, there was a class distinction in society. The nobles were the "majors" and the merchants were the "minors." Francis's father was a wealthy cloth merchant. Born into the "minors," Francis came to understand that the real "minors" were not the merchants but the outcasts of society. He called his "brothers," or "friars," the Order of Friars Minor. They were to live as true "minors," as Christ did.

▶ I FOLLOW JESUS

Herald and SERVANT

As a member of the Church, you are called to join with all the baptized and be a herald and a servant of the Gospel. A Christian herald proclaims and invites others to accept the Good News of God's love revealed in Jesus Christ. A Christian servant serves and helps others as Christ did.

There are many ways that you can fulfill your responsibility to be a herald of the Gospel. Here are a few suggestions:

- Show by your words and actions that you are a disciple of Jesus Christ.
- Share with others the teachings of the Catholic Church and demonstrate that the Catholic faith makes a difference.
- Share your faith with your classmates through social media.
- Support a missionary or a missionary community by writing letters, collecting money, or donating food and clothing.
- Volunteer to be an altar server or lector at Mass. Be active in your parish.



92

TEACHING TIP

Provide a Mini-retreat Experience. During the I Follow Jesus portion of the lesson, the content often lends itself well to a retreat-type atmosphere. Consider dimming the lights and playing music that facilitates reflection. Invite the young people to leave their desks and find a comfortable spot on the floor or other area. If possible, take them to another place on the school grounds, such as the chapel.

Pray

Invite the students to remember that God is present with them. Pray the Our Father together.

Reinforce

- ▶ Recall the Faith Focus question on page 88. Ask the students to answer it, using what they learned in this chapter. List responses on the board. Point out that these two pages will explore two models of the Church—herald and servant. Tell them that they have learned about some of the Church's key heralds and servants in this chapter.
- ▶ Read aloud the introductory paragraphs. Tell the young people that they will have time for reflection and prayer.
- ▶ Ask the students to assume comfortable positions in the classroom. Then have them silently read Herald and Servant. Ask them to prayerfully consider each of the suggestions listed on the pages for fulfilling their responsibilities as heralds and servants in the Church.

Respond

- ▶ After a period of quiet time for reflection, invite volunteers to elaborate on the meaning of *herald* and *servant* in their own words.
- ▶ Have the young people work in small groups and list the ways to be a herald and a servant of the Gospel using examples of people whom they know, have read or heard about, or who are described in the text.
- ▶ Invite each group to share its lists with the class, naming specific ways they see the people on their lists being heralds or servants.
- ▶ Have the young people return to their groups and complete the My Faith Choice activity. Have each group share the one way they will work together to put one of their ideas into action.

Choose

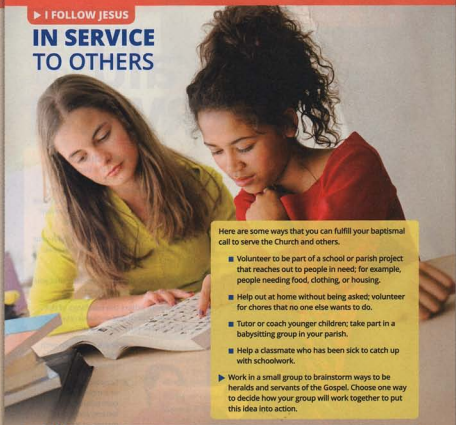
- ▶ Allow the young people more quiet time to make and write their faith choices independently.
- ▶ Encourage the young people to put their choices into practice this week.

Pray

Invite the students to silently pray the prayer at the bottom of the page.

▶ I FOLLOW JESUS

IN SERVICE TO OTHERS



Here are some ways that you can fulfill your baptismal call to serve the Church and others.

- Volunteer to be part of a school or parish project that reaches out to people in need; for example, people needing food, clothing, or housing.
- Help out at home without being asked; volunteer for chores that no one else wants to do.
- Tutor or coach younger children; take part in a babysitting group in your parish.
- Help a classmate who has been sick to catch up with schoolwork.

▶ Work in a small group to brainstorm ways to be heralds and servants of the Gospel. Choose one way to decide how your group will work together to put this idea into action.

MY FAITH CHOICE

This week to help me become a better herald and servant of the Gospel, I will:

PRAY

Lord, you are the source of strength. Help me to serve the Church in her mission, and to be a herald of your Word. Amen.

CATHOLIC IDENTITY

Sharing Stories about Heralds and Servants. There are many people in our Church who take being a herald quite literally by speaking openly about their faith and living in ways that demonstrate they are followers of Christ. This is one way to unite the call to be both a herald and a servant. Talk about such people with your class. Share examples of people in your own school and parish. Consider that service projects allow young adolescents to be both heralds and servants in a concrete way. Encourage and guide the young people in projects in which they can be both heralds and servants.

They were to live as true "minors," as Christ did.

CHAPTER REVIEW

Recall

Define each of these faith terms:

1. apostate _____
2. Christendom _____
3. mendicant _____

Choose one of the questions below and write a brief paragraph to answer your choice.

4. Discuss how the Church responded to the Protestant Reformation.

5. Describe how a saint has contributed to the Church's work of renewal and reform.

Reflect

Using what you have learned in this chapter, reflect on and describe in your own words the meaning of this statement:

By the power of the risen Lord [the Church] is given strength that it might, in patience and in love, overcome its sorrows and its challenges, both within itself and from without, and that it might reveal to the world, faithfully though darkly, the mystery of its Lord until, in the end, it will be manifested in full light.

—LEAH GUTHRIE [DOGMATIC CONSTITUTION ON THE CHURCH], 8

Share

With a partner learn more about the Council of Trent. List here three important teachings from this council.

WITH MY FAMILY

Discuss with your family how you all live as a "pilgrim people?"



For more ideas on ways to live as a disciple of Jesus visit BeMyDisciples.com 95

To Help You REMEMBER

1. Throughout the centuries, the Church's understanding of the Sacraments has deepened.
2. Some of the ways in which we celebrate the Sacraments have changed according to the needs of the faithful.
3. The Sacraments of Christian Initiation celebrate full communion into the Church.

We Remember

- ▶ Ask the students to individually write on a piece of paper the three most important points they learned from this chapter.
- ▶ Have them check their work by comparing it to the To Help You Remember statements on the page.
- ▶ Have the young people share the meanings of the terms in the Review section and compare their definitions with those in the glossary.
- ▶ Use the Recall, Reflect, and Share sections to clarify any questions the students might have concerning what they have learned in the chapter.
- ▶ Remind everyone to share and discuss with their families the With My Family section at the end of the Chapter Review.

TEACHING TIP

Cumulative Review. Consider having your students create their own cumulative review game throughout this unit. At the completion of each chapter, divide the chapter into general content categories. Divide the class into small groups and assign each group one of the topics. Each group's task is to formulate Q&A style statements in its assigned category, writing the statement on one side of an index card and the question (or answer) on the reverse side. (Have the groups label their cards by writing the category in the upper right corners.) Then, collect the cards. At the end of the unit, play a class game using the content the students have developed.

We Pray

- ▶ Remind the class God is always present.
- ▶ Explain that today's closing prayer is a prayer of praise to God.
- ▶ Assign a Leader and divide the rest of the class into two groups. Give the class a few minutes to read the prayer silently.
- ▶ Pray together Praise to God.

Visit BeMyDisciples.com

- ▶ Take time with the students to explore the many activities and resources available at the Web site, BeMyDisciples.com.
- ▶ Encourage them especially to visit it with their families throughout the week and over the weekend.

Before Moving On

Reflect on this question before moving on to the next chapter.

How do I model being a herald and a servant of the Gospel to the young people in my class?

Pray

Invite the students to silently pray the prayer at the bottom of the page.

CHAPTER PRAYER

Praise to GOD

Leader: We are a sacramental people because we rejoice in the presence of God in all of Creation. Together, let us pray with the psalmist:

Group 1: When I behold your heavens, the work of your fingers, the moon and the stars which you set in place,

Group 2: What are humans that you should be mindful of them, mere mortals that you should care for them?

Group 1: You have made them little less than a god, crowned them with glory and honor.

Group 2: You have given them rule over the works of your hands, putting all things at their feet: All sheep and oxen, even the beasts of the field,

Group 1: The birds of the air, the fish of the sea, and whatever swims the paths of the seas.

All: Lord how awesome is your name over all the Earth!

Based on Psalm 8:4-10

LITURGY CONNECTION

Praise to God. Consider taking your class outside for the closing prayer. This is an appropriate setting for the prayer given the prayer's focus on the ways our ancestors in faith celebrated how the natural world revealed God to them.

ENRICHING THE LESSON

CREATING QUIZZES

Purpose

To reinforce the topics of the chapter

Directions

- ▶ Assign groups one of the main sections of the chapter.
- ▶ Have the groups develop a game, such as a crossword puzzle or a word search, to quiz the class.
- ▶ Explain that the quizzes could also be true/false, multiple choice, fill in the blank, matching, and so on.
- ▶ Have groups exchange games and take a quiz.

Materials

paper, pens, pencils

DISCOVERING THE DOCTORS OF THE CHURCH

Purpose

To reinforce the concept of a Doctor of the Church (taught on pages 87 and 92)

Directions

- ▶ Invite the young people to choose one of the Doctors of the Church (i.e., Saint Teresa of Jesus on page 87, Saint Thomas Aquinas on page 92).
- ▶ Have them research and write reports on these great saints and teachers.
- ▶ Encourage the young people to find the answer to this question and include it in their reports: Why is this saint considered a Doctor of the Church?
- ▶ Have them report their research to the class.

Materials

research materials such as the Internet and the *New Catholic Encyclopedia*

paper, pens or pencils

CREATING A GOOD NEWS WEB PAGE

Purpose

To reinforce the concept that through the media we can share the faith of the Church with others (taught on pages 93–94)

Directions

Young adolescents are techno savvy. In fact, they are members of what some call the Digital Generation.

- ▶ Invite the students to work in small groups to create a class Good News Web page.
- ▶ Ask groups to design a page that communicates key ideas about the teaching of the Catholic Church to share with others in their school and parish.
- ▶ After they have designed their Web pages, review it, and with appropriate permission, have it posted on the school Web site.

[Given time constraints and resources, you may wish to ask students to create an outline of “how they would design their pages” instead of having them actually create a web page.]

Materials

computers
Web page design software