

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 THE REVELATION OF GOD

Unit 1 Opener	34
----------------------------	----

CHAPTER 1 Faith in History	36
----------------------------------	----

CHAPTER 2 Faith of the Church	52
-------------------------------------	----

CHAPTER 3 The Word of God	68
---------------------------------	----

CHAPTER 4 Images of God	84
-------------------------------	----

CHAPTER 5 Divine Activity	100
---------------------------------	-----

CHAPTER 6 The Holy Trinity	116
----------------------------------	-----

CATHOLIC SOCIAL TEACHING:

Caring for Creation	132
---------------------------	-----

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



UNIT 2 THE GIFT OF SALVATION

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

CHAPTER 7 Unity from Diversity	138
--------------------------------------	-----

CHAPTER 8 Jesus of Nazareth	154
-----------------------------------	-----

CHAPTER 9 The Son of God	170
--------------------------------	-----

CHAPTER 10 Jesus' Passion and Death	186
---	-----

CHAPTER 11 The Resurrection and Ascension	202
--	-----

CHAPTER 12 The Giver of Life	218
------------------------------------	-----

CATHOLIC SOCIAL TEACHING:

Preferential Option for the Poor	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
----------------	-----



Background

The Call for Change

The dominating visual symbols in the centuries leading up to the Protestant Reformation were magnificent cathedrals and monastery churches that loomed over the landscapes of city and field. From craftsmanship, sweat, faith, and the desire of many workers to build something beautiful for God, these architectural masterpieces arose and still inspire awe and wonder today.

Now fast-forward to the present. Towering over visual landscapes are immense temples of commerce and trade that cast their shadows over the once commanding cathedrals of an earlier time. What remarkable movements brought about this visual juxtaposition?

The most decisive event to impact the path of the Church in the second millennium was the Protestant Reformation. There was much need for renewal in the Church during the late Middle Ages. Some leaders in the Church had lived more like secular princes than servants of the Gospel. Catechesis and the training of priests were woefully inadequate. In far too many ways, spiritual decline characterized both clergy and laity alike.

Faced with this situation, many bishops, priests, religious, and laypeople called for reform, to bring the Church more in line with its apostolic origins. In 1517 an Augustinian monk named Martin Luther set in motion a movement for reform that was to effect profound and lasting changes. While his original intent was an internal renewal of the Church, Luther set in motion forces beyond his and anyone else's imagining—forces that led to tragic divisions to the unity of the Church.

The Council of Trent

In response to these divisions brought about by Luther and other Protestant Reformers, the Catholic Church gathered for the Council of Trent from 1545 to 1563. At this council Catholic doctrine was clarified in response to the Protestant Reformers and the missionary spirit of the Church was revitalized. As a result, developments in the spiritual and devotional life of the Church were precipitated.

Vatican Council I

By the time of the First Vatican Council (1869–70), the Church's agenda was clearly a spiritual one, attempting to respond to the materialism of society during the Industrial Revolution. In many ways, during the century between the First and Second Vatican Councils, the Church deepened her understanding that she must engage—not withdraw from—the secular world if the Gospel is to make a difference in people's daily lives.



For Reflection

- ▶ What are some of the signs of the Holy Spirit actively working in the Church today?
- ▶ What are some of the signs of the Holy Spirit working in the lives of students?

TEACHER TO TEACHER

Renewal

When we embark on a program or process of personal renewal, one of the first steps is to admit our shortcomings. The process of renewal leads us to revitalized ways of relating to ourselves and to others. One of the basic aspects of Church renewal is the ability to admit shortcomings. For that reason, Pope John Paul II apologized for the sins of Christians. During a penance service on March 12, 2000, Pope John Paul II said, "We forgive and we ask forgiveness." This event continued the Church's ongoing desire and effort to renew herself and her efforts to be the sign and instrument of Salvation in the world.

Faith Sharing

Consider sharing with you students an appropriate personal story about spiritual renewal. When was there a time in your life when conflict cried out for healing and forgiveness? Remember, your faith sharing with the young people is an important element of the catechetical process. Faith sharing can help the young people recognize their own need for renewal on their spiritual journey.

Teacher Prayer

*Jesus, Savior and Redeemer,
renew our hearts and minds to
that we can travel as faithful
pilgrims to eternal happiness.
Amen.*

THE CHURCH TEACHES...

The *National Directory for Catechesis* teaches:

[Saint] Paul exhorted the Christians at Ephesus "to preserve the unity of the spirit through the bond of peace." Nevertheless there have been serious wounds to the unity of the Church through the centuries. In our age the Church must continue to "pray and work to maintain, reinforce, and perfect the unity that Christ wills for her."

NDC 51A

In this chapter the students will explore how the Church has grown through periods of reform and renewal.

Further Reading and Reflection

For more on the teachings of the Catholic Church on the Magisterium, indulgences, and Church unity, see *Catechism of the Catholic Church* 77, 88, 95, 813–822, 890, 1471–1479, and 2033–2034, and the *United States Catholic Catechism for Adults*, pages 22, 25–30, 133–134, and 244–245.

LESSON PLANNER

CHAPTER 7 Unity from Diversity

GOAL To understand how God's pilgrim people have undergone reform and renewal throughout the Church's history

LESSON PART	PROCESS	MATERIALS and RESOURCES
DAY 1 EXPLORE Focus To explore the diversity of rites within the Catholic Church Pages 85–87	<ul style="list-style-type: none"> ▶ Pray and reflect on John 17:22–23. ▶ Map places of worship in the community. ▶ Prepare outlines on the rites of the Catholic Church. <p>Disciple Power: piety Faith Vocabulary: rite Activity: Research one of the Churches in communion with the Catholic Church.</p>	paper, pens or pencils newsprint, markers map of the community to mark places of worship
DAY 2 DISCOVER Focus To identify renewals within the Church in the fifteenth and sixteenth centuries Pages 88–89	<ul style="list-style-type: none"> ▶ Write questions and answers about the Reformation. <p>Faith Vocabulary: schism Activity: Describe your Catholic identity.</p>	pens or pencils Bibles ENRICHING THE LESSON: "Researching Church Renewal Efforts," page 153 index cards
DAY 3 DISCOVER Focus To discover the ongoing renewal of the Church Pages 90–92	<ul style="list-style-type: none"> ▶ Create K-W-L chart to learn about Protestant Reformation and Catholic response to it. <p>Faith Vocabulary: Magisterium Activities: Create Catholic Identity word map. Develop "Spreading the Gospel Today" presentations.</p>	paper, pens or pencils ENRICHING THE LESSON: "Viewing a Movie," page 153
DAY 4 DECIDE Focus To reflect on solving conflicts peacefully Pages 93–94	<p>Activity: Practice conflict resolution skills. My Faith Choice: Decide which conflict resolution skill to use this week.</p>	pens, pencils ENRICHING THE LESSON: "Exploring Unity and Diversity Within the Catholic Church," page 153
DAY 5 CONCLUDE Pages 95–96	<p>Review: Recall, reflect, and share key concepts from the chapter. Pray: Remain in My Love 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 diversity of liturgical rites in the Catholic Church.

DISCOVER

how the Church reflects God the Holy Trinity.

DECIDE

on a Christian way to resolve conflicts.

CHAPTER

7

UNITY from DIVERSITY



► Which faiths are represented in your local community?

In most towns and cities across the United States, you can find people of all faiths. Synagogues, churches, mosques, and the like are common places of prayer. Among Christians, there are different faith communities. Some are Roman Catholic, others are founded by Christians who prefer to have no formal affiliation.

Over the centuries, Christians have become divided, despite Jesus' prayer that we remain one as he and the Father are one:

And I have given them the glory you gave me, so that they may be one, as we are one, I in them and you in me, that they may be brought to perfection as one, that the world may know that you sent me, and that you loved them even as you loved me.

John 17:22-23

► What do you think divides Christians the most?

TIMELINE

1517-1517 Lutheran V Council	1585-1585 Papacy of Pius IV	1585-1585 Vatican I Council
1418-1418 Council of Constance	1501-1504 Life of St. Ignace of Loyola	1119

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 eight strategies for resolving conflict on page xx of the student book. Ask them to discuss with their parents and siblings how they can implement these strategies at home on a daily basis so that their family can be a source of cooperation, healing, and forgiveness for all family members.

Pray

- Pray together the Our Father.
- Have a volunteer proclaim John 17:22-23 from the class Bible.

Reflect

- Place a map of your local community on the board. Pose the opening question on the page. Together, in a collaborative class effort, mark the locations of all of the churches, synagogues, mosques, and other places of worship in your municipality on the map.
- Paraphrase the opening paragraph.
- Inquire: Why is there not just one church or place of worship in our community? Listen to responses, and then invite a volunteer to read aloud the second paragraph and the Scripture passage from John 17:22-23.
- Pose the closing question. Ask students to work with partners to develop a Top Five list of things that they think divide Christians the most.
- Facilitate a large group conversation around what divides Christians. See if the students can decide on a Top Five list as a class.

Focus

Timeline

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

- Briefly summarize the Looking Ahead objectives.

Introduce

- ▶ Recall with the young people the four essential characteristics, or Marks, of the Church: one, holy, catholic, apostolic. Explain to the class that within the unity of the Church there is legitimate Catholic diversity. Point out that the Church is both "one" and diverse, or "catholic."
- ▶ Number off the students 1, 2, 3, and 4. Assign each number one of the rites.
- ▶ Working alone, each student is to prepare a brief outline which describes their assigned rite.
- ▶ Next, have the students form small groups, each group composed of four students, 1, 2, 3, and 4.

▶ THE CHURCH FOLLOWS JESUS

Diverse CELEBRATIONS

The Catholic Church is "one" as professed during Mass in the Niceno-Constantinopolitan Creed. The unity of the Church comes from the unity of the Divine Persons of the Trinity. This unity is expressed in diverse ways, which affirm that the Church founded by Christ is "catholic" or universal. The universal Church is the sign and instrument of salvation for all peoples. The diversity of rites within the Catholic Church expresses both her unity and her universality.

Different Rites

The Catholic Church is the new People of God. The Church is united with the Pope in teaching the truth of Divine Revelation, in proclaiming the Gospel, and celebrating the Seven Sacraments.

Although many Christians had split off from Rome in the Great Schism of 1054, a number of Eastern Churches remained in communion with the Pope. Thus the Catholic Church today is comprised of Churches in the West and Churches in the East. These Churches are often grouped according to the rites they celebrate and the faith traditions they share in common. A rite is the way people express their faith according to their particular culture, time, and place (see Code of Canons of the Eastern Catholic Churches 1990).

The Roman Rite

The Catholic Church in the West has the Roman Rite, in two forms, the Ordinary Form and the Extraordinary Form. The Ordinary Form is celebrated in the United States according to the *Roman Missal*, first promulgated by Pope Paul VI in 1969 and is now in its third English translation. The Extraordinary Form is celebrated according to the *Roman Missal* of 1962, promulgated by Pope John XXIII and dates back to 1570.

Other rites in the West include the Ambrosian Rite, the Bragan Rite, and the Mozarabic Rite. Some religious orders and communities also celebrate their own rite, such as the Carmelites, Dominicans, Cartusians, and now those Anglicans who are in full communion with the Pope.

▶ What are some of the ways your parish celebrates the faith?



86

TEACHING TIP

Guest panel. Your students may come from inter-religious families, and certainly have friends who are Christian but not Catholic. Consider inviting several leaders (such as the youth ministers) from Christian denominations representing the ecumenical diversity of your community (i.e., Lutheran, Methodist, Episcopal, etc.) to visit with your class. Ask that these representatives share the core beliefs of their denominations, how they see interreligious dialogue as important, and where they see possibilities for Christian communities with different faith expressions joining together for the good of the Church and the world.



The Eastern Catholic Churches celebrate various rites too. These include rites such as Armenian, Byzantine, Chaldean (East Syriac), Coptic, and Maronite (West Syriac). The Maronites have always been in communion with the Pope, and have as their liturgical language Aramaic, the Semitic dialect used during Jesus time. The Maronite liturgy is attributed to Saint James and the Church of Jerusalem.

The Church of Alexandria traces her roots to the desert traditions of Egypt and attributes their liturgy to Saint Mark the Evangelist. The Alexandrian Churches include the Coptic and Ethiopian rites. The origins of this community of Churches began after the Council of Chalcedon in 451. While the Alexandrian Churches recognize the Pope as the leader of the universal Church, they are governed by a patriarch, whose role in the Church is different than that of a bishop.

The Church of Constantinople (Byzantium) has her origins in the Middle East. This family of Churches celebrates the common faith of the Catholic Church according to traditions and rites fashioned by the influence of Greek, Byzantine, and Semitic cultures. Unfortunately many of these Eastern Churches are not in communion with the Pope. However, Pope John Paul II often referred to them as "sister Churches" (see *On Commitment to Ecumenism* 56). Those in communion with the Pope include Melkite Catholics, Romanian Catholics, Ruthenian Catholics, and Ukrainian Catholics.

Research one of the Churches in communion with the Catholic Church. Find that Church's relationship to an ancient city and the liturgy's attribution to an Apostle. Write down what you find here:

As one Church, we worship God with great diversity. Reverence is related to piety, which is one of the seven Gifts of the Holy Spirit. Our common attitude of reverence for God and his creation helps us to celebrate with unity. With reverent hearts and minds, we give praise to the Father, in the Son, through the Spirit. The attitudes of reverence and respect accompany pious activity.

► Have the students use the outlines they have developed to teach their peers in the small groups about their assigned rite.

- ▶ Post four newspapers at the front of the room or use four columns on the board labeled with the four rites.
- ▶ As a large group, summarize each rite by adding key words and phrases to the newspaper or columns (people, places, concepts, etc.).

- ▶ Tell the young people that just as these rites celebrate the faith in different ways, so too do our parishes. Point out that this diversity is sometimes based on the cultural and ethnic heritage of the people of the parish.
- ▶ As a group, identify some of the ways that your school and parish celebrates faith.
- ▶ Have the students complete the Faith Journal activity as a homework assignment. Invite volunteers to share what they discover.

Ask the young people to quiet themselves for prayer. Lead the class in praying this or a similar prayer:

*Lord, we are a pilgrim people
on our journey to you. / Be
with us as our guide, always. /
Amen.*

Reverence. Another word related to *reverence* is *piety* (see Disciple Power in Chapter 11). This gift develops confidence in God that inspires us to joyfully want to serve God and others. Reverence for God promotes our desire to worship him through prayer. Reverence for his creation leads us to care for the needs of others because of our love for God. Invite the young people to share how they experience reverence in their own parish. Encourage them to share about how our family cultures help us celebrate the Mass. Ask the young people to identify the ways in which they show reverence, or piety, for God in their lives.

KEY CONCEPT

The Church's unity was challenged during the second millennium, resulting in a great schism.

Pray

Invite the students to remember that God is present with them. Have the students join in proclaiming John 17:22–23 from their Bibles.

Teach

- ▶ Suggest that throughout her history, the Church has been challenged to renew herself. Tell the students that today's lesson will explore the challenges of the Schism in the West and the call for reform.
- ▶ Examine the images on pages 88–89 of the text to prepare for the students' reading of the pages, including the Catholics Believe feature.
- ▶ Present the introductory paragraphs and invite the students to silently read pages 88–89, including the Catholics Believe feature.
- ▶ Distribute five index cards to each student. Ask the students to develop one question from each of the sections of the pages. Tell them to write one question on one side of each card, and on the reverse side, write the answer to the question.

▶ FAITH FOCUS

How is the Church a reflection of God?

▶ FAITH VOCABULARY

Magisterium
rite
schism

Visible Unity

The Pope, the bishop of Rome, is the successor of Saint Peter the Apostle whom Christ chose and commissioned to be the visible foundation of the Church. He is the pastor of the universal Church to whom the keys of the Church have been entrusted (read Matthew 16:13–20). The Church has continually taught that the "universal Church is seen to be a people brought into unity from the unity of the Father, the Son, and the Holy Spirit" (*Catechism of the Catholic Church* 810).

Schism in the West

The unity of the Church was challenged during the second millennium. As a result of these challenges, the Church suffered from another great schism.

During this time, the Middle Ages, nations were a mix of the State and the Church. Many countries had a state religion. In 1378 the Avignon Papacy ended under Pope Gregory XI, who returned the papacy to Rome. As a result the French monarchy and ruling class were not pleased, and the relationship between European kings and the Pope dramatically changed.

What followed was a series of events in which rivals to the bishop of Rome arose, each claiming to be the successor of Saint Peter. For example after Pope Gregory XI's death in 1378, both Pope Urban VI (in Rome, Italy) and antipope Clement VII (in Avignon, France) had been declared pope. Faithful Catholics were confused, and became further divided.



TEACHING TIP

Affirming Positive Behaviors and Attitudes. There may be some students who are disruptive during class time. Disruptive behavior can be a sign of a student's need for attention and recognition. Think of ways to give these young people the positive attention they need. Some ways to do this are to specifically greet the student, to discuss with them their other interests, or to invite them to help with class preparation and projects.

This schism finally came to an end at the Council of Constance (1414-1418) with the election of Martin V, and the papacy remained in Rome. As a result of this council, the Church began to be referred to more commonly as the Roman Catholic Church.

Unlike the Great Schism of 1054, the Western Schism was not based on doctrine but a result of political divisions within the Church. This schism was a reflection of the divisions occurring across Europe during the Middle Ages.

► Why do you think having only one pope is important to the Church?

A Pilgrim People

The Church is one, holy, catholic, and apostolic because of God, whom she is to reflect. The Church is one because of the unity of the Holy Trinity. "The Church is one because of her 'soil'...the Holy Spirit, dwelling in those who believe." (CCC 813). The mystery of the Church includes both visible (in history) and invisible (spiritual) dimensions. So though the Church is in the world, she is not of this world. This is why we can refer to the Church as a "pilgrim people." She is Christ's sign and instrument of salvation guiding people to Heaven (see CCC 776).

Many changes in the religious, political, cultural, and economic conditions of the fourteenth through sixteenth centuries in Western Europe sparked a desire

for reform of the Church. Tragically, several attempts at sincere reform resulted in faith communities separating themselves from the Catholic Church.

Reform in England

In England John Wycliffe (1330-1384) called for a reform of the lifestyle of the clergy and the spiritual care of the laity. Among the teachings of Wycliffe that lead to his separation from the Catholic Church was his teaching that papal authority had wrongfully usurped the authority of the Bible. The teachings of Wycliffe that were contrary to the teachings of the Church were condemned at the Council of Constance, and he was excommunicated.

Dutch Reform

Desiderius Erasmus (1466-1536) was a Dutch writer who became convinced that the Church needed to reform from within. Erasmus advocated for a more humanist approach to sharing the faith of the Gospel with the people. This means that the pursuit of the perfect person is possible through the learning of great literature and the culture of antiquity.

Erasmus never separated from the Church. Influenced by Saint Thomas More and others, Erasmus translated the Bible and the writings of the early Church Fathers to promote the study of the Bible and virtuous living.

Catholics BELIEVE

The Church's first purpose is to be the sacrament of our communion with God. In the Church, the unity of humanity has begun because she gathers us as the People of God. And together the faithful in Christ are the one Body of Christ and the one temple of the Holy Spirit (see CCC 776).



Faith CONNECTION

Describe your Catholic identity to a friend or classmate.

89

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).

Reinforce

- Collect the questions that the young people have written.
- Divide the group into teams. Have the teams respond to the questions as you read the questions from the cards. Tell them that they will earn points for each question answered correctly.

Timeline

Play a timeline game to reinforce and summarize the text. Have students place chapter related events in chronological order.

- Summarize by presenting a brief response to the question at the end of the text on page 88.

Connect

Explain that during this time period, the Church was challenged to clarify her identity. Invite the young people to join with partners and respond to the Faith Connection activity about Catholic identity.

Pray

Invite the young people to quiet themselves for prayer and pray together the Apostles' Creed.

KEY CONCEPT

The Council of Trent was the Church's response to the Protestant Reformation.

Pray

Invite the students to quiet themselves for prayer. Have them silently ask the Holy Spirit to guide them in today's lesson. Pray the Our Father together.

Teach

- ▶ Ask volunteers to describe how the Church is like a pilgrim. Tell the students that in today's lesson they will explore the Protestant Reformation and the Council of Trent, which was a part of the Catholic response to the Protestant Reformation. They will explore how these events are part of the Church's history of renewal.
- ▶ Create a K-W-L chart on the board (Know, Want to know, Learned). Ask the young people to share what they already know about Martin Luther and the Catholic Church's response to him. List on the board in the K (know) column.
- ▶ Invite the students to think about what they want to know about Martin Luther about the Protestant Reformation, and about the Catholic Church's response and then add their responses in the W (want to know) column on the board.
- ▶ Present a summary of pages 90–91, using both the text and the visuals.
- ▶ Have the students silently read the text.

DID YOU KNOW

The Puritans who came to the Americas seeking religious freedom were part of the English Reformation. Originally, they wanted to purify the Church of England of its Roman Catholic tenets and practices. They were highly influenced by Calvinism.

Martin Luther's 95 Theses (Martin Luther nails the 95 Theses to the door of Wittenberg Cathedral), 1872 (oil on canvas), by Ferdinand Pauwels



90

The Protestant Reformation

Martin Luther (1483–1546) was a Catholic priest and Augustinian monk who also called for reform within the Church. Unfortunately, his reforms led to his separation from the Church. The reform began by Luther and others, like John Calvin, is known as the Protestant Reformation.

Luther began his quest for reform with no thought of leaving or dividing the Catholic Church. His initial calls for reform were directed to the authorities of the Church. Luther challenged the Pope and bishops to correct what he saw as abuses of their authority and to better respond to the spiritual needs of the faithful. Sadly, this led to a series of erroneous teachings about grace, Sacred Scripture, and the Sacraments. Furthermore Luther questioned the legitimate authority of the Pope, and his teachings about the ministry of priests were in conflict with the Church's teachings. In 1517 Luther wrote down his demands for reform in *The Ninety-Five Theses*.

Tragically, Luther's efforts at reform started a cascade of revolts and divisions that splintered the unity of the Church. Kings, princes, and governments, for political and financial reasons, used this reformation movement to gain control over the temporal authority of the Church. Luther's efforts and their divisive results have left the unity of the Church splintered to this day.

Reformation from Within

At the middle of the sixteenth century, the Church formally declared her own reformation from within. The Council of Trent (1545–1563) was a direct response to the reformation movements within the Church and to the Protestant Reformation. At Trent the Church developed various ways and means to renew the spiritual health of the pilgrim Church and to clarify and reassert her doctrinal teachings. Of particular focus was clarity on doctrinal teachings, importance of Sacred Scripture, and the formation of priests.

Catechisms. In order to promote widespread understanding of authentic Church teachings, the *Roman Catechism* was drawn up after the close of the Council of Trent. This document served as the basis for the *Baltimore Catechism*, which was widely used in the United States of America as a primary source for the education of the faithful prior to the current *Catechism of the Catholic Church*.

- ▶ How did the Church respond to the Protestant Reformation?

TEACHING TIP

Student Teachers. Provide opportunities for the young people to teach part of the lesson in groups or individually. This student-centered learning style will help you learn more about the prior knowledge of your students and the new insights they have gained this year. Always encourage the young people to be creative as they prepare to teach. They can make storyboards, write stories, make up skits, draw posters, pantomime, create silent tableaux, and so on.



The Council of Trent, 1563 (oil on canvas)

Sacred Scripture. In response to various individuals claiming their own interpretation of the Bible as true, the Church reasserted at Trent that the **Magisterium**, or official teaching office of the Church, and not individuals, has the authority to authentically interpret the Word of God, whether as Sacred Scripture or as Sacred Tradition.

Formation of Priests. The Council of Trent also mandated a complete reform of how priests were to be trained. The seminary system which provides for the spiritual and academic formation of priests today is a direct result of the Council of Trent.

In addition to its clarification of doctrine, the Council of Trent took seriously the need to reform other areas in the life of the Church. After Trent, the Church instituted a whole series of internal measures to reform and renew Catholic life. The Council of Trent was enormously influential in defining and shaping Catholic identity for the next four hundred years.

Charles Borromeo

In the years immediately following the Council of Trent, Charles Borromeo (1538–1584), a cardinal and the archbishop of Milan became instrumental in establishing the reforms of Trent. On behalf of Pope Pius IV, Charles oversaw the composition of the *Roman Catechism* and the *Roman Missal*, the Church's liturgical book. He supervised the Church's implementation of many efforts to instruct the people in the faith. Cardinal Borromeo established seminaries for the training of priests, and worked to improve the way the Church celebrated the Sacraments. He used the wealth he inherited from his family for the care of the poor, and often personally tended to people who suffered from starvation and diseases. His death at the age of forty-six was caused, in no small measure, by the way he gave of himself in service to the Church.

DID YOU KNOW

By the end of the sixteenth century, the list of reformers who separated their followers from the Church of Rome included John Calvin (1509–1564), Philipp Melancthon (1497–1560), Ulrich Zwingli (1484–1531), King Henry VIII (1491–1547), and Archbishop Thomas Cranmer (1489–1556).



St. Charles Borromeo administering the Sacrament to a plague victim in Milan, 1576 (oil on canvas)

Faith CONNECTION

With a partner make a list of some reforms you see needed in your parish.

91

CATHOLIC IDENTITY

Saints of the Reformation. While some people were engaged in bitter battles with the Roman Catholic Church over various issues, other reformers remained faithful to their beliefs and to the Catholic Church. One such faithful follower was author and Lord Chancellor of England, Thomas More. With his refusal to take the oath of allegiance to the king of England by refusing to repudiate the Pope, Thomas More was sent to the Tower of London where by order of King Henry VIII he was beheaded on July 6, 1535.

Reinforce

- ▶ Invite the class to work together to fill in the L (learned) column on the K-W-L chart, indicating what they have learned about Protestant Reformation and the Catholic response to it.

Timeline

Draw the young people's attention to the two Did You Know features that tells about the Puritans and their reason for coming to America, and about the reformers other than Luther who also separated from the Church of Rome. Invite the students to add these events to the chapter timeline.

- ▶ Invite the students to share any further details about these topics which they may have learned in other classes.
- ▶ Invite responses to the question on page 90.

Connect

- ▶ Write the phrase *Catholic Identity* on the board and have the class create a word map with you by brainstorming words or phrases that come to mind that define or describe Catholic identity. Ask them to draw on what they discussed in the Faith Connection activity in the previous lesson (student page 89) as well as in today's lesson.
- ▶ Have the students compare what they wrote with the creedal statements in the Apostles' Creed.

KEY CONCEPT

The Church's efforts at renewal were carried on by many of her leaders, and continue to this day.

Teach

- ▶ Explain that now you will jump forward to the nineteenth century and explore how the First Vatican Council continued the renewal of the Catholic Church begun at the Council of Trent.
- ▶ Have the students silently read page 92 and highlight key points.

Reinforce

Have the students identify and discuss the key efforts of the Catholic Church to renew herself from the sixteenth through nineteenth centuries. (*Growth of religious congregations, promotion of spiritual renewal, Vatican Council I*)

Connect

- ▶ Have the young people work in small groups to answer the Faith Connection question. Ask them to work in their groups to develop a one to two-minute presentation entitled "How to Spread the Gospel Today."
- ▶ Invite each group to present and then facilitate a large-group discussion about its ideas for renewal in the Church today.

Pray

Ask the young people to quiet themselves. Proclaim John 17:22-23.

- ▶ Have the students silently read the text.

DID YOU KNOW?

In the centuries after the Council of Trent, holy men and women formed a number of religious orders. Many, such as Saint Ignatius of Loyola (1491-1556) and Saint Vincent de Paul (c. 1581-1660), devoted themselves to living the Works of Mercy. Others, such as Saint Teresa of Avila (1515-1582), dedicated themselves to promoting spiritual renewal and working to reform religious orders and communities.

Continual Reform

The reformations unleashed waves of energy and zeal into the Church. The efforts begun by Saint Charles Borromeo were carried on by a litany of others and continue today.

As a result of the reforms of the Council of Trent, the Church preserved the treasures of the faith handed down from previous generations. In an effort to continue the renewal of the Church, Pope Pius IX called the First Vatican Council (1869-70). This Council addressed a number of issues, including:

- how the Church passes on God's revelation,
- the teaching office of the Pope and of the College of Bishops who have the charism, or special grace, to authentically teach in matters of faith and morals without error, and
- the relationship between the use of faith and reason in our search to understand the meaning of God's revelation.

As you know from your study of history, this was also a period of expansion in trade between Europe and the rest of the world. Missionaries from many religious orders accompanied explorers and brought the Gospel to the New World and other lands.



Faith CONNECTION

What new ways do you think the Church can use to spread the Gospel today?

92

DOCTRINE CONNECTION

Renewal in Daily Life. The Church offers us a way to measure how we can accomplish renewal, or conversion, in our day-to-day lives. Share these ways with your students: "Conversion is accomplished in daily life by gestures of reconciliation, concern for the poor, the exercise and defense of justice and right, by the admission of faults to one's brethren, fraternal correction, revision of life, examination of conscience, spiritual direction, acceptance of suffering, endurance of persecution for the sake of righteousness. Taking up one's cross each day and following Jesus is the surest way of penance" (*Catechism of the Catholic Church* 1435).

▶ I FOLLOW JESUS

DEALING with CONFLICT

Throughout the Church's history, the Church has dealt with conflict through reform. Think about how you would deal with the following conflict:

Your family has one computer. You have to finish your history report. Your sister seems to be e-mailing all her friends. You ask her if you could please use the computer. She says, "No way!"

Check what you would do:

- | | |
|---|--|
| <input type="checkbox"/> Plead with her, make a deal. | <input type="checkbox"/> Ask her nicely again. |
| <input type="checkbox"/> Tell your mother or father. | <input type="checkbox"/> Walk away upset. |
| <input type="checkbox"/> Scream and get angry at her. | <input type="checkbox"/> Negotiate a compromise. |

WHAT IS CONFLICT?

Conflicts occur when people have different opinions or opposing points of view or different needs.

It can also occur when people are being selfish and disregard the needs of others. For example, if I want what I want when I want it, and I do not care about your wants, there is a conflict. Most conflicts can be resolved peacefully if those involved are willing to work at it.

SOMEWHERE ELSE

THIS WAY

THAT WAY

93

Pray

Pray together the Act of Love.

Reinforce

- ▶ Remind the young people that during the period of history they have been studying in this chapter, the Church, with the guidance of the Holy Spirit, faced many challenges in her efforts to be faithful to Jesus. Point out that these two pages will help them develop skills to face the challenges they will encounter in living the Gospel.
- ▶ Present the introductory paragraph and have the young people read about dealing with conflict and complete the check list.
- ▶ Compare responses as a class.
- ▶ Have volunteers read aloud the remaining text.
- ▶ As a group, outline on the board the seven steps for resolving conflict.

CATHOLIC IDENTITY

Affirming the Difference Faith Makes. The themes that arise from the Church's history are also in many ways our own personal themes on our pilgrimages of faith. For example, this chapter's focus on reform and renewal is a very human theme, experienced by each of us. The young people can learn from the way the Church chooses to respond to internal conflict and disagreement: by addressing it, resolving it, and growing from it. The young people too can work to resolve the disagreements and conflict that arises in their own lives. They can be proud that our Church works hard to resolve conflict and to keep the Gospel alive in the world. Yes, faith does make a difference.

Respond

- ▶ Have the groups use the steps for resolving conflict to decide how they would resolve the computer dilemma.
- ▶ Ask the groups to share how they will make resolving the conflict a win-win situation.

Choose

- ▶ Have each student choose one of the conflict resolution skills to use this week in resolving a conflict. Then have everyone make and write their faith decisions.
- ▶ Encourage the young people to put their decisions into practice this week.

Pray

Have the students pray the prayer that appears at the bottom of the page silently.

Connect

- ▶ Have the young people work in small groups to answer the Faith Connection question. Ask them to work in their groups to develop a one- to two-minute presentation entitled "How to Spread the Gospel Today."
- ▶ Invite each group to present and then facilitate a large-group discussion about its ideas for renewal in the Church today.

Pray

Ask the young people to quiet themselves. Proclaim John 17:22-23.

▶ I FOLLOW JESUS

RESOLVING CONFLICT

Here are some suggestions to help you resolve conflicts peacefully:

1. Ask the Holy Spirit for guidance.
2. Share your opinion, state your need, make "I" statements. For example: "I need to use the computer for about an hour to finish my report. Could you please e-mail your friends later?"
3. Avoid being judgmental, sarcastic, or offensive. Statements, such as "You are so stupid. No one in their right mind would spend hours e-mailing everyone in the universe," invite conflict.
4. Focus on the specific problem or disagreement. Do not bring up stuff from the past, such as "Six months ago I let you play my video games all night."
5. Listen to the other person's point of view. Hear what they are saying. Keep your mind open and be flexible.
6. Focus on the facts. Focus on the needs that are expressed, not just your wants.
7. Be respectful. Use good manners and common courtesy. Name-calling, being stubborn, and being offensive only increase conflict.
8. Try to avoid win/lose situations. Find the best possible solution to the problem. Bring it to a win/win situation so that both needs can be met.

In a small group discuss how to resolve the computer-sharing dilemma.

MY FAITH CHOICE

This week I will practice one of the above skills. I will seek peace in love through respect for God, others, and myself. I will:

PRAY God, you are the source of unity and holiness. Encourage me to resolve conflicts with peace and respect. Amen

TEACHING TIP

Role-Playing Conflict Resolution Skills. Young adolescents are often challenged by conflict—be it in their families, with friends, at school, or in the neighborhood. Brainstorm with the class some common situations where they experience conflict. Then have groups role-play these situations, using the conflict resolution steps outlined on page 94.

CHAPTER REVIEW

Recall

Define each of these faith vocabulary terms:

1. Magisterium _____
2. rite _____
3. schism _____

Write a brief paragraph to answer both of the questions below.

4. Describe the Catholic Church prior to the Council of Trent.

5. Describe the Catholic Church after the Council of Trent.

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.

VERONICA II, Lumen Gentium (Dogmatic Constitution on the Church)

Share

Discuss with a partner how the Church is a reflection of God.

WITH MY FAMILY

Discuss with your family how we are a pilgrim people of the Church working to live faith in Christ fully and alive.

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

95



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.
- ▶ Divide the class into groups of four students each and have them number off 4, 5, 6, and 7 in their groups. Have each student complete the Recall question that matches their number. Give the students time to develop their answers, and then have them share their answers to the four questions in their small groups.
- ▶ 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

Reviewing Your Lesson Plan. As you look back on your lesson plan for this chapter, here are a few reminders.

- ▶ Many methods are equally effective in presenting the message of faith and facilitating the students' learning experience.
- ▶ Trying new approaches might work better for certain students. Once they find something that works, they incorporate these methods into their teaching.
- ▶ Choosing appropriate methods depends on the goals or objectives of the lesson, and starts with asking, "What are the desired outcomes for this lesson?"

We Pray

- ▶ To prepare for prayer, assign eight Readers and a Leader for the prayer. Have the students silently review their parts.
- ▶ Invite the young people to close their eyes and spend a moment reflecting on God's presence in Creation. Ask them to visualize the ways that they have experienced God's presence in the past week.
- ▶ Gather for prayer, and pray **Remain in My Love**.

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 well do I resolve conflicts in my own life? How do I help the young people experience reformation and renewal in my classroom?

CHAPTER PRAYER

Remain in MY LOVE

Leader: A reading from the Gospel according to Saint John.

Reader 1: I am the vine, you are the branches. Whoever remains in me and I in him will bear much fruit, because without me you can do nothing.

Reader 2: If you remain in me and my words remain in you, ask for whatever you want and it will be done for you.

Reader 3: As the Father loves me, so I also love you. Remain in my love.

Reader 4: If you keep my commandments, you will remain in my love, just as I have kept my Father's commandments and remain in his love.

Reader 5: I have told you this so that my joy may be in you and your joy may be complete.

Reader 6: This is my commandment: love one another as I love you. No one has greater love than this, to lay down one's life for one's friends. You are my friends if you do what I command you.

Reader 7: I no longer call you slaves, because a slave does not know what his master is doing. I have called you friends, because I have told you everything I have heard from my Father.

Reader 8: It was not you who chose me, but I who chose you and appointed you to go and bear fruit that will remain, so that whatever you ask the Father in my name he may give you.

All: Amen.

John 15:3-16

LITURGY CONNECTION

Reminders about Prayer. Remind your students of a few simple facts about prayer: When we pray, God is always with us and hears our prayers. Our prayer is sparked by God before we even think to pray! In many ways, it is the Spirit within us who prays through us. In prayer, silence can be "golden," as it may be a message forcing us to take responsibility for our lives and growth in faith. Remember what Saint Augustine said, "Act as if everything depends upon you and pray as if everything depended on God."

ENRICHING THE LESSON

RESEARCHING CHURCH RENEWAL EFFORTS

Purpose

To further explore the reformers of the sixteenth century (taught on page 91)

Directions

- ▶ Using the list in the Did You Know on page 91, invite volunteers to research one of the reformers who separated from the Catholic Church during the sixteenth century.
- ▶ Have the students present their reports to the class

Materials

research materials such as the Internet and *New Catholic Encyclopedia*
paper, pens and pencils

VIEWING A MOVIE

Purpose

To reinforce the concepts of this period of renewal and reform in the Church

Directions

- ▶ View and discuss the movie *A Man for All Seasons*, which is about Saint Thomas More, with your class.
- ▶ Talk about ways his life exemplifies fidelity to the Gospel and to the Church.
- ▶ Identify and name qualities of Saint Thomas More and how these same qualities can help us today live as faithful members of the Body of Christ

Materials

television or projection screen
DVD player
A Man for All Seasons

EXPLORING UNITY AND DIVERSITY WITHIN THE CATHOLIC CHURCH

Purpose

To reinforce the concept of oneness, or unity, of the Church and its relationship to the diversity within the Catholic Church

Directions

- ▶ Invite a special guest from one of the Eastern Rites of the Catholic Church to share information with your class.
- ▶ In particular, have the person share about the liturgical and prayer tradition of his or her Church.
- ▶ Have the class discuss the similarities and differences with the Roman rite.

Materials

special guest