

Contents

Course Overview	V
Features	vi
Student text contents	vii
Lesson plan pedagogy	x
Specific teaching strategies	xi
Suggested time-line	xii
Scope and sequence	viii
1: Out of Darkness	1
Handout 1:1—What Stresses You Out?	10
Handout 1:2—Human Rights	12
Handout 1:3—Class Survey on Prayer	13
Handout 1:4—Thomas Merton on Faith	14
Handout 1:5—Faith and Health	15
Handout 1:6—Why Faith Promotes Better Health	16
Handout 1:7—Chapter 1 Review Answers	17
Chapter 1 Test	19
2: Let There Be Light	23
Handout 2:1—God, Evolution, or a Combination of Both?	33
Handout 2:2—God as Father	35
Handout 2:3—God as Son	36
Handout 2:4—God as Holy Spirit	37
Handout 2:5—Adoration Psalms	38
Handout 2:6—The Legacy of César Chávez	39
Handout 2:7—Growing in Trust of God	40
Handout 2:8—Chapter 2 Review Answers	41
Chapter 2 Test	42
3: Light of the World	47
Handout 3:1—Self-Esteem	59
Handout 3:2—Rate Your Self-Esteem	61
Handout 3:3—Ways to Build Self-Esteem	63
Handout 3:4—Jesus and Scripture	64
Handout 3:5—Praying with Scripture	65
Handout 3:6—Additional Resources for Helping the Poor	66
Handout 3:7—Chapter 3 Review Answers	67
Chapter 3 Test	71

4: Truth and Light 75

Handout 4:1—Types of Suffering in Today's World	85
Handout 4:2—Results of Survey of U.S. Catholics in 1994	86
Handout 4:3—Faith during Difficult Times	87
Handout 4:4—The Passion Narratives: Similarities	88
Handout 4:5—The Passion Narratives: Differences	89
Handout 4:6—Scripture and the Resurrection of Jesus	90
Handout 4:7—The Debate on Capital Punishment	91
Handout 4:8—Chapter 4 Review Answers	92
Chapter 4 Test	95
Midterm Week	99
Mid-term Test	103

5: Children of Light 107

Handout 5:1—Making Life-Giving Choices	118
Handout 5:2—The Jesse Tree	119
Handout 5:3—A Traditional Hymn for Pentecost	120
Handout 5:4—Titles of the Holy Spirit	121
Handout 5:5—Hymn	122
Handout 5:6—Chapter 5 Review Answers	123
Chapter 5 Test	125

6: Your Light Must Shine 129

Handout 6:1—Group ID	138
Handout 6:2—Symbols of the Church	139
Handout 6:3—Chapter 6 Review Answers	140
Chapter 6 Test	143

7: Walking in the Light 149

Handout 7:1—The Conversion of Saint Paul (January 25)	159
Handout 7:2—The Easter Vigil Readings	160
Handout 7:3—Final Words from The Gift of Peace	161
Handout 7:4—Reflections by Bishop Desmond Tutu	163
Handout 7:5—Examination of Conscience	164
Handout 7:6—Chapter 7 Review Answers	165
Chapter 7 Test	167

8: Eternal Light 171

Handout 8:1—The Day of the Lord	180
Handout 8:2—"The Day of Wrath"	181
Handout 8:3—Feast of Christ the King	182
Handout 8:4—Masses for the Dead	183
Handout 8:5—Chapter 8 Review Answers	185
Chapter 8 Test	187
Final Week	191
Final Test	195

Let There Be Light

Topics

- Faith and Science
- Attributes of God
- The Mystery of the Trinity
- Creation
- The Garden and the Fall
- The First Three Commandments
- Liturgy and the Sacraments
- Baptism and Matrimony
- Prayers of Adoration

Objectives

To help the students:

- consider the relationship between science and faith.
- explore belief in God.
- recognize that the first three commandments call people to put God first in their lives.
- appreciate how the Church celebrates its belief in God through its liturgy and sacraments.
- explore the value of prayers of adoration in developing a relationship with God.
- assess how to respond to the Creator's love and how belief in God affects one's attitude and behavior.

Words of Faith

adoration	evolution	original sin	Ten Commandments
angels	idolatry	polytheism	
atheism	liturgy	sacrament	
Baptism	Matrimony	salvation	
creationism	monotheism	stewardship	

Materials Needed

- student notebooks
- Bibles
- Candle-making materials
- Handout 2:1—God, Evolution, or a Combination of Both? (Copy for Day 1.)
- Handout 2:2—God as Father (Copy for Day 4.)
- Handout 2:3—God as Son (Copy for Day 4.)
- Handout 2:4—God as Holy Spirit (Copy for Day 4.)
- Handout 2:5—Adoration Psalms (Copy for Day 8.)
- Handout 2:6—The Legacy of César Chávez (Copy for Day 8.)
- Handout 2:7—Growing in Trust of God (Copy for Day 8.)
- Handout 2:8—Chapter 2 Review Answers (Copy for Day 9.)

Related Church Documents

Catechism of the Catholic Church #30, 47, 70, 137, 179, 228, 229, 230, 231, 267, 275, 316, 317, 319, 320, 350, 353, 384, 417, 418, 419, 454, 479, 568, 620–21, 743, 747, 809, 852, 985, 1110, 1111, 1112, 1131, 1187, 1277, 1278, 1279, 1660, 1661, 1662, 1664, 1665, 1666, 1714, 1745, 1945, 2081, 2134, 2140, 2135, 2138, 2139, 2161, 2162, 2192, 2193, 2195, 2252, 2319, 2323, 2456, 2554, 2644, 2694, 2720, 2757.

Vatican I, Dei Filius, can. §5: DS 3025.

The Church in the Modern World #48.

Chapter 2 Resources

Books

- Brown, Raymond, et al. *The New Jerome Biblical Commentary* (Englewood Cliffs, NJ: Prentice Hall, 1990).
- de Chardin, Pierre Teilhard. *The Divine Milieu* (New York, Harper and Row, 1960).
- Drake, Susan Samuels. *Fields of Courage: Remembering César Chávez and the People Whose Labor Feeds Us* (Capitola, CA: Many Names Press, 1999).
- Gallup, George, Jr., and D. Michael Lindsay. *Surveying the Religious Landscape* (Harrisburg, PA: Morehouse Publishing, 1999).
- Griswold del Castillo, Richard, and Richard Garcia. *César Chávez: A Life of Struggle and Sacrifice* (Norman, OK: University of Oklahoma, 1995).
- Klein, Rev. Peter. *Catholic Source Book* (Dubuque, IA: BROWN ROA Publishing Media, 1990).
- Matthiessen, Peter and Ilan Stavans. *Sal Si Puedes (Escape If You Can): César Chávez and the New American Revolution* (Berkeley, CA: University of California Press, 2000).
- McGregor, Ann. *Remembering César: The Legacy of César Chávez* (Clovis, CA: Quill Driver Books, 2000).
- McKenzie, John L., S.J. *Dictionary of the Bible* (New York, NY: Macmillan, 1965).

Articles

- "César Chávez," *Dictionary of Hispanic Biography* (Detroit, MI: Gale Research, 1996).
- "Change the World, Locks of Love," *Christian Reader* (March 2001) p. 6.
- "How can I find God? Another look" (Excerpts from book by James Martin, *How Can I Find God?*) *America* (August 30, 1997) p. 11+.
- "In God We Trust," *Insight on the News* (June 5, 2000) p. 4.
- "Who's in control of my life?" *Campus Life* (September, 2000), p. 10.
- Bishop, George. "Americans' Belief in God," *Public Opinion Quarterly* (Fall 1999), p. 421+.
- Burns, Jeffrey M. "César Chávez," *Encyclopedia of American Catholic History*, ed. by Michael Glazier and Thomas J. Shetley (Collegeville, MN: The Liturgical Press, 1997).
- Gordon, Robert. "Poisons in the Fields: The United Farm Workers, Pesticides, and Environmental Politics," *Pacific Historical Review* (February, 1999), pp. 51+.
- Jones, Arthur. "Millions reaped what César Chávez sowed," *National Catholic Reporter* (May 7, 1993), p. 5.
- Mahony, Roger M. Cardinal. "The fruits of Chávez's labor had deep roots in prayer life," *National Catholic Reporter* (May 7, 1993), p. 5.
- Martin, James. "How can I find God?" *America* (September 30, 1995), p. 12+.
- Milner, Richard and Vittorio Maestro. "Intelligent design?" *Natural History* (April 2002), p. 73+.
- Salandini, Father Victor. "Threatened by fasts, foes, Chávez had his peace" (Excerpts from the book *The Confessions of the Tortilla Priest*), *National Catholic Reporter* (May 7, 1993), p. 6.
- Schlabach, Rachel. "No Reason to Worry," *Campus Life* (July, 2001), p. 12.
- Torres, Kristina. "Charter school's curriculum based on Latino values," *Knight-Ridder/Tribune News Service*, November 16, 2001, pK5932.

Wright, Robert. "Darwinian Struggle: Is there a place in evolutionary theory for the hand of God? Maybe in Ohio. Hearings start this month." *Time* (March 11, 2002), p. 64.

Audiovisuals

"The Man on the Ox" from *Stories of the Human Spirit* (video, 3 min.)—ACTA Publications. Available through Harcourt Religion Publishers.

This classic tale from theologian and master storyteller John Shea is about looking for God. It is a thought-provoking discussion starter that will enrich the chapter.

Sacraments: Celebrations of God's Life (video, 60 min.)—BROWN-ROA. Available through Harcourt Religion Publishers.

This video presents the seven rites of the Catholic sacraments, including Baptism and Marriage.

It is especially helpful for those students who have not had the experience of being present at these sacramental celebrations.

Lesson Plan Strategies

Day 1

FAITH AND SCIENCE

1. If you have finished correcting the Chapter 1 tests, return them now. Allow time for discussion.
2. Have the students turn to the Chapter 2 opener (pp. 26–27). Pray the Scripture quote, present the chapter objectives, and invite comments on the picture. Encourage the students to relate creatively with the image and ask questions about the chapter's objectives.
3. Briefly review the homework reading “Faith and Science” and “Further Thinking” (pp. 28–29). Discuss the subject matter, using the “Let’s Talk!” questions (p. 28).
4. Distribute copies of **Handout 2:1—God, Evolution, or a Combination of Both?** Read and discuss in class or assign, with the following, for HOMEWORK:
 - Read “Faith in the Twenty-First Century” and “Scientific Discovery and Religion” (pp. 30–31).
 - Read the handout.
 - Prepare the “Activity” (p. 30). Be ready to debate at the next class.

Day 2

FAITH IN THE 21ST CENTURY

1. Hold a class debate (“Activity,” p. 30) on the pros and cons of atheistic evolution, creationism, and intelligent design.
2. Direct the students to read silently “Does God Exist?” (p. 31).
3. Form small groups to discuss “Let’s Talk!” (p. 31).
4. Have the students write their responses to the “Reflection” (p. 31) questions.
5. Assign the following for HOMEWORK:
 - Complete the “Reflection” entry (p. 32).
 - Prepare for the “Activity” (p. 34) by compiling your own list of images of God. Bring this list to the next class session.

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Day 3

WHAT IS GOD LIKE?

1. Invite volunteers to read aloud “What Is God Like?” and “A Teen’s Experience of God” (pp. 32–33). Discuss the text, using the “Let’s Talk!” questions (p. 33).
2. Direct the students to read—either silently or aloud—“Attributes of God” (p. 34).
3. Have the students form groups of two to work on the “Activity” (p. 34). After allowing sufficient time for the small groups to work, call for class sharing.
4. Have the students work on the “Reflection” (p. 33).
5. Assign the following for HOMEWORK:
 - Read “Three in One” (pp. 35–39).

Day 4

THREE IN ONE

1. Divide the class into small groups. Distribute Bibles, if the students don’t already have them, and copies of **Handout 2:2—God as Father**, **Handout 2:3—God as Son**, and **Handout 2:4—God as Holy Spirit**. Have the students summarize the scripture passages.
2. For your information, here is a summary of **Handout 2:2—God as Father**:

Deuteronomy 1:30–31—*The LORD your God, who goes before you, is the one who will fight for you, just as he did for you in Egypt before your very eyes, and in the wilderness, where you saw how the LORD your God carried you, just as one carries a child, all the way that you traveled until you reached this place.*

Deuteronomy 8:5—*Know then in your heart that as a parent disciplines a child so the LORD your God disciplines you.*

Deuteronomy 32:6—*Do you thus repay the LORD, O foolish and senseless people? Is not he your father, who created you, who made you and established you?*

2 Samuel 7:14–15—*I will be a father to him [King David], and he shall be a son to me. When he commits iniquity, I will punish him with a rod such as mortals use, with blows inflicted by human beings. But I will not take my steadfast love from him.*

Psalms 68:5—*Father of orphans and protector of widows/ is God in his holy habitation.*

Psalms 103:13—*As a father has compassion for his children,/ so the LORD has compassion for those who fear him.*

Jeremiah 31:9—*With weeping they shall come,/ and with consolations I will lead them back,/ I will let them walk by brooks of water,/ in a straight path in which they shall not stumble,/ for I have become a father to Israel,/ and Ephraim is my firstborn.*

Malachi 2:10—*Have we not all one father? Has not one God created us? Why then are we faithless to one another, profaning the covenant of our ancestors?*

Matthew 6:25–33—*Do not worry about your life, for God your Father will take care of you.*

Luke 15:11–32—Parable of the Merciful Father

3. Here is a summary of **Handout 2:3—God as Son**:

Proverbs 10:1, 5—*A wise child makes a glad father,/ but a foolish child is a mother’s grief/ . . . A child who gathers in summer is prudent,/ but a child who sleeps in harvest brings shame.*

Proverbs 13:1—*A wise child loves discipline,/ but a scoffer does not listen to rebuke.*

Malachi 1:6—*A son honors his father.*

Matthew 16:16—*Simon Peter answered, “You are the Messiah, the Son of the living God.”*

Matthew 11:29—*“Take my yoke upon you, and learn from me; for I am gentle and humble in heart.”*

Matthew 20:28—*“The Son of Man came not to be served but to serve, and to give his life as a ransom for many.”*

Matthew 21:28–31—Parable of the Two Sons

Matthew 21:33–41—Parable of the Vineyard Owner and His Son

Luke 19:10—*“For the Son of Man came to seek out and to save the lost.”*

John 5:19–30—*The work of God's Son*

John 10:31–40—*Jesus is accused of blasphemy because he said, "I am the Son of God."*

John 14:7—*"If you know me, you will know my Father also. From now on you do know him and have seen him."*

4. Here is a summary of **Handout 2:4—God as Holy Spirit:**

1 Kings 18:9–12—*Elijah sees God passing in a tiny whispering sound.*

Psalms 104:29–30—*When you hide your face, they are dismayed; when you take away their breath, they die and return to their dust. When you send forth your spirit, they are created; and you renew the face of the ground.*

Psalms 143:10—*Teach me to do your will, for you are my God. Let your good spirit lead me on a level path.*

Isaiah 11:1–2—*A shoot shall come out from the stump of Jesse, and a branch shall grow out of his roots. The spirit of the LORD shall rest on him, the spirit of wisdom and understanding, the spirit of counsel and might, the spirit of knowledge and the fear of the LORD.*

Luke 23:46—*Then Jesus, crying with a loud voice, said, "Father, into your hands I commend my spirit." Having said this, he breathed his last.*

John 14:15–17—*"If you love me, you will keep my commandments. And I will ask the Father, and he will give you another Advocate, to be with you forever. This is the Spirit of truth, whom the world cannot receive, because it neither sees him nor knows him. You know him, because he abides with you, and he will be in you."*

John 14:26—*"But the Advocate, the Holy Spirit, whom the Father will send in my name, will teach you everything, and remind you of all that I have said to you."*

Acts 4:31—*When they had prayed, the place in which they were gathered together was shaken; and they were all filled with the Holy Spirit and spoke the word of God with boldness.*

Acts 9:17–19—*So Ananias went and entered the house. He laid his hands on Saul and said, "Brother Saul, the Lord Jesus, who appeared to you on your way here, has sent me so that you may regain your sight and be filled with the Holy Spirit." And immediately something like scales fell from his eyes, and his sight was restored. Then he got up and was baptized, and after taking some food, he regained his strength.*

Ephesians 4:1–6—*I, therefore, the prisoner for the Lord, beg you to lead a life worthy of the calling to which you have been called, with all humility and gentleness, with patience, bearing with one another in love, making every effort to maintain the unity of the Spirit in the bond of peace. There is one body and one Spirit, just as you were called to the one hope of your calling, one Lord, one faith, one baptism, one God and Father of all, who is above all and through all and in all.*

5. Invite volunteers to share the poems or essays they have written for the three handouts.
6. As a class, discuss the "Three in One" text, using the "Let's Talk!" questions on pages 35 and 39.
7. Assign the following for HOMEWORK:
 - Complete the "Reflection" entry (p. 35).

Day 5

IT IS GOOD

1. Ask volunteers to read aloud "It Is Good" (pp. 40–41).
2. Complete the small-group "Activity" (p. 41). Allow a representative from each group to present and explain the group's creed.
3. Have the students read "The Origin of Evil" silently (p. 42).
4. In a class discussion, address the "Let's Talk!" question (p. 42).
5. Assign the following for HOMEWORK:
 - Complete the "Reflection" entry (p. 42).
 - Read "Putting God First," and "Modern-Day Idols," (pp. 43–44).

Day 6

PUTTING GOD FIRST

1. Review "Putting God First" by asking: **What are the first three commandments?** ([1] I am the Lord your God: you shall not have strange gods before me. [2] You shall not take the name of the Lord your God in vain. [3] Remember to keep holy the Lord's day.) **In what way did Jesus summarize these three commandments?** (He said: "You shall love the Lord your God with all your heart, and with all your soul, and with all your mind" [Matthew 22:37].)
2. Continue to review the text by discussing the "Let's Talk!" questions (p. 43).
3. Form the class into groups of two. Direct the pairs to complete the "Activity" (p. 43). Invite them to share their lists with the class.
4. Have the students read silently "Superstition as an Idol" (p. 45). Discuss superstition, using the "Let's Talk!" questions (p. 45).
5. Assign the following for HOMEWORK:
 - Complete the "Reflection" (p. 44).

Day 7

WORSHIP OF THE TRINITY

1. Ask volunteers to read the first two pages of "Worship of the Trinity" (pp. 46–47). To review the text, ask: **What is liturgy?** (It is the official prayer of the Church. Liturgy describes the participation of the whole People of God in the work of God.) **What is a sacrament?** (It is an effective sign, established by Jesus and given to his Church, by which God shares his life through the work of the Holy Spirit. Through the sacraments Jesus continues to share God's life and love with his followers.) **What are the names of the seven sacraments?** (The seven sacraments are Baptism, Confirmation, Eucharist, Reconciliation, Anointing of the Sick, Holy Orders, and Matrimony.)
2. OPTION: Form the class into small groups to work on the "Activity" (p. 47). Allow time for each group to explain its candle to the class.
3. Have the students read silently "Celebrating God as Creator" (p. 48). Discuss the text, using the "Let's Talk!" questions (p. 48).
4. Assign the following for HOMEWORK:
 - Complete the wedding ring "Activity" (p. 48).
 - Read "Prayers of Adoration" and "Surrender to God" (pp. 49–50).

Day 8

PRAYERS OF ADORATION

1. Review the homework reading by asking: **What is adoration?** (It is the worship and honor given to God.) **What are some examples of prayers of adoration in the Mass?** (Examples are the Glory to God, during the first part of the Mass; the priest's prayer just before the Great Amen; the Doxology, or Glory to the Father; and the Lord's Prayer.)
2. Distribute **Handout 2:5—Adoration Psalms**. Direct the students to work independently on the "Activity" (p. 49). Invite class sharing.
3. Review "Surrender to God" (p. 50) by means of the "Let's Talk!" questions (p. 50).
4. Distribute copies of **Handout 2:6—The Legacy of César Chávez** and **Handout 2:7—Growing in Trust of God**.
5. Assign the following for HOMEWORK:
 - Read "A Person of Faith: César Chávez" (p. 52).
 - Read **Handout 2:6**.
 - Complete the "Activity" (p. 51), using **Handout 2:7**.
4. EXTRA-CREDIT HOMEWORK:
 - Complete the "Activity" (p. 50).

Day 9

CELEBRATING FAITH AND APPLICATION

1. Pray together "Celebrating Faith" (p. 53). Invite volunteers to add to the prayer service by sharing excerpts from the **Handout 2:7** activity. For your information, here is a summary of the handout:
Isaiah 55:8–9—God is beyond understanding.
Psalms 50:7–12—God owns everything.
Proverbs 21:1—God is greater than earthly rulers.
Job 42:2—God's plans cannot be hindered.
Acts 17:24–28—God gave us life.
John 15:5—God nourishes us.
Romans 8:28—God works for our good.
Philippians 4:13—God is our strength.
2. Invite volunteers to read "Your Relationship with God" (p. 51).
3. Ask the students: **How does César Chávez exemplify the five characteristics (p. 51) of someone who really believes in God?** (*Welcome all reasonable answers.*)
4. Form the class into five groups. Assign each group two of the "Review" questions (p. 54). After the groups have researched the answers, have them present them to the entire class.
5. Assign the following for HOMEWORK:
 - Study the Review questions. (You may wish to have the students write their answers to the questions, or you may wish to distribute copies of **Handout 2:8—Chapter 2 Review Answers** to save the students time. Tell the students to study these questions and answers in preparation for the Chapter 2 Test.)

Day 10

TESTING AND ENRICHMENT

1. Administer the Chapter 2 Test on pp. 42–45 of the Teacher Manual. Periodically, walk around the room as the students work.
Collect the tests at the end of the class.
2. Review the Enrichment exercises (p. 55). Assign Group 2 Enrichment exercises #2 and #3.
Have Group 2 begin preparing its presentations for Day 2 of midterm week.
3. Assign the following for HOMEWORK:
 - Read “One Solitary Life” (p. 59).

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Answers to the Chapter 2 Test

Multiple Choice (20 points, 2 points each)

- | | | | | |
|----|----|----|----|-----|
| 1. | 3. | 5. | 7. | 9. |
| 2. | 4. | 6. | 8. | 10. |

True or False (20 points, 2 points each)

- | | | | | |
|----|----|----|----|-----|
| 1. | 3. | 5. | 7. | 9. |
| 2. | 4. | 6. | 8. | 10. |

Matching (30 points, 2 points each)

- | | | | | |
|----|----|----|-----|-----|
| 1. | 4. | 7. | 10. | 13. |
| 2. | 5. | 8. | 11. | 14. |
| 3. | 6. | 9. | 12. | 15. |

Essay Choose one. (30 points)

Look for the following points in the student's answers:

1. Ask the students: "How does Clara Chavez exemplify the five character traits (p. 51) of someone who really believes in God? (Discuss all reasonable answers.)"
2. Form the class into five groups. Assign each group one of the "Review" questions (p. 54). After the groups have researched the answers, have them present them to the entire class.
3. Assign the following for HOMEWORK:
• Study the Review questions. (You may wish to have the students write their answers to the questions in two or three or all of their copies of Handout 2-8—Chapter 2 Review questions to give the students time. Tell the students to study these questions and answers in preparation for the Chapter 2 Test.)
4. Form the class into five groups. Assign each group one of the "Review" questions (p. 54). After the groups have researched the answers, have them present them to the entire class.
5. Assign the following for HOMEWORK:
• Study the Review questions. (You may wish to have the students write their answers to the questions in two or three or all of their copies of Handout 2-8—Chapter 2 Review questions to give the students time. Tell the students to study these questions and answers in preparation for the Chapter 2 Test.)

Handout 2:1—God, Evolution, or a Combination of Both?

Poor Charles Darwin. He was a kind, gentle soul—decent to a fault, some have said—yet he keeps getting cast as the Antichrist. The latest equation of Darwinism (evolution) with godlessness comes in Ohio, where some members of the state school board want to downgrade the theory of natural selection (evolution) in the biology curriculum guidelines. If their effort succeeds, Darwin's theory would have to share the blackboard with a school of thought called "intelligent design theory." Books of intelligent design—ID, for short—hope this triumph would be the first step toward restoring a spiritual dimension to our understanding of our creation.

Critics of ID, which has been billed in the press as new and sophisticated, say it's just creationism in disguise. If so, it's a good disguise. The ID movement takes no position on how life got here, and many adherents believe in evolution. Some even grant a role to the evolutionary engine posed by Darwin: natural selection. They just deny that natural selection alone could have driven life all the way from pond scum to us.

Why doubt natural selection? Here is where the ID movement says basically what creationists have been saying all along: Some living forms are too intricately functioning to have been produced by the accretion of randomly generated novelty. Sure, you can imagine giraffes' necks having once been half their current length and slowly growing by natural selection. But what about giraffes' eyes? What good—as creationists have long asked—is half an eye?

Darwin anticipated such doubts, and admitted in *The Origin of Species* that the eye at first seems to imply an intelligent designer. But then he traced a scenario for the step-by-step evolution of a mere "nerve sensitive to light" into a "living optical instrument."

If the ID movement is just resurrecting old doubts, how has it managed to get hailed as new and improved?

Mainly by putting old doubts into new bottles. Michael Behe, a biochemist at Lehigh University, invented the label "irreducibly complex" for structures that could not have arisen incrementally. And rather than dwell on the eyeball, he applies the term to such microscopic entities as the human blood-clotting mechanism. In his book *Darwin's Black Box*, Behe says this mechanism, involving more than a dozen proteins, could hardly have emerged full-blown in a single mutation. Yet it couldn't have been built one protein at a time, he says, because without any one protein it would be useless.

Behe's claim set Kenneth Miller, a Brown University biologist who is both a Darwinian and a Christian, to thinking. In his book *Finding Darwin's God*, he argues that if you look at blood clotting in various species you can see how the human version could have evolved one step at a time.

If Miller is right, that doesn't mean the ID movement is worthless. It means ID adherents have raised productive doubts—and in science, being productively wrong is nearly as valuable as being right.

But unfortunately for Ohio's curriculum reformers, their argument for putting ID in schoolbooks isn't that it generates productive doubts. Rather, they're billing it as a theory in its own right. And here the ID movement's political past may sabotage its political future.

One key to the movement's success has been the decision to take no position on how species originated. This made ID a tent big enough to hold everything from old-fashioned creationists to New Agers who believe a "vital force" drives evolution. But one result is that ID simply isn't what its Ohio supporters and various journalists have called it—an "alternative" to Darwinism. Darwinism offers an explanation of how we got here. Any "theory" that offers no such explanation can't compete—much less win.

(continued)

It isn't even clear that ID can outdo Darwinism in the realm of spiritual consolation. Some of ID's leading figures push God way back in evolutionary time. The philosopher and Baylor University professor William Dembski argues in mathematical language that natural selection, to create life as we know it, must have received some kind of external input. But he allows that this input could be something quite abstract, embedded in the early context of evolution—perhaps in “boundary conditions” that “constrain” genetic mutation.

But if early, abstract and arguably divine input is what you're after, plain old Darwinism leaves room for that. No one knows how DNA began to replicate or how the universe got built in such a way that replication was possible. It's not crazy to think that such initial conditions were set by some intelligence for an overarching purpose that is still unfolding. After all, look at the spiritually rich products of evolution so far: consciousness, love, the human conscience, morally consequential choice.

ID adherents may be right to say that some sort of divinity got the evolutionary ball rolling, and that principles designed by that divinity keep it rolling. But they're wrong to think they have to attack poor Charles Darwin in order to make this claim.

Robert Wright, “Darwinian Struggle: Is there a place in evolutionary theory for the hand of God? Maybe in Ohio. Hearings start this month,” *Time* (March 11, 2002), p. 64.

Handout 2:2—God as Father

Read the following Scripture passages. Summarize them on this page. Then write an essay or poem explaining what the passages tell you about God as Father.

Deuteronomy 1:30–31

Deuteronomy 8:5

Deuteronomy 32:6

2 Samuel 7:14–15

Psalms 68:5

Psalms 103:13

Jeremiah 31:9

Malachi 2:10

Matthew 6:25–33

Luke 15:11–32

Handout 2:3—God as Son

Read the following Scripture passages. Summarize them on this page. Then write an essay or poem explaining what the passages tell you about God as Son.

Proverbs 10:1, 5

Proverbs 13:1

Malachi 1:6

Matthew 16:16

Matthew 11:29

Matthew 20:28

Matthew 21:28–31

Matthew 21:33–41

Luke 19:10

John 5:19–30

John 10:31–40

John 14:7

Handout 2:4—God as Holy Spirit

Read the following Scripture passages. Summarize them on this page. Then write an essay or poem explaining what the passages tell you about God as Holy Spirit.

1 Kings 18:9–12

Psalms 104:29–30

Psalms 143:10

Isaiah 11:1–2

Luke 23:46

John 14:15–17

John 14:26

Acts 4:31

Acts 9:17–19

Ephesians 4:1–6

Handout 2:5—Adoration Psalms

In the Bible, a typical adoration psalm follows specific literary structure. This structure consists of the three parts listed on this page.

Choose one of the following adoration psalms to read in your Bible. Using the structure and spaces below, show how your psalm follows or does not follow the typical literary structure. Be prepared to discuss your chosen psalm with the class.

Adoration Psalms: 8, 19, 29, 33, 65, 66, 100, 104, 105, 111, 113, 114, 117, 135, 136, 145, 146, 148, 149, 150

1. The “introduction” sets the tone of praise. It mentions the intention of praising or blessing Yahweh or invites others to do so.

2. The “body” gives reasons for praising God.

3. The conclusion may repeat the language or thought of the introduction. Or the conclusion may contain a wish or blessing.

Adapted from Raymond Brown, *et al. The New Jerome Biblical Commentary* (Englewood Cliffs, NJ: Prentice Hall, 1990), p. 525.

Handout 2:6— The Legacy of César Chávez

Today in California, there are at least 27 schools, 17 streets, 7 parks, and 10 scholarships named after César Chávez. Here is the story of another school in St. Paul, Minnesota, named after and formed from the legacy of Chávez.

Rebecca Martinez saw the school's flier in a Rainbow supermarket and found it intriguing. Named after a Latino farm worker-rights activist, Academia César Chávez promised strong academics infused with Latino values and, best of all, was public and tuition-free.

"I really like the concept of *la familia*," Martinez says, describing a cultural sensibility she and her children identify with. She enrolled two children at the school, including a second-grader who, she says, struggled last year in traditional public school because he felt disconnected.

Academia César Chávez is a charter school—an independent public school—two months old and the first in the state of Minnesota to open affiliated with a national cultural advocacy group, the National Council of La Raza. It is ambitious, starting with grades K–5 with plans to eventually expand to 12th grade. And it is challenged, opening under-enrolled with 160 children, 97 percent Latino, 93 percent free and reduced-price lunch (an indicator of poverty) and 50 percent new immigrants.

"It doesn't mean brown kids who are poor can't succeed," bristles Ramona de Rosales, 50, the school's executive director and a maternal protector of her students, her staff, and an idea she thinks could be the next big step toward educating Latino students. "We don't want to repeat the same old, same old, because the same old, same old didn't work," de Rosales says.

The same old, same old in St. Paul, at least for Latino students, is a 38 percent dropout rate for the class of 2000, 34 percent of last year's secondary students absent from school at least 15 days and only half of all eighth-graders who can pass a basic skills reading test.

Academia César Chávez is an outgrowth of something called the Hispanic Pre-College Project, run for 11 years through the University of St. Thomas. That relationship continues because the university is the school's sponsor...Also, they lease a former Catholic school building.

"This is not a Mexican school," says Elsa Vega-Perez, who, like de Rosales, has long been active in St. Paul's Latino community and who is a member of the school's board. "This is a school that is named after a civil rights leader who was Mexican-American. It reflects who we are, our contributions to our country."

Shortened from Kristina Torres. "Charter school's curriculum based on Latino values," Knight-Ridder/Tribune News Service, (November 16, 2001) p. 5932.

Handout 2:7—Growing in Trust of God

Read and summarize the following Scripture passages. Choose one that is especially meaningful to you and write your thoughts about it in your journal. How can this passage help you grow in trust of God?

Isaiah 55:8–9

Psalms 50:7–12

Proverbs 21:1

Job 42:2

Acts 17:24–28

John 15:5

Romans 8:28

Philippians 4:13

“Who’s in control of my life?” *Campus Life* (September 2000), p. 10.

Handout 2:8—Chapter 2 Review Answers

1. The Catholic faith is monotheistic. We believe in one God only.
2. The six attributes of God are power, majesty, wisdom, love, mercy, and justice. In addition, we can add other attributes as well—patience, truth, faithfulness, and goodness. These attributes do not adequately describe God. He remains a mystery beyond human comprehension.
3. God is a good Parent to everything in creation. God continually loves, cares for, and sustains creation.
4. In addition to being all-powerful, God is humble, obedient to the truth, and always willing to serve others. We believe that Jesus is the Son of God and Son of Man.
5. God is also within us, filling us with life, inspiration, and enthusiasm. The Spirit is the power of God at work in us, giving us hope and courage.
6. The first three commandments are: (1) I, the LORD, am your God— You shall not have strange gods before me (Exodus 20:2, 3). (2) You shall not take the name of the LORD your God in vain (Exodus 20:7). (3) Remember to keep holy the sabbath day (Exodus 20:8). The first commandment tells us to put God first in our lives. We have a duty to nourish and protect our faith, as well as help it develop and grow. The second commandment says that we should be careful about how we use God's name. It is not right to swear. The third commandment tells us to make time for God at least once a week at church. We are to join with other people of faith in worshipping the Creator. In short, these commandments tell us that we are to adore, or worship, God alone.
7. The waters of Baptism give us a new birth, a new identity. We are no longer just the children of our biological parents; we also become the adopted sons and daughters of God. We become members of the Church, the family of God.
8. This Sacrament of Service celebrates the decision of a man and a woman to love each other with the same faithfulness that God has shown to his people throughout history. God created man and woman for a sacred partnership reflecting God's covenant with humankind and Christ's union with his Church. Matrimony joins a bride and groom in such a partnership. Also, in marriage, the bride and groom may share in God's own creativity by having children and passing on their faith to them.
9. A prayer of adoration is not necessarily one specific prayer. Instead, it is any prayer that praises God as the supreme source and sustainer of all that exists. Whenever we say a prayer of adoration, we recognize that God is the Creator and we are merely creatures. We acknowledge our subservience to him, our need to show God respect, honor, and reverence.
10. (1) We are humble because we never forget our "place" before God. We remember that we are creatures and that God is the Creator. Our purpose is to serve God. (2) We live every day with a sense of thanksgiving for the gift of life. We are always mindful that everything we have comes from God, not just from our own efforts. (3) We recognize the human dignity of all people— regardless of age, race, gender, or nationality. We believe everyone is made in the image and likeness of God and is therefore worthy of respect. (4) We realize that we have a responsibility to take care of the world. We try to make good use of created things, not wasting what we do not need. (5) We trust God in every circumstance. We truly believe that "all things work together for good for those who love God" (Romans 8:28). God not only created us. God also sustains us and helps us reach our destiny.