

<b>Program Overview</b> .....	<b>OV-1</b>
<b>Program Structure</b> .....	<b>OV-10</b>
<b>Planning Calendar</b> .....	<b>OV-14</b>
<b>Scope and Sequence</b> .....	<b>OV-16</b>



## Unit 1

### Jesus Christ the Way **T1**

<b>Chapter 1</b> The Impact of Jesus.....	<b>T2</b>
Day One Introductions	T4
Day Two Discovering That Special You	T6
Day Three Getting to Know Jesus	T8
Day Four What Jesus Means to You	T12
Day Five Extending the Chapter	T14
<b>Chapter 2</b> Friendship with Jesus.....	<b>T16</b>
Day One Human Like Us	T18
Day Two Being Friends	T20
Day Three Invited by Jesus	T22
Day Four Cultivating Friendship with Jesus	T24
Day Five Extending the Chapter	T27
<b>Chapter 3</b> Scripture: A Portrait of Jesus.....	<b>T28</b>
Day One Passing On the Good News	T30
Day Two A Gospel Lab	T33
Day Three Discovering Jesus	T35
Day Four Open to God's Word	T38
Day Five Extending the Chapter	T39
<b>Chapter 4</b> The World Jesus Lived In.....	<b>T40</b>
Day One Palestine: The Land of Jesus	T42
Day Two Religion and Life in Jesus' Day	T44
Day Three Understanding Jesus Today	T47
Day Four The History of Jesus' People	T48
Day Five Extending the Chapter	T51
<b>Chapter 5</b> The Early Life of Jesus.....	<b>T52</b>
Day One The Infancy Narratives	T54
Day Two Tuned In to God's Messages	T56
Day Three Delving into the Symbols	T59
Day Four Infancy Narratives in Art	T61
Day Five Extending the Chapter	T63

<b>Chapter 6</b> The Mission of Jesus.....	<b>T64</b>
Day One Baptized for Mission	T66
Day Two The Messiah's Temptations	T69
Day Three A Desert Experience	T72
Day Four Making Decisions	T73
Day Five Extending the Chapter	T75
<b>Chapter 7</b> The Apostles, Mary, and Others.....	<b>T76</b>
Day One Walking with Jesus	T78
Day Two Those Who Followed Jesus	T80
Day Three The Best Disciple	T83
Day Four Witnessing to Jesus	T85
Day Five Extending the Chapter	T87
<b>Chapter 8</b> Baptism and Confirmation.....	<b>T88</b>
Day One Signs of Salvation	T90
Day Two RCIA: A Community Affair	T92
Day Three Sacraments of Initiation	T95
Day Four A Christian Initiation Booklet	T98
Day Five Extending the Chapter	T100
<b>Chapter 9</b> Unit 1 Review.....	<b>T102</b>
Day One Witness to the Way	T104
Day Two Review	T106
Day Three Unit 1 Test	T108
Day Four Celebrating Jesus Christ the Way	T108
Day Five Extending the Chapter	T110



## Unit 2

### Jesus Christ the Truth T111

#### Chapter 10 Parables: Stories Jesus Told T112

Day One	The Light of Truth	T114
Day Two	Truth Packed in Parables	T118
Day Three	Living by the Truth	T119
Day Four	Writing Your Own Stories	T121
Day Five	Extending the Chapter	T123

#### Chapter 11 Miracles: Signs Jesus Worked T124

Day One	What is a Miracle?	T126
Day Two	Jesus' Power over Nature and Evil	T129
Day Three	Our Power to Work "Miracles"	T131
Day Four	A Burst of Miracles	T133
Day Five	Extending the Chapter	T134

#### Chapter 12 Penance and Anointing of the Sick T136

Day One	Reconciliation Heals the Spirit	T138
Day Two	Sin and Forgiveness	T141
Day Three	Healing for Body and Spirit	T144
Day Four	A Reconciliation Celebration	T147
Day Five	Extending the Chapter	T149

#### Chapter 13 The Message of Jesus: Choose Life T150

Day One	The Law of Love	T152
Day Two	Crimes Against Life	T155
Day Three	Works of Mercy	T158
Day Four	Celebration of Life	T159
Day Five	Extending the Chapter	T160

#### Chapter 14 The Challenge of the Beatitudes T162

Day One	Keys to Happiness	T164
Day Two	The Mind and Heart of Christ	T167
Day Three	Living the Beatitudes	T169
Day Four	People of the Kingdom	T170
Day Five	Extending the Chapter	T172

#### Chapter 15 Jesus' Kingdom of Justice and Truth T174

Day One	A Fair Deal	T176
Day Two	The Power of Words	T179
Day Three	Truth and Justice Trials	T180
Day Four	Witnesses to Righteousness	T181
Day Five	Extending the Chapter	T183

#### Chapter 16 Jesus' Kingdom of Love T184

Day One	What is Love?	T186
Day Two	Expressions of Love in Marriage	T189
Day Three	Attitudes Toward Love and Sex	T191
Day Four	Deciding for Real Love	T193
Day Five	Extending the Chapter	T195

#### Chapter 17 Unit 2 Review T196

Day One	Witness to the Truth	T198
Day Two	Review	T199
Day Three	Unit 2 Test	T201
Day Four	Celebrating Jesus Christ the Truth	T202
Day Five	Extending the Chapter	T203

## Unit 3

### Jesus Christ the Life T205

#### Chapter 18 Living Faith in Jesus T206

Day One	People of Faith	T208
Day Two	The Life of Grace	T211
Day Three	Growing in Love	T214
Day Four	Love in Action	T216
Day Five	Extending the Chapter	T218

#### Chapter 19 Opposition to Jesus T220

Day One	The Transfiguration	T222
Day Two	The Opposition Grows	T225
Day Three	Our Journey Through Life	T227
Day Four	From Death into Life	T229
Day Five	Extending the Chapter	T232



<b>Chapter 20</b>	<b>The Eucharist</b> .....	<b>T234</b>
Day One	Stay with Us	T236
Day Two	Nourished to Serve	T238
Day Three	Planning a Eucharistic Celebration	T242
Day Four	Celebrating the Eucharist	T243
Day Five	Extending the Chapter	T245
<b>Chapter 21</b>	<b>Jesus' Final Hours</b> .....	<b>T246</b>
Day One	No Greater Love	T248
Day Two	Journey to the Cross	T252
Day Three	The Last Things	T254
Day Four	Choosing the Way of Christ	T257
Day Five	Extending the Chapter	T260
<b>Chapter 22</b>	<b>The Victory of Jesus</b> .....	<b>T262</b>
Day One	Jesus Lives!	T264
Day Two	I Am Still with You	T267
Day Three	Sent to Be Christian	T269
Day Four	Building a New World	T271
Day Five	Extending the Chapter	T274
<b>Chapter 23</b>	<b>Alive with the Spirit</b> .....	<b>T276</b>
Day One	A Spirit-Filled Community	T278
Day Two	A Community of Love	T281
Day Three	The Power of the Spirit	T283
Day Four	A Journey Pageant	T284
Day Five	Extending the Chapter	T286
<b>Chapter 24</b>	<b>Matrimony and Holy Orders</b> .....	<b>T288</b>
Day One	The Call to Be Single or Married	T290
Day Two	The Call to Ordained Ministry	T294
Day Three	The Call to Be a Religious	T296
Day Four	A Vocation Day	T298
Day Five	Extending the Chapter	T300
<b>Chapter 25</b>	<b>Unit 3 Review</b> .....	<b>T302</b>
Day One	Review	T304
Day Two	Unit 3 Test	T307
Day Three	Celebrating Our Journey in Life	T308
Day Four	End-of-the-Year Test	T309
Day Five	Extending the Chapter	T310
<b>Sacrament Chart</b> .....	<b>T311</b>	



<b>Special Seasons and Lessons</b>	<b>T313</b>	
<b>Liturgical Calendar</b> .....	<b>T313</b>	
<b>1 Feast of All Saints November 1</b> .....	<b>T314</b>	
<b>2 Advent</b> .....	<b>T319</b>	
Day One	The Coming of Jesus	T320
Day Two	Symbols of Christ	T322
Day Three	Mary, Our Model for Advent	T324
<b>3 Christmas</b> .....	<b>T326</b>	
<b>4 Lent</b> .....	<b>T332</b>	
Day One	Ash Wednesday	T333
Day Two	The Season of Lent	T335
Day Three	Celebrating Reconciliation	T339
<b>5 Holy Week</b> .....	<b>T342</b>	
Day One	Palm, or Passion, Sunday	T343
Day Two	The Easter Triduum	T345
<b>6 Easter</b> .....	<b>T348</b>	
<b>7 Pentecost</b> .....	<b>T353</b>	
<b>8 Giving Thanks</b> .....	<b>T358</b>	
<b>9 Making Sunday Special</b> .....	<b>T362</b>	



# Jesus Christ the Truth

## Goal

The students will know what it means to follow Jesus in daily life.

### 10 Parables: Stories Jesus Told

#### JESUS THE STORYTELLER

The students learn how the teachings of Jesus have been handed down by the Church. They become familiar with the parables that he told to teach truths about God and God's kingdom. They come to see that the kingdom is here and that they can live the spirit of the kingdom in genuine, self-sacrificing love. Then they analyze their fidelity to Christ's message.

### 11 Miracles: Signs Jesus Worked

#### JESUS THE MIRACLE WORKER

The students learn more about Jesus through some of his signs. They witness his power as well as his love and concern for others. They become aware of the importance of faith in those he helped. They consider ways of imitating his compassion by meeting the needs of people in today's world.

### 12 Penance and Anointing of the Sick

#### JESUS THE HEALER

The students study the way the Church shares in the healing ministry of Christ through the sacraments of Penance and Reconciliation, and the Anointing of the Sick. They consider the meaning and the importance of reconciliation and how it is accomplished. They also learn Christian attitudes toward the celebration of the Sacrament of Reconciliation or a nonsacramental reconciliation service.

### 13 The Message of Jesus: Choose Life

#### JESUS THE TEACHER

The students consider the implications of Christian love. They see that Jesus calls us to go beyond the letter of the law. They reflect deeply on their responsibility to respect, nurture, and protect the gift of life. They study the Fifth Commandment, sins against life, and the works of mercy.

### 14 The Challenge of the Beatitudes

#### JESUS THE LIGHT OF THE WORLD

The students learn the new way of life that Jesus lived and taught—the Beatitudes. They study the meanings of each beatitude and practical ways to live them.

### 15 Jesus' Kingdom of Justice and Truth

#### JESUS THE KING

The students see how the Seventh and Tenth Commandments protect our right to freedom and to own property. They also study the Eighth Commandment, which protects our right to know the truth and to have a good reputation. They learn how the practice of honesty and truthfulness builds love and trust in the community.

### 16 Jesus' Kingdom of Love

#### THE SACRED HEART

The students are presented with the Christian view of the sacredness of sex. They see it in the context of true love, marriage, and family life. They learn that the Sixth and Ninth Commandments require fidelity as a protection of family life. They are taught ways to lead a chaste life.

### 17 Unit 2 Review

The students review the main concepts of the unit. They participate in a celebration of the teachings of Jesus.

# Parables: Stories Jesus Told

## JESUS THE STORYTELLER

### Faith Focus

Some truths taught by Jesus and his Church are contained in parables.

## Reflecting on the Faith Experience

Take a few moments to reflect prayerfully before preparing the lesson.

### Listening

“If one walks during the day, he does not stumble, because he sees the light of this world. But if one walks at night, he stumbles, because the light is not in him.”

*John 11:9–10*

### Reflecting

We can walk in darkness where Satan blinds us to the saving truth, or we can walk in the light of divine truth revealed by Christ. Jesus promised, “If you remain in my word . . . you will know the truth, and the truth will set you free.” (John 8:31–32) Through the life and message of Jesus, we are able to possess the complete truth. We are free to welcome it and act according to it or to choose to be like some of Jesus’ contemporaries who, though they had seen many signs, did not believe in him.

The parables were one way Jesus revealed truths. Through these stories about ordinary people and things, Jesus turned conceptions of God and God’s kingdom upside down. He taught that God was as surprising in his mercy as a king who cancels completely a servant’s enormous debt. He taught that the kingdom was open to sinners, outcasts, and foreigners. He taught that in God’s sight a contrite sinner is better than a righteous Pharisee. In parables, Jesus instructed us how to walk in light: to pray with perseverance, to use our talents, to share our wealth, and to show love even to our enemies.

By applying the parables to our own lives, we will have the light of life. We will be like the five wise bridesmaids whose lamps burned brightly to greet the bridegroom. We will be as deliriously happy as the merchant who became owner of the priceless pearl. But as disciples of the light, we also have a responsibility to let our light shine before all.

When we live by the truth that the Lord proclaimed, we are on a journey to the heavenly city—the city that has no need for the light of the sun or moon since it is lit by the radiant glory of God. (Revelation 21:23) Jesus’ life, death, and Resurrection assure us of the triumph of God’s kingdom over the forces of darkness. Our glory is to share in that triumph and to bring others to know it.

*What is my favorite parable?*

*What message does it hold for me at this particular point in my journey?*

### Responding

Spirit of Truth, open the minds and hearts of my students to a parable they most need to hear.

### Scripture for Further Reflection

**John 16:13–15** Only when we are enlightened by the Holy Spirit, the Spirit of truth, can we come to possess the full truth of Jesus’ divinity and its implications for our lives.

**Hebrews 4:1–13** We are invited to obedient faith in the Good News, for it teaches us what we must do to attain eternal life.

## Preparing for the Faith Experience

### Day One

The Light of Truth

### Day Two

Truth Packed in Parables

### Day Three

Living by the Truth

### Day Four

Writing Your Own Stories

### Day Five

Extending the Chapter

## Scripture in This Chapter

**Matthew 13:3–9, 18–23** Parable of the Sower

**Luke 12:16–21** Parable of the Rich Fool

## Catholic Social Teaching

Solidarity

## Church Documents

### *Catechism of the Catholic Church.*

The themes of this chapter correspond to the following paragraphs: 543–546.

### *General Directory for Catechesis #15.*

Jesus, in the parable of the sower, proclaims the Good News that the Kingdom of God is near, in spite of the tensions, conflicts, and difficulties of the world. The Gospel seed makes fertile the history of humankind and promises a rich harvest.

### *National Directory for Catechesis #28.*

Jesus used his parables to invite his listeners to a new way of living based on faith in God, hope in the kingdom, and love for God and neighbor.

### *Dogmatic Constitution on Divine Revelation #2* (Second Vatican Council).

Revelation is realized by words and deeds. Works of God bear out realities signified by words; words bring to light the mystery in works.

### *Declaration on Religious Liberty #10* (Second Vatican Council).

A person cannot give adherence to God unless, drawn by the Father, he or she submits with a faith that is reasonable and free.

## Music in This Chapter

For a list of all the music suggested in this program, see page T459.

## Enriching the Faith Experience

Use the activities at the end of the chapter to enrich a lesson or to replace an activity with one that better meets the needs of your class.

## Bulletin Board

A suggestion for a bulletin-board design for this chapter is pictured.



## LEARNING OUTCOMES

The students will be able to

- discuss how we received revealed truth.
- identify parables as stories that convey truths about God, God's kingdom, and how its members should live.

## Words to Know

**evangelization**     **Magisterium**

See the Glossary for definitions.

## Key Terms

**doctrine**—a belief taught by the Church as true

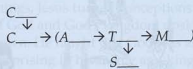
**dogma**—a truth revealed by God that is officially defined by the Church as an article of faith for Catholics

**Magisterium**—the teaching authority of the Church

**parable**—a story of something familiar from life experiences used to teach a truth about God and the kingdom

## Materials

- Bibles or New Testaments
- BLM 35A–B
- Candle or flashlight (check fire codes) (optional)
- Chart written on board:  
*CHANNELS OF TRUTH*



- Flash cards: *doctrine, dogma, creed, Magisterium, parable, Scripture, Tradition*

## Before You Begin

1. The most predominant image in the preaching of Jesus in the Synoptic Gospels is the Kingdom of God. The emphasis is always on the activity of God ruling, not on a geographical

## Family Feature

### “The Little Way” Leads to Big Results

**SAINT THÉRÈSE OF LISIEUX** had none of the power that comes from controlling wealth or armies. Yet this humble young French saint has influenced Catholicism as few others have. After she died of tuberculosis at the age of 24 in the late 1890s, her meditations were published. She’s most famous for outlining a spiritual path she called the “Little Way.” It’s the practice of doing small things with great love, finding spiritual sustenance and patience to make it through the day.

- As Thérèse once explained to novices at the convent, “You know well enough that Our Lord does not look so much at the greatness of our actions, nor even at their difficulty, but at the love with which we do them.”
- Dorothy Day, a cofounder of the Catholic Worker Movement, was deeply devoted to Saint Thérèse. “No act, however apparently

insignificant, is without meaning when done within the awareness of God’s loving presence,” she wrote. “Whatever our situation in life—a mother with children at home or a mother working, a store clerk, a scholar, a nursing home assistant, a suburbanite, an assembly line worker—all of us, in the ordinary and required activity of daily life, have available to us in the Little Way a means to holiness, to love as God loves us.”

- Mother Teresa had more in common with Thérèse than her name. Like Dorothy Day, she dedicated herself to loving care of the world’s poor. She wrote, “We can do no great things; only small things with great love.” She also said, “Sometimes it is harder for us to smile at those who live with us, the immediate than those who are far away. Let us. Let us. Let us.”



Left to right: Saint Thérèse, Dorothy Day, Mother Teresa.

### Love Anyway

People are often unreasonable, irrational, and self-centered. Forgive them anyway.

If you are kind, people may accuse you of selfish, ulterior motives. Be kind anyway.

If you are honest and sincere people may deceive you. Be honest and sincere anyway.

What you spend years creating, others could destroy overnight. Create anyway.

60 UNIT 2

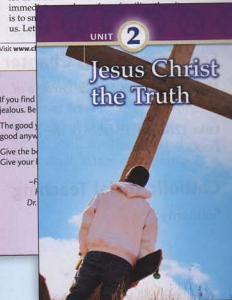
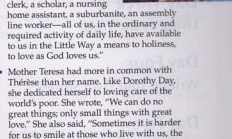
place. When God rules, those who are poor are vindicated, those who are oppressed are liberated, and justice and peace are experienced by all. God’s kingdom is like a hopeful sower who harvests far more than he imagined. It is like a banquet you are invited to by surprise. God’s rule will be fulfilled in the future. We also discover God’s kingdom in our lives in surprising ways, calling for a response from us.

2. **BLM 35A–B** Prepare BLM 35A–B Family Letter on Unit 2 to be sent home.

If you find  
jealous. Be  
The good  
good any  
Give the b  
Give your f  
-f  
Dr

UNIT 2

## Jesus Christ the Truth



3. Make sure the students understand that the truths taught by Jesus and the Church do not change. Through the centuries, the Holy Spirit leads us to new insights into their full meaning.
4. Have the students compile a list of parables. Direct them to divide a page into two columns and title one column “Parable” and the other “A Message.” Have them record the name of each parable and a message as they learn them in later lessons.


## Centering

- Choose one of the following activities, depending on your class and circumstances:
  - Have the students experience light in darkness. Gather the class in a dark place, or make the classroom as dark as possible. Conduct a short discussion on darkness, our fear of it, and how it can be harmful. Then light a candle or turn on a flashlight and let the students discuss their observations.
  - Lead the students in a discussion of darkness and light.
    - ✦ **Do you remember a time when you were afraid of the dark?** [Let the students tell about their experiences.]
    - ✦ **What advantages come from placing a light in the darkness?**

- Help the students relate the unit theme of Jesus the Truth with the theme of light.
  - ✦ Read or have a student read from Ephesians 5:8–9: For you were once darkness, but now you are light in the Lord. Live as children of light, for light produces every kind of goodness and righteousness and truth.
  - ✦ **What is the keyword in this passage?** (light)
  - ✦ **How is light related to truth?** (Light helps us see what is true and real.)
  - ✦ **Today we will consider how we receive the light of truth from Jesus the Son of God.**

## Sharing

- Have the students read silently **Living in the Light** on page 61 and answer the questions.
  - ✦ **What is truth?** (what is real)
  - ✦ **How do you feel when you find out someone lied to you?** (angry, hurt, disappointed, foolish)
  - ✦ **We all appreciate knowing the truth. Can you think of a time when someone told you something and later you both discovered it wasn't the truth?**



CHAPTER  
**10**

# Parables: Stories Jesus Told

## Jesus the Storyteller

### Living in the Light

What is it like to walk in the dark without being able to see well? What might happen?

**It is difficult and frightening. You bump into things, stumble, fall, or lose your way.**

Jesus calls himself the Light of the World. He shows us the right path in life and helps us see where we are going. Jesus, the Son of God, is the source of all truth. All his life was a teaching. His teachings are the truth that light our way to the Father. They give us knowledge of how to be a better person in the light of God's commandments. Jesus revealed the love of God and God's plan for us. He proclaimed the message of salvation.

If we follow Jesus' teachings, we will know the happiness of his friendship. Walking with Jesus is the sure way of following God's will and eventually entering the kingdom. Walking with him, we live well on earth and arrive safely at the kingdom. What God has revealed, especially through Jesus, is the foundation of our faith.

### Teachings of Twenty Centuries

Jesus commissioned his apostles to teach the Good News to all nations. Through their

ministry of evangelization, the apostles handed on Jesus' message through the words they taught and the good example they gave to others. They shared Jesus' mission in stories, customs, prayers, and creeds, or professions of faith that we find based in the New Testament.

Bishops, the successors of the apostles, also have the right and duty to teach everything Jesus has revealed. The teaching authority of the Church is called the Magisterium. It is at work primarily in the pope and in the bishops teaching together and in union with the pope. The Magisterium is present in liturgy and in the practice of the faith—whenever doctrines contained in Scripture and Tradition are taught. A doctrine is a belief the Church holds and teaches. A doctrine that is officially defined by the Church as a truth revealed by God, an article of faith for Catholics, is a dogma. Some doctrines are more important than others. It is Church doctrine that Jesus is God and that Mary was sinless.

For 2,000 years the Church has preserved the doctrine Jesus taught and has gained new insights. Truth does not change, but the Holy Spirit continually leads the Church to a deeper understanding. On our journey of life, we can look to the Church for truths to guide us—the truths that Jesus taught.

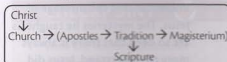
61

- ✦ **Why can we trust Jesus to tell us the absolute truth?** (He is God. He is Truth. He cannot lie or be mistaken.)
- ✦ **What kind of truths did Jesus reveal?** (knowledge of human life and of divine things, the love of God and God's plan for us)

### 2. Ask a student to read aloud **Teachings of Twenty Centuries** on page 61.

- ✦ Call on volunteers to fill in the chart on the board. As the chart is being filled in, clarify the concepts, using the questions that follow.

- ✦ Chart



- ✦ **What is Scripture?** (the Bible; the Word of God) **Tradition?** (the message of Jesus that was handed on through the spoken words and example of the apostles and through the Catholic Church) [Refer students to page 9 of their book.]
- ✦ **Which came first: Scripture or Tradition?** (Tradition)
- ✦ **What is a dogma?** (a truth revealed by God that is officially defined by the Church as an article of faith for Catholics)



- ✦ **Are all doctrines dogmas?** (No. They are not all officially defined as articles of faith for Catholics.)
- ✦ **What dogmas have you studied this year?** (the Trinity, the Incarnation, the Immaculate Conception, the Virgin Birth, the Assumption)
- ✦ **What is the Magisterium?** (the teaching authority of the Church)  
**The word is derived from a Latin word for “teacher.” The official pastors of the Church have the right and duty to teach the truths of Scripture and Tradition.**
- ✦ **Who is primarily responsible for official Catholic teachings in the Church?** (the pope and bishops)
- ✦ **Why is our understanding of some truths Jesus taught different from that of the early Christians?** (The Holy Spirit has guided us to a deeper understanding of truths.)

### 3. Explain to the students how we grow in our understanding of Jesus’ message.

- ✦ **The ideas, customs, and values of people living at a particular time and place affect greatly the growth of the human race. With each new century, we come to a better understanding of many things. We learn from what we have seen and experienced.**
- ✦ **The Church also grows in understanding the message of Jesus. The mysteries he taught us are so deep that there is always more to understand. Jesus did not give us detailed directions for handling every problem that might arise. Rather, he gave us principles that enable us to find the best response to a problem.**
- ✦ **Slavery is an example. The principles of Jesus imply that slavery is evil, but only gradually did people realize it. The Church always preached the rights of all people but did not always understand what these teachings meant or how they applied to problems. In early Christian times, Christians were urged to**

#### Stories That Teach

Jesus was a master teacher. He used stories about the stuff of his everyday life: sowers and seeds, fishermen and nets, shepherds, thieves, and yeast. He spoke of ordinary happenings: looking for a lost object, getting paid for work, and asking a friend for help. The stories Jesus told about God and his kingdom are called parables. In a parable, a comparison is made between something familiar and the truth Jesus wants to bring to our attention.

A parable usually has an unexpected twist that shows the Kingdom of God in images we use in everyday life. It encourages us to see things differently.

After hearing a parable, we make a judgment about the events in the story and then apply it to ourselves. Often we find that our way of thinking and acting is being challenged by God. The discovery challenges us to change our lives for the better.

#### How a Short Story Works

Read the Parable of the Rich Fool and then answer the questions on a sheet of paper.

“There was a rich man whose land produced a bountiful harvest. He asked himself, ‘What shall I do, for I do not have space to store my harvest?’ And he said, ‘This is what I shall do: I shall tear down my barns and build larger ones. There I shall store all my grain and other goods and I shall say to myself, ‘Now as for you, you have so many good things stored up for many years, rest, eat, drink, be merry!’” But God said to him, ‘You fool, this night your life will be demanded of you; and the things you have prepared, to whom will they belong?’ Thus will it be for the one who stores up treasure for himself but is not rich in what matters to God.”

Luke 12:16-21

62 UNIT 2

be kind to their slaves, but slavery was not condemned. It took many centuries before people understood that slavery is a grave offense against human dignity.

4. **Have the students read silently Stories That Teach on page 62.**
  - ✦ **As you read, underline words that help explain what a parable is.**
  - ✦ **What did you underline?** (ordinary happenings, stories, comparison, kingdom, judgment)
5. **Discuss the elements of a story with the students.**
  - ✦ [Write the students’ answers on the board.]



The Rich Fool, Jesus Mafa Collection, France.

1. **A story has a main character and other characters. Who are the characters in this parable?**
2. **A story has a setting. Where does this story take place?**
3. **A story has a plot, the action. What happens in this story?**
4. **The action centers around a struggle. What problem does the main character face?**
5. **A story’s main character might have a flaw. What is the rich man’s flaw?**
6. **Conversation in a story tells us what a character is like. How do you know what the rich man is like?**
7. **Some stories have surprise endings. What happened to the rich man that he did not expect?**
8. **Stories mirror real life. Are there ever people like the rich man? Have you ever been like the rich man? Do you know of anyone who had an experience like the rich man?**
9. **Stories draw us into them and make us think. How do you think the rich man felt when God spoke? Why was he a fool? What do you think happened after he died?**
10. **Stories have a theme, a message. What meaning do you find in this parable? What questions does the story make you ask yourself?**

A parable has layers, like an onion. To reveal its meanings, ask questions like those above.

- ✦ **What are the elements of a story?** (characters, plot, conflict, setting, dialogue, theme)
6. **Call on a student to read aloud the Parable of the Rich Fool under How a Short Story Works on page 62.** Discuss the questions that follow the parable.
    1. The characters are a rich man and God.
    2. The setting is a large farm.
    3. The man’s harvest is great. He decides to build larger barns to hold all his harvest and to relax and enjoy life. God tells him he will die that night.
    4. The man doesn’t know what to do with his great harvest.

- The man is greedy. He plans to hoard his wealth. He spends time gathering earthly wealth instead of treasure for heaven.
- As the man talks to himself, we learn that he plans to live an easy, selfish life.
- Death puts an end to everything.
- Many people today devote all their energy to making money and do not consider the next life.
- The man probably felt shock, despair, and regret. He was foolish for living as if this life were everything. His belongings went to someone else. He might be spending eternity in purgatory or hell.

10. Answers will vary.

### 7. Divide the class into four groups.

- Assign each group a parable in **Probing the Parables** on page 63 to read and match with a truth it teaches.
- Have someone from each group tell the story and a truth it reveals.

### 8. Place the flash cards face-down.

- Call on students to draw a card and define the word.
- Have another student read the definition in the Glossary as a check.

### 9. Ask the students to explain these statements:

- Our faith is founded on divine, not human, teachings.** (Jesus is the Son of God, and therefore his teachings are divine Revelation.)
- Some of the teachings of the Church are not found in the Scriptures.** (Teachings have also been handed down in Tradition. Some truths the Church teaches are based on Tradition and are not recorded in Scripture.)
- The Church grows in understanding of the meaning of Jesus' teachings.** (The more the Church prays and studies the message of Jesus, the more the Spirit leads us to understanding.)

### Probing the Parables

Read each parable and match it with a truth.

- |    |  |
|----|--|
| a. | The Pharisee and the Tax Collector (Luke 18:9–14), <i>image at right</i> |
| b. | The Lost Sheep (Luke 15:4–7)   |
| c. | The Workers in the Vineyard (Matthew 20:1–16)                            |
| d. | The persistent friend (Luke 11:5–8)                                      |
- 
- |    |  |
|----|--|
| b. | 1. God loves sinners and is glad when they return to a good life.                            |
| c. | 2. Sinners who truly repent even at the last minute will have the fullness of joy in heaven. |
| a. | 3. Beware of being proud of your goodness and judging others.                                |
| d. | 4. Keep praying to God, and your prayers will be answered.                                   |




### Kingdom Parables

Jesus proclaimed the Kingdom of God, which is already here but not yet fully. In this kingdom, God and God's people live together in peace, justice, and love. The parables listed

in the table below give insights into the kingdom. Read them and fill in the blanks in each statement. Notice which Gospel contains all of these kingdom parables.

THE PARABLE	A TRUTH IT TEACHES
<b>The Mustard Seed</b> Matthew 13:31–32 <b>The Yeast</b> Matthew 13:33	1. From a small beginning the kingdom <u>grew and spread throughout the world.</u>
<b>The Net</b> Matthew 13:47–50 <b>The Weeds</b> Matthew 13:24–30	2. On earth _____ <u>the good</u> _____ and _____ <u>the bad</u> _____ live together until _____ <u>the end of the world</u> _____.
<b>The Pearl of Great Price</b> Matthew 13:45–46 <b>The Hidden Treasure</b> Matthew 13:44	3. The person who finds the kingdom feels _____ <u>very happy</u> _____. To possess it, he or she is willing to _____ <u>sell everything</u> _____.
<b>The Wedding Feast</b> Matthew 22:2–14	4. The kingdom is open to _____ <u>all people</u> _____. We are free to _____ <u>enter or not</u> _____.

### Acting

- 
 Lead the students in a time of prayer.
  - Have a student read aloud John 8:12–15.
  - Allow time for silent reflection.
  - Close by praying together the Act of Faith on the inside back cover of the student book. [See page T388.]
- At the end of the class, have the students tear out page 60. Encourage them to share this Family Feature with their families.

### CHECKPOINT

- Were the learning outcomes achieved?
- Do any students have difficulty understanding the concepts regarding the truth the Church teaches?

## LEARNING OUTCOMES

The students will be able to

- explore the meaning of the parables of the kingdom.
- discuss that the kingdom is worth any sacrifice.

## Materials

- Bibles or New Testaments
- Flour, yeast, pan, cup of warm water (optional)
- Box (optional)
- BLM 36
- Song about the kingdom
- Reflection notebooks

## Centering

Choose one of these activities.

- Ask two volunteers to illustrate the effect of yeast in dough. Have them mix the flour, yeast, and water according to the directions on the yeast package and then knead the mixture. Place the dough in a pan and set it in a warm spot.
- Show a box and tell the students that what they want more than anything else in the world is in it. (Let each student imagine something.) Explain to the students that you are going to auction off the box, and they may bid money and possessions. Hold the auction.

- ✦ **What you just experienced is something Jesus used in his parables about the kingdom.**
- ✦ **Today we will study the parables of the kingdom.**


## Sharing

- Have the students read aloud **Kingdom Parables** on page 63.
  - ✦ What are some words found in the parable just read that complete the statement of a truth it teaches?

## Before You Begin

- Parables are stories that use images from everyday life in order to make a point. Jesus' parables were usually about the Kingdom of God. Because parables are so down-to-earth, Jesus seemed to use them in order to make his message easier for his listeners to understand. Parables, however, often contain some element that is unexpected or unusual. The meaning of a parable is never too obvious. The purpose of a parable is not to settle issues but to challenge us to think more deeply about how God works in our lives.

- ✦ **In the parable you experienced earlier today, how did the yeast work in the dough? or How did you feel as you were bidding in the auction?**

-  Discuss with the students what we do as members of the kingdom.

### Solidarity

- ✦ **BLM 36** Distribute BLM 36 **The Price of Admission**.
- ✦ Have the students complete the BLM independently. Discuss their answers.

- Write the word **crisis** on the board.

- ✦ **What comes to mind when you hear the word crisis?** (A crisis is a turning point. People respond in different ways. After a crisis, people can be bitter or better.)
- ✦ **The crisis parables warn us not to postpone things. They help us think about what we should do while we still have time. They call us to repent. The parable of the ten bridesmaids is a crisis parable.**
- ✦ **Why is the parable of the ten bridesmaids a crisis parable?** (It tells us to be prepared for the end of the world.)

- Jesus brought God's kingdom to earth. He showed us that to live in the spirit of the kingdom requires self-sacrificing love. Jesus invites us to accept the reign of God, to allow him to free us from sin and lift us up into his own life.
- Appoint students ahead of time to prepare to read the parables for Sharing #1.
- Draw on the students' previous knowledge for this lesson. Instead of reading the parables in Sharing #1 and #3, ask them to tell the stories.

- Ask the students to tell one thing they should remember about the parables of the kingdom.

## Acting

- Choose or let the students choose an activity from Reach Out on page 65.
- Direct the students to carry out the Respond activity on page 65 in their reflection notebook.

## CHECKPOINT

- Were the learning outcomes achieved?
- How familiar are the students with the parables?

## LEARNING OUTCOMES

The students will be able to

- compare how their lives measure up to the teachings of Jesus contained in the parables.
- choose to change an attitude or a behavior in response to a parable.

## Materials

- BLM 37
- How-to book or ad for self-improvement
- Words written on the board: *God, kingdom, members*

## Before You Begin

- Not everyone who hears the Good News accepts it. Some are hard of heart and actively work against it. Others turn away when they realize that Jesus' message places demands upon them that present a risk to some of their social or physical comforts. True disciples accept the Gospel message and invite God to act in their lives.
- Encourage the students to pray, using page 8 of their Scripture booklets.

## Centering

Link the last lesson with today's lesson.

- Show the how-to book or the ad for self-improvement.
- We are often interested in becoming better people: learning new skills, improving our looks, and becoming healthier. It's one thing to hear about ways to improve, but another to apply them.
- Jesus wanted to help people change for the better, but he knew that some people who listened to him had fixed ideas. So Jesus simply said what he had to say and left it up to us to take it or leave it.



### A Moment with Jesus

Pause for a moment and silently reflect on the kingdom parables and the truths that they teach about the Kingdom of God. Jesus used common images such as a wedding feast, weeds, or a small seed. Take some time to reflect on how you would describe the Kingdom of God. What common image would you use?

In your own words, ask Jesus to help you recognize the signs of the kingdom around you. Then thank him for the gift of his word in the Gospels.

### Life or Death?

In Palestine, farmers probably scattered seed all over the land and then plowed it under. In the Parable of the Sower (Matthew 13:3-9, 18-23), Jesus told what happened to the seed sown by a farmer. Some seed fell on the edge of the path and was eaten by birds. Some fell on rocky ground. It grew, but then withered away for lack of roots. Some fell among thorns and was choked by them. But some seed fell on rich soil and produced a wonderful crop.

The parable shows what happens to the word of God. Some people do not listen to it at all. Some accept the Word at first but are too weak to live by it. Some accept the Word, and then other people or things of the world kill it in their hearts. In some people, however, God's Word lives. They spread his kingdom wherever they are. To which group do you belong?



64 UNIT 2

### Rich Soil for the Parables

Will the parables take root in your heart? Write how a member of the kingdom would respond to these situations. Then write what might make it difficult to respond that way.

- Your friends start teasing a classmate who is unpopular.

Christian response: **Change the subject.**

Possible difficulties: **Your friends might realize what you're doing and resent it.**

- A classmate you would like to be friends with has dared you to shoplift a CD. You realize you could be caught and arrested if you do not succeed.

Christian response: **Explain that you value your life too much to do the dare.**

Possible difficulties: **That person might not become your friend.**

- You and several others are at a friend's home. Your friend's parents are not there. The friend suggests drinking some liquor. There is a lot of it, and the parents will not miss it.

Christian response: **Say no.**

Possible difficulties: **Your friend might tease you and call you a baby.**

- You have learned about the advice Jesus gave in parables. Today you will study possible reactions to this advice.

## Sharing

### 1. Call on students to read aloud

#### Life or Death? on page 64.

- As the first paragraph is read, list these words on the board: *path, rocky ground, thorns, rich soil.*
- Which situation stands for someone . . .
  - who accepts Christ but then gets in with a bad crowd that leads him or her into doing wrong? (thorns)

- who refuses to go to church or follow the teachings of Christ? (path)
- who reads Scripture, prays, and tries to love as Jesus did? (rich soil)
- who grew up Catholic and went to Catholic school but when hardships came, gave up the faith? (rocky ground)

### 2. Read aloud the opening paragraph of Rich Soil for the Parables on page 64.


- Have the students form small groups. Assign one of the three situations to each group for discussion.

- ◆ Have each group report its conclusions, perhaps in the form of a skit.
- ◆ Use these questions to evoke more thought:
  - Why do you think it is a Christian response?
  - Do you think most people or only a few would react that way?
  - Do you think the reaction is just?
  - How could a person handle that kind of response?

**3. BLM 37** Distribute copies of BLM 37 Parable Parallels. Have the students work independently or in pairs. Check their answers.

**4.** Have the students name a parable and what heading it belongs under. Under which heading does this parable belong—*God, kingdom, or members?* Why?

## Acting

 Lead the students in praying **A Moment with Jesus** on page 64. Allow sufficient time for silent reflection.

## CHECKPOINT

- Were the learning outcomes achieved?

## Sharing

1. Read aloud the opening paragraph of BLM 37. Have the students read the parable and discuss the truth it teaches.

## CHAPTER 10 Summary

### Remember

How do we come to know the teachings of Jesus? We come to know the teachings of Jesus through Scripture, Tradition, and the teaching of the Church.

#### What is a parable of Jesus?

A parable of Jesus is a story that teaches about God and the Kingdom of God through everyday experiences.

What did Jesus say about listening to God's Word? Jesus said, "Blessed are those who hear the word of God and observe it." (Luke 11:28)

### Respond

Suppose the world were to end tonight. What would you wish to have changed about yourself to be better prepared to meet Jesus? Write it in your reflection notebook. Then list some steps you can take to make this change happen.

### Reach Out

1. The message of Jesus calls us to a way of life that is very different from the way of the world. Find a newspaper story or magazine article about someone whose response to a need was Christlike. Talk about it with someone at home. Then write a paragraph about what you learned from the person's actions.
2. All the saints met opposition as they tried to live the teachings of Jesus. Sometimes they had to overcome their personal feelings. Sometimes they met criticism, ridicule, and even persecution. Research the life of a saint. Suggestions: Saint Ignatius of Antioch, Saint John Baptist de La Salle, Saint Elizabeth Ann Seton, Saint Julie Billiart, Saint Thomas More, Saint John of the Cross, Saint Isaac Jogues.

Find at least one situation in which that person followed Jesus' way even when facing opposition. Share the story with a family member.

3. The more peace, justice, and love are brought into the world, the more the kingdom is present. What can you do to further the kingdom in your family, your neighborhood, and your world? Gather with one or more family members and brainstorm for ideas. Then select one idea and create a plan for how you will carry it out.
4. Be open to God's Word today. Pay attention to a homily, read a section of the Gospel, or read an article in a Catholic periodical. Share what you learn with someone in your family.
5. Design a poster that is based on one of the parables. Ask a family member to help you create it. Then display it where it can be seen and talked about.

Words to Know  
evangelization  
Magisterium



## LEARNING OUTCOMES

The students will be able to

- demonstrate an understanding of the meaning and purpose of the parables of Jesus.
- translate a parable into the language and culture of today.
- demonstrate an understanding of the key concepts in this chapter.

## Materials

- Bibles or New Testaments
- Paper
- Quotation written on the board: *“Ask not what your country can do for you; ask what you can do for your country.”*
- Materials for Acting #1
- BLM 38 Quiz

## Before You Begin

1. Have students make up their own parables rather than translate one of Jesus'. Tell them to think of something that happened or they observed that had a message about life imbedded in it. Have them write an account of it.
2. Plan ways to share the students' parable projects with the rest of the school and with the parish.
3. When planning today's lesson, keep in mind that Day Four is when the students take the quiz for this chapter. Reserve time at the end of class for this assessment. The quiz can also be administered on Day Five.

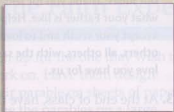
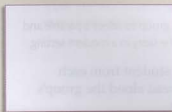
## CHAPTER 10 Review Activities

**Parables in Art** Choose a parable about God. Write its title and message. Then draw a picture to represent it. Do the same for the Kingdom of God and for the members of the kingdom.



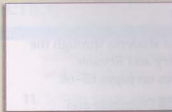
Title: \_\_\_\_\_

God: \_\_\_\_\_



Title: \_\_\_\_\_

The Kingdom of God: \_\_\_\_\_



Title: \_\_\_\_\_

Members of the Kingdom: \_\_\_\_\_

**True or False** Write T if the statement is true or F if it is false.

- F 1. Scripture was written before Tradition began.
- T 2. The Magisterium is the teaching authority of the Church.
- F 3. The Church can change dogmas.
- T 4. The Holy Spirit leads us to new understandings of Christ's teachings.
- F 5. Parables are stories meant only for the people in Jesus' time.
- T 6. The Kingdom of God is already here.
- T 7. The parables urge us to listen to God's Word and to serve the kingdom.

66

## Centering

1. Discuss the quotation on the board.

✦ **Do you know who used this saying?** (John F. Kennedy)

✦ **President Kennedy was known for his powerful speeches. After he died, Theodore C. Sorenson, who had been his personal advisor and speech writer for 11 years, had a difficult time finding another job. His style of writing was so recognizable that other people would not hire him to write for them.**

2. Prepare the students to write their own parables.

Imagine that Jesus has asked you to write a parable for him. He wants you to convey his message using people, objects, and problems of today. For example, the story of the Good Samaritan could be retold as a story of a person whose car breaks down on a highway.

## Sharing

1. Discuss some of the elements of Jesus' parables.

✦ **What are some of the items, occupations, or circumstances in the parables that were characteristic of Jesus' time but are not common today?**

- ♦ What changes might Jesus make if he were telling the parable today? [Record the students' ideas on the board.]

## 2. Divide the class into groups of three.

Tell each group to select a parable and rewrite the story in a modern setting.

## 3. Have a student from each group read aloud the group's parable.

**What is the purpose of your parable?**

## 4. Lead the students through the Summary and Review Activities on pages 65–66.

## 5. **BLM 38** Distribute and administer **BLM 38 Chapter 10 Quiz**.


Use this opportunity to assess the students' understanding of the main concepts in the chapter. If there is not sufficient time for the students to complete the quiz, consider moving it to Day Five.

## Acting

### 1. Have the groups present their parables in various ways.

They can be presented as a cartoon strip, a video, a DVD, music, a skit, or art.

### 2. Lead the students in prayer.

 **Lord Jesus, your parables are so familiar that we often do not really listen to them. Help us see how your Word calls us to change our ideas. Thank you for showing us what your Father is like. Help us to accept your truth and to love others, all others, with the same love you have for us.**

### 3. At the end of class, have the students tear out and take home pages 65–66.

## CHECKPOINT

- Were the learning outcomes achieved?
- Did the parables the students wrote indicate that they understand what Jesus tells us about life and God?

## CHECKPOINT

1. Discuss the quotation on the board.
  - ♦ Do you know who used this saying? (John 8:12)
  - ♦ President Kennedy was known for his powerful speeches. After he died, leaders of government who had been his personal advisors and speech writers for 11 years had a difficult time finding another job. His style of writing was so recognizable that other people would not hire him to write for them.
2. Prepare the students to write their own parables.
 

Imagine that Jesus has asked you to write a parable for him. He wants you to convey his message using people, objects, and problems of today. For example, the story of the Good Samaritan could be retold as a story of a person whose car breaks down on a highway.

## Centering

1. Discuss some of the elements of Jesus' parables.
  - ♦ What are some of the items, occupations, or circumstances in the parables that were characteristic of Jesus' time but are not common today?

## Sharing


## Day Five Extending the Chapter

Use the following suggestions to create an additional lesson for Day Five.

1. Remind the students to take home pages 65–66 to share what they are learning with their families.
2. Incorporate any unused BLMs from the week's chapter.
3. Consider the time of the liturgical year and use the appropriate Special Seasons and Lessons. SSLs begin on page T313.
4. Visit [www.christourlife.org](http://www.christourlife.org) to find additional activities for Extending the Chapter.
5. Use activities from Enriching the Faith Experience.
6. Guide the students in a prayerful discussion of Sunday's Scripture readings. Visit [www.christourlife.org](http://www.christourlife.org) for more information.

## Chapter 10 Enriching the Faith Experience

Use the following activities to enrich a lesson or to replace an activity with one that better meets the needs of your class.

1. Have the students present a few of the parables as plays. Ready-made scripts can be found in *Acting Out the Miracles and Parables* by Mary Kathleen Glavich, S.N.D. (Twenty-Third Publications). You might have students play charades by acting out a parable and letting the class guess which one they think it is.
  2. Post pictures of the parables. Put a quotation from each parable on a card. Challenge the students to match each card with a picture and name the parable. If pictures are not available, the students could simply name the parable.
  3. Have the class set up a display of objects and pictures of objects that Jesus used in the parables: seeds, a piece of net, weeds, a wrapper from a package of yeast, pictures of fishermen, shepherds, a banquet. The students can list the parable in which the item is used on a poster or banner as part of the display.
  4. Have the students set a parable to music.
  5. Help the students make a Parable Quilt. List symbols for different parables. Let students sign up for the one they wish to work on. Have them design their parable on sheets of paper. Glue the parables on a large sheet of paper with a border and connecting pattern to form a quilt. If you have the necessary resources, you may be able to create a quilt out of fabric.
  6. Ask the students to list five sayings of Jesus they know by heart. Make a tally to find out which sayings are listed most often.
  7. Direct the students to write a parable in storybook form, complete with illustrations.
  8. Challenge the students to make a rebus that states a parable's message. Have them exchange papers and try to figure out each other's message and the parable that conveys it.  
Example:  
Keep praying for what you need—  
The Persistent Friend  
(Luke 11:5–8)
- 
9. Have the students design a book jacket for one of the parables. Post the book jackets.
  10. Have the students make a booklet or a story strip of the parable on the book jacket, using pictures from magazines and the Internet.
  11. Tell the students to write a New Year's resolution for a character from a parable.
  12. Have the students rewrite a parable in an expanded form, adding description, detail, and events that came before and after.
  13. Direct the students to summarize a parable in a couplet, as in the following example:  
From a tiny mustard seed  
The Church grew very large indeed.
  14. Have the students tell or write a parable from the point of view of one of the characters.