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Scripture Reproducible Master 247F	The New Testament is made up of different types of
Chapter Reproducible Master 247G	writings. • The Bible is an important source for Christian
God makes himself known in his Son. • Many people	living and worship. • The Church continues Jesus' ministr through the Seven Sacraments. • The Church continues
heard Jesus' message and became his disciples. • Jesus	Jesus' ministry through her work for social justice.
taught about living and growing closer to God. • Jesus	Leviticus 19:18; Mathew 5:17; 22:37-39; 25:40;
worked signs and wonders among the people.	Luke 4:18–19; John 13:34–35
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1 Corinthians 13:13	PROJECT DISCIPLE featuring Saint Thomas Aquinas
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	Family Reproducible Master
23 Jesus, Redeemer and Savior	Scripture Reproducible Master
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Chapter Reproducible Master 259G	people.
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 Jesus gave us a new covenant. Jesus gave his life for us. Jesus Christ rose from the dead. Christ appeared to his 	12:12–13; 3:16, 17; Ephesians 2:19–20; Colossians 1:1 As Catholics
disciples.	the Control of the Co
Mathew 26:50; 27:4; Mark 15:39; 16:1-8, 9 -11;	PROJECT DISCIPLE featuring Saint Maximilian Kolbe
Luke 22:19, 20; John 20:21, 22; 24–29;	Take Home Redesigning Project Disciple's logo Chapter Test
Colossians 2:12; 3:17 As CatholicsSaint Mary Magdalene	Chapter lest
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Take Home Praying Stations of the Cross	SEASONAL CHAPTER
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	Plan and Prepare
24 The Church Begins	During the Easter season, we celebrate our new life in
Plan and Prepare	Christ and the coming of the Holy Spirit.
Family Reproducible Master	Acts of the Apostles 1:3–12; 1 Corinthians 12:4–5, 12–13
Chapter Reproducible Master	Chapter Reproducible Master
Lesson Plan	Family Reproducible Master
With the coming of the Holy Spirit the Church began.	
The Good News of Christ spread to many places. Christians were persecuted for their faith. Christianity	Unit 4 Test
became an accepted religion.	Unit 4 Alternative Assessment
Luke 24:49, 50–51; John 14:6; Acts of the Apostles 1:16,	and the rest indiversal indiversa
24–25; 2:1–4, 7, 17, 41, 42; 9:1–8, 17–18;	PROJECT DISCIPLE RESOURCES 319A
Ephesians 2:19–22; 3:5–6	

PROJECT DISCIPLE featuring Evangelization **Take Home** Praying to the Holy Spirit

Chapter Test

Building the Covenant Nation





PROJECT DISCIPLE DEAR FAMILY

In Unit 2 your child will grow as a

- disciple of Jesus by: . learning about the enslavement of the Israelites
- and God's choice of Moses to lead the people to understanding God's guidance of his people as he gave them his law and led them toward the
- promised land
- appreciating God's people who settled in Canaar and the stories of Samson and Ruth
- recognizing God's faithfulness to his people, and his guidance of their leaders, Samuel and David · praying for wisdom as Solomon did, and praying with the pealms.

More & Explore

Visuals can assist with learning. There are DVDs and books that capture some of the biblical events that are in this unit. There are also Internet sites where you can find images of the pyramids or works of art depicting Moses, David, and Gollath. Look for one of these recovers in a subsequence foreign. rces to enhance your far sence of this unit.



Show That You Care

Cod led his people from slavery to freedom. As people of faith we are to help people who are oppressed or treated unjustly. Talk we are to nesp people who are oppressed or treated unjustly. Talk with your child about the minor, but still paintul, "oppressions" that can happen every day, in school or the community. Are there new students who are ignored? Are younger children teased by older students? Do you see children or teachers or crossing gaards who are nejected and made fun of? What might your family

eality Check

"The importance of the family for the life and well-being of society entails a particular responsibility for society to support nd strengthen marriage and the family:

Turn to the timeline on pages 96-97 in your child's text. What names and event do you recognize? Ask each family mem-ber to share what he or she knows about one of the events or people on the time line. Have each member identily one person or event to learn more about. Give your 6th grader the responsibility of finding out and sharing what the family

Celebrates

This unit highlights some of the leaders God chose for his people: Moses, Joshus Deborah, Samson, Samuel, Saul, David, Solomon. Who are the people that lead card or an e-mail to thank them and

Take Home Be ready for this unit's

Chapter 8: Working to protect human Chapter 9: Praying a psalm together

Chapter 10: Serving the Lord Chapter 11: Writing a prayer of blessing Chapter 12: Appreciating God's gift of wisdom

Unit 2 Unit Opener

CLASS CONNECTION

Read aloud the unit title and chapter titles. Ask the students: What do you think you will be learning about in this unit? Invite a few volunteers to respond. Then, explain to the students that they will be learning about the enslavement of Israelites in Egypt; God's choice of Moses to lead the people to freedom and the promised land; the conquering of Canaan; the stories of Deborah, Samson, Ruth, Samuel; the reigns of David and Solomon; the building of the Temple in Jerusalem; and praying with the psalms.

HOME CONNECTION

Project Disciple Dear Family

Sadlier We Believe calls on families to become involved in:

- · learning the faith
- · prayer and worship
- · living their faith.

Highlighting of these unit family pages and the opportunities they offer will strengthen the partnership of the Church and the home

For additional information and activities, encourage families to visit Sadlier's

www.WEBELEVE.web.com

Overview

In Chapter 5 the students learned about the patriarchs, our ancestors in faith. In this chapter the students will learn about the Israelites, their enslavement in Egypt, and the Exodus.

Doctrinal Content	For Adult Reading and Reflection Catechism of the Catholic Church
The students will learn:	Paragraph
Egypt became the home	of the Israelites
 God chose Moses to lead 	his people
God helped his people	
God guided his people to	freedom



Exodus (p. 98) Passover (p. 103)

Catechist Backaround

As a child, how did you behave toward your parents?

A theme that weaves through the story of the Israelites' enslavement and their flight to freedom is the provident way God guides his people. In his divine providence God cares for, defends, and governs the people he has chosen for his own.

Joseph was speaking about divine providence when he told his brothers that it was not they who caused him to be dispatched to Egypt. "God, therefore, sent me on ahead of you to ensure for you a remnant on earth and to save your lives in an extraordinary deliverance. So it was not really you but God who had me come here." (Genesis 45:7–8) Divine providence led the Israelites into Egypt. And divine providence then chose Moses to lead them out of there and into the freedom of the promised land.

How can we respond to our provident Father? How do we take to heart the message of Saint Paul that tells us "all things work for good for those Go to www.webelieveweb.com, Catechist/ Teacher, We Believe Correlations for this chapter's correlation to:

- Six Tasks of Catechesis
- · Catholic Social Teaching.

who love God" (Romans 8:28)? Jesus, the obedient Son, is the expert here. He counsels us to make a childlike surrender to God. "So do not worry and say, 'What are we to eat?' or "What are we to drink?' ... Your heavenly Father knows that you need them all. But seek first the kingdom [of God] and his righteousness, and all these things will be given you besides." (Matthew 6:31–33) Jesus also invites us to dispense with fear. "Are not two sparrows sold for a small coin? Yet not one of them falls to the ground without your Father's knowledge. Even all the hairs of your head are counted. So do not be afraid; you are worth more than many sparrows." (Matthew 10:29–31)

Where in your life is God's providence clear to you?

Lesson Planning Guide

page 45 We Gather in Prayer

pages 96-97

Egypt became the home of the Israelites.

- Pray prayers of petition.
- Sing the spiritual.
 - · Discuss the We Gather questions. · Read about the Israelites in Egypt in the We Believe text.
- Do the We Respond activity.
 - · Discuss social justice with the As Catholics text

For the prayer space: Bible opened to Galatians 5:1

"Go Down, Moses," #9, Grade 6 CD

· copies of reproducible master, What's the Word?, guide page 95F

Dau 2

pages 48-44

- God chose Moses to lead his people.
- · Discuss freedom with the We Gather questions.
- Present God's choice of Moses as a leader of the Israelites in the We Believe text.
- Write and illustrate a prayer in the We Respond activity.

pages 100-101 God helped his people.

- Discuss tasks in the We Gather activity.
- · Read about and discuss God's care of his people in the We Believe text.
- nesign an advertising banner in the We Respond activity.
- · items that represent freedom, such as an American flag, a Bible, symbols of different religions, copies of Norman Rockwell's Four Freedoms paintings

Day 4

pages 102-103 God guided his people to freedom.

- Exodus 14:10-28
- niscuss signs in the We Gather activity.
 - · Read the Chapter Story.
 - · Read about the Exodus in the We Believe text. Complete Reproducible Master 8.
- Respond in song in We Respond.
- · copies of Reproducible Master 8. quide page 95G
- "Be Not Afraid," Bob Dufford, #10, Grade 6 CD

Day 5

pages 104-105 **Project Disciple**

page 106 **Chapter 8 Test**

- Complete the Project Disciple
- · Explain the Take Home activity.
- · Discuss/send home Sharing Faith with My Family, page 95E.
- · Complete Chapter 8 Test.
- · Work on Alternative Assessment activity.

· copies of Sharing Faith with My Family reproducible master, quide page 95E



Enrichment Ideas

Chapter Story

Paul was on the phone with his best friend, Seth. "Paul, can you come to my family Seder next week?" Seth wanted to know.

"What's that?" Paul replied.

"It is a Jewish family celebration. Every year we share this special meal at Passover," Seth explained. "Since you invited me to help decorate your Christmas tree and sing carols, Γd like you to share my family's traditions."

Paul checked with his mom, who thought it was a great idea. "Why don't you wear your new shirt and tie?" she suggested. Paul agreed and quickly let Seth know that he would come:

When Paul arrived for the Seder he found Seth grating some horseradish. Seth explained that it reminded his family of the bitterness of slavery that the Israelites experienced in Egypt many years ago. Paul tasted the horseradish. It was bitter, all right!

At the beginning of the meal Seth's youngest sister asked, "Why is this night different from all other nights?" As the family ate each course, the adults took turns explaining why this night is different. The lamb, wine, and wafers (called *matzoh*) each represented part of the Passover story in which God saved the Israelites from slavery and led them to a new life of freedom.

There were many different courses to the meal. By the end Paul was pleased that he had been invited. His stomach was filled with good food, and his mind was filled with appreciation for his friend's Jewish faith.

▶ What is celebrated at a Seder?

FAITH and MEDIA

Ask the students to look in print media (magazines and newspapers) for stories of oppressed people struggling to be free. Explain that oppression can take different forms, such as military, economic, or political oppression. Set a date for the students to bring their articles to class. Then have the students read aloud or summarize the articles and explain why they think oppression is present. Place the articles in a folder in the prayer space. Remember the oppressed people during prayers.

CHAPTER PROJECT: YOU ARE THERE

Organize the students into small groups. For the first four days have each group review the lesson and pick a scene that could be acted out. Examples might include Moses with the pharaoh, Joseph with the pharaoh, baby Moses being saved, or another

scene. On Day 5 have each group choose one of the scenes they have picked, write a short script, gather some simple props and costumes, and act out the scene for the class.

PROJECT DISCIPLE



Additional Activities

Celebrate!

Tell the students that the word Paschal refers to Passover, the feast of freedom for the people of Israel. Remind them that during this great feast, the Jewish People celebrate their deliverance, their passing over, from slavery to freedom.

In our liturgy, especially during Holy Week and Easter, we celebrate the "passing over" of Jesus from death to new life. Jesus Christ is now and always "our Passover and our lasting peace." So God has saved us, too! He has done this through the Paschal Mystery of Jesus Christ-his suffering, Death, Resurrection, and Ascension.

At every Eucharist we proclaim Christ's Paschal Mystery. Have students listen at Mass for the words that proclaim the Paschal Mystery of Jesus Christ. Give them time to share their findings.

Reality Check

Ask students to list some of the ways in which the Israelites were oppressed. Encourage students to discuss movies or books about people trying to escape from oppression. Chart the similarities and differences between the oppression and escape in these stories and that of Moses and the Israelites.

What's the Word? (Use on Day 1.)

Materials needed: copies of reproducible master, quide page 95F, Bibles

Distribute copies of the Scripture reproducible master. Check their responses: A) 1500 B.C.-1250 B.C., God chooses Moses to lead the Israelites out of Egypt; B) 1220 B.C.-1020 B.C., Deborah will deliver the Israelites; C) 1220 B.C.-1020 B.C., Samson will deliver the Israelites from the Philistines. D) 1020 B.C.-1000 B.C., David will deliver the Israelites from their enemy and become their leader; E) from 961 B.C., if Solomon builds the Temple, and the Israelites keep the commandments, God will remain with them.



Have the students take a survey of five friends or family members. Question asking those five people to write **Corner** down the first word that comes to mind when you read them this word: freedom.

Have students report their findings to the class. Categorize them (e.g. religious freedom, personal freedom, etc.) on the board. Have a class discussion about the importance of each category.

Meeting Individual Needs

English Language Learners

Idiomatic expressions are barely noticeable to native speakers but are often unintelligible to those learning English as a second language. Listen carefully each day for idiomatic expressions used in the classroom. When one is used, stop for a moment and write the phrase on the board. Then ask native speakers to explain the idiomatic phrase. For example, if someone says, "You're just beating around the bush," an explanation might be "hinting at something but not stating it plainly."

We Believe Resources

- · Grade 6 Review & Resource Book, pages 19-21
- · Grade 6 Family Book, pages pages 24-26
- Grade 6 Assessment Book, pages 15-16
- · Grade 6 CD-ROM Test Generator and Resource: Use Chapter 8 Test or customize your own.
- www.webelieveweb.com



SHARING FAITH with My Family Andrew



Sharing What I Learned

Discuss the following with your family:

- the Israelites' life in Egypt
- Moses
- Passover
- the exodus from Egypt.



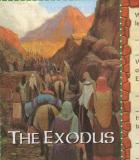
Questions About Judaism

O: What is the Jewish Seder?

A: Passover is a Jewish festival which celebrates liberation from slavery. The Seder is a symbolic meal during the festival. The symbols used include matzoh, bitter herbs, salt water, the paschal lamb, and parsley. They represent the conditions of slavery and the events leading



to the deliverance of the Jews from Egypt as recounted in the Old Testament. The aim of the Seder is to make the participants understand that they are a part of the Jewish People and that this history and redemption applies to them.



Why did the Israelites want to leave Egypt?

What are the important parts of the story of the exodus from Egypt?

How is this event remembered today?

We Believe Trading Cards

Complete the facts on the back of the trading card. Then share with your family what you have learned about the Israelites' exodus from Egypt.

Visit Sadlier's

www.WEBELIEVEweb.com



Connect to the Catechism

For adult background and reflection,

see paragraphs 312, 2575, 207, and 1363.

PROJECT DISCIPLE



Name

What's the Word?

Look at the timeline on pages 96 and 97. For each person listed below, write the approximate time frame in which they lived. Then read God's words to each person and write what God is telling them in the passage.

- E) Solomon (1 Kings 6:12-13) Time frame_______
 Message _____

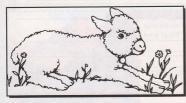
Reflect on ways in which God's promise to his people remains constant. **Discuss** your observations.



Each of the items pictured here has symbolic meaning in the Old Testament. Explain the Old Testament meaning of each symbol in the space provided.









An Enslaved People



O Down, Moses

Let my people go.

Go down, Moses,

Let my people go;

Way down in Egypt's land:

stand.

When Israel was in Egypt's land, Let my people go;

Oppressed so hard they could not

Tell old Pharaoh: Let my people go.

Oh, let us all from bondage flee,

And let us all in Christ be free,

Let my people go. (Refrain)

♣ We Gather in Prayer

Leader: For followers of Christ, freedom is a gift of love and goodness, and comes from Christ. Let us pray for all those who are not free, who are enslaved, in our world today.

Reader 1: "For freedom Christ set us free; so stand firm and do not submit again to the voke of slavery," (Galatians 5:1)

Reader 2: For all who are enslaved by the habit of sin and selfishness, let us pray: All: Lord Jesus Christ, set them free

(Response to all petitions.) Reader 3: For all who are enslaved by unsafe working conditions and low pay, let us pray:

Reader 4: For all who are enslaved by addiction, let us pray:

Reader 5: For all who are enslaved by disease and chronic illness, let us pray:

Reader 6: For all who are enslaved by poverty and hunger, let us pray:

Reader 7: For all who are unjustly denied their freedom, let us pray:

Chapter 8 • Day 1

PREPARING TO PRAV

For this gathering prayer the students will think about different forms of slavery and will thank God for the gift of freedom.

- · Select a leader and seven readers and allow time for them to prepare their readings.
- · Play "Go Down, Moses," #9, Grade 6 CD, to allow everyone to become familiar with the melody.

The Prayer Space

· On a small table place a Bible opened to Galatians 5:1.

This Week's Lituray

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

Lesson Plan

We Gather in Prayer

Prav

- · Invite the students to gather in the prayer space with their books.
- · Say: We live in a place of freedom, but not everyone is as fortunate as we are. Today we will pray for people who are enslaved by many things. Listen carefully to the
- Invite the students to pray the response after each petition, and encourage everyone to sing "Go Down,
- · Pray the Sign of the Cross together, and signal the leader to begin the opening prayer.

Family Connection Update

Invite students to talk about their families' experiences of going where God leads them

Catechist Goal

. To examine the ways the situation in Egypt changed for the Israelites

Our Faith Response

. To identify ways in which our parish can help people who need to be rescued

Lesson Materials

· copies of What's the Word?, quide page 95F

As Catholics...

Social Justice

After you have presented the lesson, write the word justice on the board and invite the students to define it (respecting the rights of others and giving them what is rightfully theirs). Read aloud the As Catholics text about social justice. Discuss the Church's role in social justice (working so that all societies honor justice). Then invite the students to respond to the question about respecting the dignity of workers.

ISRAEL IN EGYPT

Egypt became the home of the Israelites.

Loving God, protect us.

What does someone have to do to feel at home in a new town? What difficulties might he or she face? What are some ways we can help people to feel at home?

WE BELIEVE

God led the family of Jacob, or as God had named him, Israel, into Egypt. All twelve of Israel's sons, including Joseph, were reunited. In Egypt they were saved from famine and protected from hardships that they may not have been able to survive. God had provided for his people through Joseph

Joseph informed the pharaoh, "My father and my brothers have come from the land of Canaan, with their flocks and herds and everything else they own; and they are now in the region of Goshen" (Genesis 47:1). The pharaoh told Joseph that his family could settle there. He said, "the land of Egypt is at your disposal" (Genesis 47:6).

So Jacob's family became honored guests in Egypt. They were given the best land in Goshen, a fertile area in northern Egypt. At the time Egypt was divided into two kingdoms. The southern part of the country was ruled by Egyptian kings. A separate kingdom in northern Egypt was ruled by people who came from regions to the east of Egypt.

Change in Egypt In Goshen, in northern Egypt, Jacob's family prospered and God's people grew in number. At first they lived there in safety and comfort. But in time the Egyptians gained control of the northern kingdom. Two Egyptian kings, who were also brothers, united Egypt. They drove away many rulers and people from foreign countries and kept other people as slaves. Egypt entered a period of tremendous wealth and power. This period is usually called the New Kingdom. It lasted for hundreds

As time passed, Joseph and his generation died. The pharaoh who welcomed the family of Jacob also died, and a new pharaoh came into power. He did not know of Joseph and did not look upon the Israelites as honored guests. In fact,



he feared them, saying, "Look how numerous and powerful the Israelite people are growing, more so than we ourselves! Come, let us deal shrewdly with them to stop their increase; otherwise, in time of war they too may join our enemies to fight against us, and so leave our country" (Exodus 1:9-10).

In the Book of Exodus, the second book of the Bible, we find out that eventually the Egyptians made the Israelites their slaves.

Lesson Plan

WE GATHER

minutes

Pray Pray together the Sign of the Cross and the We Gather prayer.

Focus on Life Read aloud the We Gather questions and invite responses. Tell the students that in this lesson they will learn how the Israelites settled into Egypt.

WE BELIEVE

minutes

God Works Through Joseph Ask the students to read silently the first three paragraphs of We Believe. Then invite a volunteer to summarize each paragraph. Emphasize:

. Through Joseph God reunited and provided for Jacob's family.

 In Egypt Jacob's family was welcomed and given land on which to settle.

Discuss the We Believe Statement Ask a student to read aloud the We Believe statement. Discuss whether the people of God experienced any of the situations described in the students' We Gather responses.

Read About the Change in Egypt Ask the students to read silently the remaining We Believe paragraphs. Then read aloud Exodus 1:8-14. Invite volunteers to explain what happened to the Israelites and give examples of slavery today. Emphasize these points:

- · Egypt became united and kept foreigners as slaves.
- The new pharaoh thought Jacob's descendents were too numerous and feared them.
- The Egyptians enslaved the Israelites.



ACTIVITY BANK

Curriculum Connection

Social Studies

Invite the students to research ways that people are enslaved today. In some very poor countries children are sold in exchange for money or food. In some places teenagers are kidnapped and sold. In some places people work such long hours for such low pay that they are virtual slaves. Set a date for the students to present their reports. The reports should include suggestions for solutions to the situations described and ways that sixth graders can become involved in the efforts to help.

Scripture

Spatial, Linguistic

For a Scripture activity, see What's the Word?, guide page 95F.

WE RESPOND

Today there are people who need to be rescued from slavery, poverty, homelessness, and hunger.

List some other things from which people need to be rescued.

What can you do with your parish to help these people?

all people have or are given what

is due to them. The Church speaks out against any system, private

organization, or government that

focuses on making a profit at

the expense of human dignity and freedom. Instead the Church

encourages individuals and

respected. What can you do to respect the dignity of workers?

groups to bring the Good News of Jesus Christ into society and to work for change in policies and laws so that each person is

Quick Check

- ✓ How was Jacob's family treated when they arrived in Egypt? (They were treated as honored guests.)
- ✓ Why did the Israelites become slaves? (Egypt became) united: the new pharaoh feared foreigners; the Egyptians made the Israelites slaves to help build the Egyptian empire.)

WE RESPOND

Connect to Life Discuss why slavery is wrong. Read the first sentence of the We Respond activity and invite the students to write their responses (addiction, abuse, war, oppression). Ask volunteers to share their answers. Then read aloud the next question. Discuss ways the students might help.

Pray Ask the students to name groups of people who need to be rescued. List them on the board. Then invite the students to join hands in a circle and pray for the intentions of people who need to be rescued.

Plan Ahead for Day 2

Catechist Goal: To emphasize that God chose Moses to lead his people

Preparation: Be prepared to name ways that God cares for all people.

Catechist Goal

 To emphasize that God chose Moses to lead his people

Our Faith Response

· To demonstrate appreciation for God's care for all people



Teaching Tip

A Visual Aid

In the front of the classroom display a picture of the ark or the words Noah's Ark. Before the lesson ask the students what Noah's ark symbolizes for them (rescue, salvation). List all appropriate responses on the board. After the lesson ask the students what they might want to add to the list (Baptism, the Church).

God chose Moses to lead his people.

WE GATHER

PO Lord, we praise your name

In what ways are you free to do and say things? Do people in all parts of the world have these same freedoms?

WE BELIEVE

In the Book of Exodus we find the story of what happened to Jacob's descendants in Egypt. We read of the terrible suffering of the Israelites as slaves of the pharaoh. We learn that out of that suffering God brought freedom and hope. More importantly, in the Book of Exodus we learn about God carrying out his plan to bring his people back to Canaan. The word exodus comes from the Greek word for "departure." Exodus is the biblical word describing the Israelites' departure from slavery to freedom.

The Israelites were also called Hebrews, since their language was known as Hebrew. The pharaoh noticed that despite all the difficulties in their lives, the number of Hebrews was still growing. He told some of the Hebrew women that all the newly born sons of the Israelites must be killed. But these women did not listen to the pharaoh. They followed God's laws instead. So the pharaoh gave a new command: "Throw into the river every boy that is born to the Hebrews" (Exodus 1:22). Now it was even more difficult for the Hebrew women to protect their baby boys.

In the second chapter of Exodus we read about one woman who saved her son. She made a basket out of reeds from the river. She coated it with tar to prevent it from sinking and then put her son in it. She placed the basket in the shallow water near one of the riverbanks. The pharaoh's daughter found the child and took him home with her. She named the child Moses and raised him as an Egyptian.



This is another biblical story that is filled with symbolism. The same Hebrew word is used for basket and ark. Moses was saved in the basket just as Noah's family was saved in the ark. As Christians we are saved in the Church through the waters of Baptism.

Life in Midian When Moses was an adult, he visited his fellow Hebrews. One day he saw a Hebrew slave being beaten by an Egyptian, and Moses killed the Egyptian. The pharaoh heard about what Moses had done and wanted him put to death. Moses had to run away to the desert region of Midian. Moses settled there and he married a woman named Zipporah, with whom he had children. There Moses lived the life of a shepherd.

One day while Moses was tending his flocks, God appeared to him in a burning bush. The fire was flaming from the bush but not destroying it. So Moses went over to look more closely. God called out to Moses from the bush and Moses answered. "Here Lam" (Exodus 3:4).



Lesson Plan

WE GATHER

Pray Invite the students to begin the lesson with the Sign of the Cross and the We Gather prayer.

Focus on Life Read aloud the We Gather questions and invite responses. Tell the students that in this lesson they will learn that God chose Moses to lead his people to freedom.

WE BELIEVE

minutes

Learn About Life as Slaves Ask a volunteer to read aloud the We Believe statement. Then organize the students into small groups to read the first four We Believe paragraphs. Call on the members of one group to summarize the paragraphs. Invite the other students

to add details. Review the students' understanding of the following: Exodus; Hebrews/Israelites; the symbolism of basket and ark; the rescue of the baby Moses.

Get to Know Moses Ask: What can you tell me about Moses? Invite responses; then ask volunteers to read aloud the remaining We Believe paragraphs. After the reading, ask whether any students would change their responses to the question about Moses. Then invite the students to answer these questions:

- · Why did Moses have to flee Egypt? (He killed an
- · What happened at the burning bush? (God revealed himself to Moses and told him to return to Egypt to lead the people to freedom.)

God told Moses that this place was holy. God also told Moses that he wanted him to return to Egypt and lead the Hebrews out of slavery. Moses asked God how he would be able to do this, and God told Moses that he would be with him

Moses asked God what he should say when the Israelites asked him who sent him to them. "God replied, 'I am who am.' Then he added, 'This is what you shall tell the Israelites: I AM sent me to you'" (Exodus 3:14).

This name that God gave was the source of the word Yahweh. "I AM" was a name that described God as ever-present to his people This name was so holy that out of reverence the Israelites did not even speak it. Instead they used the title Adonai, which means

In the third chapter of Exodus we read that God once again spoke to Moses. "Go and assemble the elders of the Israelites, and tell them: The LORD, the God of your fathers, the God of Abraham, Isaac and Jacob, has appeared to me and said: I am concerned about you and about the way you are being and honey." (Exodus 3:16-17) Moses did as God commanded.

treated in Egypt; so I have decided to lead you up out of the misery of Egypt into the land of the Canaanites, . . . a land flowing with milk

WE RESPOND

Write and illustrate a prayer that expresses gratitude for the many ways God shows love and care for all people.

Chapter 8 • Day 2

ACTIVITY BANK

Multiple Intelligences Linquistic

Activity Materials: Bibles, writing materials

Have students work in pairs to read Exodus 2:1-10. Then invite each student to choose one of the following options and write a one-page "autobiographical" essay describing his or her experiences and feelings about them: (1) You are the mother of Moses. Describe the day you gave up your son. (2) You are the pharaoh's daughter. Describe the day you gained a son. (3) You are Moses as an adult. Recall the events by which you were saved. Invite volunteers to share their completed essays.

Review the Key Word Have a volunteer read aloud the definition of exodus. Discuss ways the word is used today (to describe any mass departure, such as the traffic out of a city on a Friday; to describe leaving one's native land for another). Suggest that whenever the students hear the word exodus, they recall God's loving care for his people.

Quick Check

- What name does God give to himself? (He calls himself "I AM" (Exodus 3:14), which is the source of the word Yahweh.)
- ✓ What does God ask of Moses? (God asks him to return to Egypt to tell the Israelites that the God of their fathers will lead them out of Egypt.)

WE RESPOND

___ minutes

Connect to Life Review the ways God showed love and care for the Hebrews. With the students develop a list of ways that God cares for all people. Then read aloud the activity directions and invite the students to write and illustrate their prayers.

Pray Invite volunteers to read aloud their prayers and share the illustrations.

Plan Ahead for Day 3

Catechist Goal: To explore God's use of the plagues to free his people

Preparation: Gather items that represent freedom such as an American flag, a Bible, symbols of different religions, copies of Norman Rockwell's Four Freedoms paintings.

Catechist Goal

• To explore God's use of the plagues to free his people

Our Faith Response

 To offer thanks for the freedoms we have

Lesson Materials

 items that represent freedom, such as an American flag, a Bible, symbols of different religions, copies of Norman Rockwell's Four Freedoms paintings

Teaching Note

Plagues as Judgments

The importance of the ten plagues described in Exodus 7–11 is that they reflect God's judgment of the Egyptians and God's power to save the Israelites. All of the plagues except the last are phenomena natural to Egypt. The plagues are also commemorated in Psalm 135:8–9, Psalm 136:10, and Psalm 105:28–36.

God helped his people.

WE GATHER

Lord, help us to remember that without you we can do nothing.

List some tasks that you and your classmates might be put in charge of completing. How would you convince others to help you to complete these tasks?

WE BELIEVE

After God appeared to Moses in the burning bush, Moses returned to Egypt. Moses' brother, Aaron, helped him to explain God's message to the Israelites. Gradually, Moses gained the support of the people.

Moses and Aaron met face-to-face with the pharaoh. They said, "Thus says the LORD, the God of Israe!: Let my people go, that they may celebrate a feast to me in the desert" (Exodus S:1). But the pharaoh released their request. Worse still, the pharaoh did not give the Israelite slaves the materials they needed for their work.

Soon it became almost impossible for the Israelites to complete their required work. They began to blame Moses for this hardship. Moses told God how the people were suffering, and God replied, "Now you shall see what I will do to Pharaoh. Forced by my mighty hand, he will send them away; compelled by my outstretched arm, he will drive them from his land" (Exodus 61). When Moses told the Israelites what God would do for them, they did not believe him. They were

God knew that it would be difficult to convince the phasnho be let the Istaellies leave Egypt. So God said to Moses, "I will lay my hand on Egypt and by great eats of judgment I will bring the hosts of my people, the israelites, out of the land of Egypt, so that the Egyptians may learn that I am the LORD, as I streeth out my hand against Egypt and leave the israelites out of their midst" (Exodus 74–55).

These "great acts of judgment" that God spoke of were the plagues. During biblical times, a major disaster or catastrophe was considered a plague. We read about the plagues in Chapters 7—11 of the Book of Exodus.



Lesson Plan

WE GATHER

Pray Pray together the Sign of the Cross and the We Gather prayer.

Focus on Life Have the students work in small groups to read and complete the *We Gather* activity. Then have each group report to the class. Tell the students that in this lesson they will learn that God used plaques to convince the pharaoh to let his people go.

WE BELIEVE

_ minutes

Learn What Moses Did Remind the students that the Israelites were slaves in Egypt, and that Moses had been away for many years. Ask: *Despite this, what did God ask Moses to lead the*

Israelites to freedom.) Then ask the students to read silently the first five We Believe paragraphs. Invite a volunteer to review each paragraph. Make sure the reviews include the following:

- Aaron helped Moses.
- · The pharaoh made things worse for the Israelites.
- The Israelites blamed Moses for their hardship and rebelled.
- · God promised to help.

Discover How God Helped His People Read aloud the *We Believe* statement. Then ask volunteers to read aloud the next four paragraphs. Review these points:

What did the plagues represent? (God's power)

The Plagues A conflict began when Moses and Aaron went to the pharaoh to demand freedom for the Israelites. Moses and Aaron showed the pharaoh a sign of God's power, but the pharaoh and the Egyptians disregarded this sign. A great struggle over the Israelites then began between God and the pharaoh. The ten plagues symbolize this struggle.

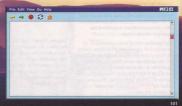
The story recounts that at first the pharach's magicians were able to duplicate each plague, and the pharach refused to recognize Moses' request for the Israelite's freedom. As time went by, however, the pharach's magicians could no longer personder the plagues. When the Israelites saw the effects of the plagues, they knew that God was prorecting them. Their faith in God was strengthened.

The pharaoh considered letting the Israelites leave. He even began to negotiate with Moses and to agree to some of Moses' demands. Yet the pharaoh never completely gave in. Through Moses God continually called the Egyptians to listen to him. However, the pharaoh did not listen to God's warnings and because of his actions the pharaoh was responsible for the suffering of the Egyptian people.

At the end of the ninth plague, the phanols seemed to give in to Moese' requests. But again the phanoh changed his mind. He even critized to see Moses and Arann. "Then the Lord told Moses, 'One more plague will I bring upon Phanoah and upon Egypt. After that he will let you depart. In fact, he will not mercily let you go, he will drive you away." (goods 11)

WE RESPOND

magine that you have been asked to design a banner advertisement for a Web site devoted to people throughout the world whose freedoms are being denied. Design a banner ad that will make people want to visit the Web site and assist in the work of freedom for all.



Chapter 8 • Day 3

ACTIVITY BANK

Community

Responding to a Disaster

Invite the students to research local and national relief organizations that provide assistance to people in times of disaster. Have the students contact organizations such as Catholic Relief Services and the Red Cross to learn the ways these organizations assist victims of disaster, and to find out ways that young people can help in these efforts.

Current Events

Modern Plagues

Help the students appreciate that there are plagues in modern times. You might cite such examples as AIDS, famines, and instances of genocide. Then ask the students whether they know of and can name other examples of plagues in recent history. Invite them to explain what humans are doing to end these modern plagues.

 The pharaoh refused to let the Israelites go after nine plagues. What did God promise? (After one more plague the pharaoh would drive the Israelites out of Egypt.)

Quick Check

- How did God help his people? (God helped them through the leadership of Moses and the plagues.)
- What did God promise Moses? (God promised that the pharaoh would drive the Israelites out of Egypt.)

WE RESPOND

minutes

Connect to Life Read aloud the *We Respond* activity directions. With the students brainstorm ideas for the ad. List all the suggestions on the board. Then have the students work in small groups to design their ads.

Pray Invite the students to gather in the prayer space. Display items such as an American flag, a Bible, symbols of different religions, and copies of Norman Rockwell's Four Freedoms. Discuss why each item represents freedom. Then pray together the Sign of the Cross and invite volunteers to complete this prayer: God, I thank you for the freedom I have to. . . .

Plan Ahead for Day 4

Catechist Goal: To present how God leads his people to freedom

Preparation: Make copies of Reproducible
Master 8

Catechist Goal

 To present how God leads his people to freedom

Our Faith Response

To express our trust in God



Lesson Materials

copies of Reproducible Master 8

• Grade 6 CD

Teaching Tip

Thinking Abstractly

Inviting your students to think of ways that Old Testament events foreshadow New Testament events requires asking them to think abstractly. Create a relaxed environment in which ideas are welcomed nonjudgmentally. Let the students help one another to prove the merit of an idea through class discussion. Work respectfully through any suggested ideas that may be incorrect.

God guided his people to freedom.

WE GATHER

God, we are your people.

What are some ways that these signs protect us:

traffic signs

signs on appliances

· signs in school

(Add some other signs)

WE BELIEVE

When Moses left the pharaoh's presence after the ninth plague, God told him to have every Israelite family prepare for their escape from Egypt. They were to get a lamb and kill it. Then they were to mark the doorframes of their houses with blood from the lamb. This would be a sign that the people inside the house were Israelites, not Egyptians.

After marking the doorframes, the Israelites were to remain inside their houses. They were to cook the lambs and eat them with bitter herbs and unleavened bread. Unleavened bread is made without yeast. It does not need to rise and therefore takes less time to prepare. This unleavened bread symbolized the Israelites' rush to escape.

The Israelites obeyed God's instructions. At midnight God passed over all of Egypt, taking the lives of every firstborn Egyptian, including the son of the pharaoh. This plague even caused the death of all the firstborn animals belonging to the Egyptians. Only the Israelites and their animals were spared. This event was called the Passover, since God passed over, or spared, his people.

Every year Jews remember this special night. During the feast of Passover they celebrate a seder by eating the same meal that their ancestors ate on the first Passover. They follow God's command that all descendants of the Israelites observe the feast of Passover, By celebrating this feast, Jews today recall how God spared the lives of their ancestors and brought them out of slavery in Egypt.



Leaving Egypt Horrified by what had happened, the pharaoh summoned Moses and Aaron during the night. He told them to take the Israelites and their possessions out of Egypt immediately. Fearing that the pharaoh would again change his mind, Moses and the Israelites left quickly. The Exodus was finally underway.

Lesson Plan

WE GATHER minutes

Tray Invite the students to begin the lesson with the Sign of the Cross and the We Gather prayer.

Focus on Life Have the students work silently on the We Gather activity. Then discuss the ways signs can protect us. Tell the students that in this lesson they will learn how God used a special sign to protect his people.

WE BELIEVE

minutes

Learn About Passover Use the Chapter Story to introduce the We Believe text. Invite responses to the question. Then read aloud the We Believe statement and have a volunteer read aloud the first We Believe paragraph. Ask:

- How did the Israelites prepare for their escape? (They marked their doorframes with the blood of a lamb.) After the reading of the next paragraph ask:
- What is unleavened bread? (It is bread made without

After the reading of the next two paragraphs ask:

 What is the meaning of the Passover? (God passed) over, or spared, his people from the final plaque.)

Focus on the Exodus Have the students read the remaining We Believe text. Then write these questions on the board and invite responses:

- How did God lead the Israelites out of Egypt? (through the Red Sea; by columns of cloud and fire)
- What do the waters of the Red Sea symbolize for Christians? (the saving waters of Baptism)

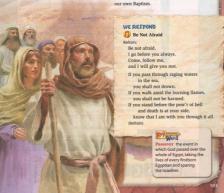
Moses led the Israelites toward the Red Sea, the water that separated Egypt from the Arabian Peninsula. During their escape, "The LDB preceded them, in the dayline by means of a column of cloud to show them the way, and at night by means of a column of fire to give them light. Thus they could travel both day and night. Neither the column of cloud by day not the column of fire to piece them to the column of the column of the proper to the solid side and the proper to the pro

As soon as the Israelites were gone, the pharaoh changed his mind and sent his army to recapture them. By this time, the Israelites were at the Red Sea, and God again caused a wonder that saved his people.

Exodus 14:10-28

The Egyptian army closed in on the Israelites. God parted the Red Sea, and the Israelites escaped over the dry path God had made through it. But when the Egyptians tried to follow, the waters closed over them, and they drowned.

In this way God brought his people from salvery into Treedom. It was the great turning point in the history of God's relationship with his people. As the biblical writer showed us in the story of Noah, God used water to save the people. For the Israelites the salvation of the nation came about as they passed through the water of the Red Sea As Christians the waters of the Red Sea As Christians the waters of the Red Sea symbolize the saving waters of our own Bagbian.



Chapter 8 • Day 4

ACTIVITY BANK

Family

Passing on Traditions

Activity Materials: interviews
The Seder is an example of one
way to pass down faith traditions.
Invite the students to interview family
members to identify ways that faith
traditions are passed down in the
family. Set a date for the students to
present reports about their own
family faith traditions.

Parish

Seder Meal

Many parishes host Seder celebrations at Passover. Jesus and his disciples shared this festival meal. By hosting a Seder meal, parishes recognize the biblical roots we share with Jews. Invite the students to find out whether their parish holds a Seder and what they might do to promote it. If the parish does not host a Seder, have the students research such celebrations and suggest starting this tradition in the parish.

Explain the Symbolism Distribute copies of Reproducible Master 8. Have a volunteer read the directions. Invite the students to share their answers (see pages 98–99, 102–103).

Review the Key Word Ask a volunteer to read aloud the definition of *Passover*. Explain that our Jewish friends celebrate Passover at the same time of year that we celebrate Easter. Recall the *Chapter Story*.

Quick Check

- How did God guide his people to freedom? (He guided them through Moses and by columns of cloud and fire.)
- What does the Israelites' passage through the Red Sea symbolize for Christians? (It symbolizes the saving waters of Baptism.)

WE RESPOND

_ minutes

Connect to Life Ask the students to imagine themselves with the Israelites as they flee from Egypt. Develop a list of things that frighten them and things that give them comfort as they flee.

Pray Invite the students to sing "Be Not Afraid," #10, Grade 6 CD, as a closing prayer.

Plan Ahead for Day 5

Catechist Goal: To review chapter ideas and their relationship to our faith life.

Preparation: Make copies of Sharing Faith with My Family, quide page 95E.

Catechist Goal

 To review the chapter ideas that are key to growing as disciples of Jesus Christ

Our Faith Response

 To decide on ways to grow as disciples by living out what we have learned

Show What you Know

Have students use pages 102–103 to help sequence the events of the Passover and the Exodus. Encourage them to underline sentences in their texts to help visualize the sequence.

What's the Word?

Invite a volunteer to read the Scripture passage. Talk about the words of the pharaoh and how they relate to the Passover and the Exodus.

Saint Stories Have students read about the Saint Stories feature. Provide time for the Disciple Challenge activity. Challenge the students to learn more about Venerable Pierre Toussaint.

Have a volunteer find the word *jubilee* in a dictionary and read the entries. Point out the entry related to the Church (a period of time proclaimed by the Roman Catholic pope ordinarily every 25 years as a time of special solemnity).

Take Home

You may want to provide the students with a list of Web sites you would like their families to visit.

Discuss and send home copies of Sharing Faith with My Family, guide page 95E.







Stories

Form Toussiani, born in Ratin in 1728, was a store, He cames to New but with the Childric copie who covered him. They allowed him to robat and write which was assumed at the time. They allowed him to become a handbrosse, Pierre concepting the disents to per, but not Lock, and include the contract of the contract of the contract of the contraction. In natural a listains wasman, Tupther they helped the poor and warder for the resists. They found not on the inst cuphanages and the first Catholic school for children of color. Pierre Toussaint died in 155, 1 1499 Blessel Pape him had it recognized Pierre Toussiant also having lowed an ortanosing Certains Pierre's read to becoming a consisted status.

S DISCIPLE CHALLENGE

 Underline the sentence that describes how Pierre used his profession to spread the Gospel.

What pope recognized that Pierre Toussaint had lived an outstanding
 Christian life'
 Blessed Pope John Paul II

Visit Lives of the Saints on www.webelieveweb.com to learn about mo

saints and holy people.



The term jubilee refers to a year-long period observed by Jewish People of ancient times Every fifty years Jewish slaves were freed, debts were forgiver and lands were returned to original owners. (See Levitirus 25:8-55.)

Take Home

initiate taminy computer time, logitime, visit a news. Web site to learn about people in the world being oppressed or enslaved. Consider how your family can support the work of agencies and organizations that work to restore and protect human rights.

105

CHAPTERTEST

Complete the following. Possible responses.

 When Israel's family first entered Egypt, they were treated as honored guests and given

the best land in Goshen, a fertile area in northern Egypt.

2. The child Moses was saved from

the pharaoh's command that newly born sons of the Israelites be killed

While Moses was living in Midian and tending his flocks, God appeared to him in a burning bush.

 The pharaoh would not let the Israelites leave Egypt, so God told Moses he would send "great acts of judgment"—plagues—to Egypt

Write True or False for the following sentences.

Then change the false sentences to make them true.

- False Goshen was the period of tremendous wealth and power of Egypt.
 The New Kingdom was the period of tremendous wealth and power of Egypt;
 Goshen was a fertile area in northern Egypt.
- 6. True The Israelites suffered terribly as slaves of the pharaoh.
- False God revealed his name to the pharaoh.
 God revealed his name to Moses.
- False After the Passover the Israelites were able to escape from the pharaoh's army.
 They escaped when the waters of the Red Sea closed and drowned the army

Write a paragraph to answer this question.

9-10. Why did God free the Israelites from slavery in Egypt?

Responses should include that God freed the Israelites from slavery in Egypt

because he was concerned about the Israelites and the way that they were being treated in Egypt.

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CHAPTER TEST

Provide ten to fifteen minutes for the students to complete the test. After all have finished, check the answers. Clarify any misconceptions.

Alternative Assessment

You may want the students to complete the following alternativeassessment activity.

The word exodus comes from a Greek word for "departure." Design a mural or a photo display with captions to portray the importance of the Israelites' exodus from Egypt.

Additional Testing

- Chapter 8 Test in Assessment Book, pages 15–16
- CD-ROM *Test Generator and Resource*: Use Chapter 8 Test or customize your own.



Review



Review the definitions as they are presented in the chapter's *Key Word* boxes:

- Exodus (page 98)
- Passover (page 103).

We Believe Statements

Review the four statements.

- · Egypt became the home of the Israelites.
- God chose Moses to lead his people.
- God helped his people.
- · God guided his people to freedom.

To use the Chapter 8 Study Guide, visit

www.webelieveweb.com