

# CONTENTS

## Welcome to *Be My Disciples* ..... 4

### FROM DAY ONE

#### *An Introduction to Be My Disciples for Teachers* ..... 16

## UNIT 1 THE GOOD NEWS OF JESUS

### Unit 1 Opener ..... 34

#### CHAPTER 1 Introduction to Sacred Scripture ..... 36

#### CHAPTER 2 Proclaim Boldly ..... 52

#### CHAPTER 3 The Gospel of Mark ..... 68

#### CHAPTER 4 The Gospel of Matthew ..... 84

#### CHAPTER 5 Luke and Acts ..... 100

#### CHAPTER 6 The Gospel of John ..... 116

### CATHOLIC SOCIAL TEACHING:

#### Preferential Option for the Poor ..... 132

### Unit 1 Review ..... 134



## UNIT 2 PROCLAIMING THE GOSPEL

### Unit 2 Opener ..... 136

#### CHAPTER 7 Evangelizing the World ..... 138

#### CHAPTER 8 The Letter to the Romans ..... 154

#### CHAPTER 9 The Letter to the Philippians ..... 170

#### CHAPTER 10 The Letter to the Colossians ..... 186

#### CHAPTER 11 The Letter to the Hebrews ..... 202

#### CHAPTER 12 The Book of Revelation ..... 218

### CATHOLIC SOCIAL TEACHING:

#### Dignity of Work and Rights of Workers ..... 234

### Unit 2 Review ..... 236

#### Catholic Prayers and Practices ..... 238

#### We Celebrate the Mass ..... 245

#### Key Teachings of the Church ..... 249

#### Books of the Bible ..... 257

#### Glossary ..... 258

#### SE Index ..... 261



## EVANGELIZING THE WORLD

## Background

## Resurgence of Faith

One of the most noteworthy aspects of the Catholic Counter-Reformation was the resurgence of faith and evangelization. In the face of divisions within the Church, the Catholic Church set out on a path of reform and emerged as an even stronger and more disciplined entity than it had been for centuries.

Challenged by legitimate demands for reform, leaders of the Church convened at the Council of Trent from 1545 to 1563 in the northern Italian city of Trent and implemented a vision of reform and renewal that was to set the tone of Church life right up to the time of the Second Vatican Council (1962–1965). Inspired by the Council's call for reform, courageous and saintly individuals abolished abuses and guided the People of God more resolutely on their earthly pilgrimage to God.

## New Era of Evangelization

During the late fifteenth century and throughout the sixteenth century, the Church began a new era of evangelization. With discoveries by such explorers as Christopher Columbus and Vasco de Gama, the vast expanse of the world came into clearer view. Sainly missionaries, such as Frances Xavier, traveled to India and Japan. Others preached the Gospel to the people in the Americas. In the nineteenth century, colonial expansion into Africa was similarly accompanied by missionaries who preached Jesus Christ to the peoples of that vast continent.

Religious communities, such as the Franciscans, Dominicans, and Jesuits, sent missionaries to people across the globe. Other religious orders were founded, often with the sole purpose of being missionaries of the Gospel.

This was an era when the missionary Church traveled into unknown lands and

established a worldwide presence. The Church was no longer a European body. Instead, people of different cultures, languages, and races from as far away as Asia and Oceania were incorporated into the Body of Christ.

## The Universal Church

The effect of this response to Jesus' command to "make disciples of all nations" (Matthew 28:19) is significant. The Church had truly become more visibly universal.

In our own time, documents of the Second Vatican Council and subsequent papal teachings have helped to underline the Church as a people on mission to the world. Our recent Popes have focused our attention on the Church's "deepest identity" as a missionary people by call for a renewed commitment to evangelization and to a renewal of faith within the Church.

## For Reflection

- ▶ How am I living my baptismal call to proclaim the Gospel?
- ▶ How can I encourage the young people to fulfill their call to evangelize others?

## TEACHER TO TEACHER

### To the Ends of the Earth!

The Gospel is meant to travel to the very ends of the Earth. Pope John Paul II pointed out that the New Evangelization required today is also directed at the hearts of baptized Christians—those who have fallen away and indeed to all of us who seek a deeper conversion to Jesus Christ (*That They All May Be One* 108). As a religion teacher, you carry the Good News to the young people and their families. In a very real and practical way, you are a missionary of Jesus Christ. You are to evangelize, or “proclaim the Good News,” wherever you go.

### But I’m Not Going Anywhere!

The stories of the missionaries of the Church capture the imagination of young people—distant lands, adventure, risk. Your students might be thinking, “I’m kind of stuck here. I’m not going anywhere. I am not a real missionary.” But they are! It is your challenge to help them see how they can be packed and ready to go on the Christian adventure of evangelization, of proclaiming the Gospel, right here and now.

### Teacher Prayer

Dear Lord, Help me  
spread the Good News  
of your love, justice,  
forgiveness, and  
compassion where I am  
today.  
Amen.

## THE CHURCH TEACHES...

The *National Directory for Catechesis* teaches:

The Gospel is intended for every people and nation; it finds a home in every culture. Those who proclaim the Christian message must know and love the culture and the people to whom they bring the message in order for it to be able to transform the culture and the people and make them new in Christ.

NDC 17A

In this chapter the students will learn how the Church has made disciples of the peoples of many nations by sharing the Good News of Jesus through her evangelizing mission.

### Further Reading and Reflection

For more on the teachings of the Catholic Church see *Catechism of the Catholic Church* 830–838, 849–856, 1229–1233, and 1247–1249, and the *United States Catholic Catechism for Adults*, pages 16–17 and 135–138.



# LESSON PLANNER

## CHAPTER 7 Evangelizing the World

**GOAL** To learn that the Church proclaims Jesus to the ends of the Earth

LESSON PART	PROCESS	MATERIALS and RESOURCES
<b>DAY 1</b> <b>EXPLORE</b> <b>Focus</b> To explore how the Church has made disciples of all nations Pages 85–87	<p>► Pray and reflect on Psalm 96:3.</p> <p>► Discuss how Saint John Neumann exemplified perseverance in the faith.</p> <p><b>Disciple Power:</b> perseverance</p> <p><b>Activity:</b> Reflect on ways to find strength in the Passion of Christ.</p>	paper, pens or pencils Bibles world globe
<b>DAY 2</b> <b>DISCOVER</b> <b>Focus</b> To discover the new zeal in the Church during the 15 <sup>th</sup> and 16 <sup>th</sup> centuries Pages 88–89	<p>► Learn about Saint Francis Xavier, patron of missionaries.</p> <p><b>Faith Vocabulary:</b> missionary</p> <p><b>Activity:</b> Make a To Do list of top priorities as a missionary in a foreign country.</p>	pens or pencils Bibles globe or world map <b>ENRICHING THE LESSON:</b> "Depicting Spiritual Breakthroughs," page 153
<b>DAY 3</b> <b>DISCOVER</b> <b>Focus</b> To come to know Christians who exemplified the Gospel in the New World Pages 90–92	<p>► Discuss the lives of missionary saints and martyrs.</p> <p>► Learn about saintly Catholic women.</p> <p><b>Faith Vocabulary:</b> catechist, evangelization</p> <p><b>Activities:</b> Decide on opportunities to share the Gospel; identify Catholic women who have been instrumental to our faith.</p>	paper, pens or pencils
<b>DAY 4</b> <b>DECIDE</b> <b>Focus</b> To choose things for the Christian journey of spreading the Gospel Pages 93–94	<p><b>Activity:</b> Choose virtues to be disciplined disciples and identify obstacles.</p> <p><b>My Faith Choice:</b> Choose qualities and habits for the Christian journey.</p>	pens and pencils index cards, two per student <b>ENRICHING THE LESSON:</b> "Setting Priorities," and "Creating Backpack Collages," page 153
<b>DAY 5</b> <b>CONCLUDE</b> Pages 95–96	<p><b>Review:</b> Recall, reflect, and share key concepts from the chapter.</p> <p><b>Pray:</b> A Litany to the Saints</p> <p><b>Assessment Tools Booklet:</b> Chapter Tests 7a–7b</p>	pens or pencils Bible, candle, cross for prayer space



## Introduce

- ▶ Write the word *saint* on the board. Inquire: What are the first words or phrases that come to mind when you hear the word *saint*? Gather the students' responses. Briefly discuss what some of the saints the young people know about did during their lifetimes.
- ▶ Read aloud the first two paragraphs to emphasize that saints are ordinary people who work hard to follow Christ. Have the students follow along as you read.
- ▶ Without looking at their texts, have the students offer additional key words and phrases that describe the word *saint* from what you just read. Write *perseverance* (or circle it if the students added it to the board), and suggest that Saint John Neumann is a model of what it means to persevere for the faith.
- ▶ Introduce John Neumann by reading aloud the rest of the page.
- ▶ Ask the young people to join with partners and decide on what they think are the three most important points about Neumann highlighted in the two paragraphs at the top of page 87. Invite the pairs to share what they think with the class.
- ▶ Ask: What sacrifices did John Neumann make in order to fulfill his goal of becoming a priest?
- ▶ Pose the question on the page, and invite students to share their reflections.

### ▶ THE CHURCH FOLLOWS JESUS

## Guided by the SPIRIT

**S**ome people think that a saint must be a "superhero." They believe that saints have superhuman strength and virtue. Some people believe that every extraordinary act is easy for a saint.

John Nepomucene Neumann would disagree. He understood that saints aren't superhuman. They are ordinary people who, with great perseverance, keep on trying to imitate Christ by loving others as Christ loves us. They work hard at following Christ and they never give up. John Neumann, along with his fellow missionaries throughout Church history, succeeded in joyfully spreading the Gospel with the guidance of the Holy Spirit while enduring many trials.

86

## CATHOLIC IDENTITY

**Questions! Questions!** The young people may have questions they want to ask about the Church's missionary efforts to "go make disciples of all nations" that you (or they) will not be able to answer in class discussion. In your role as religion teacher, you are not expected to have all the answers. However, you are expected to join with the young people on their journey of discovery about the faith and help them find the answers to their questions about the Church. Save your questions from today's lesson and invite a representative from your parish's mission outreach efforts, or from the diocesan mission office to visit with the class and respond to their questions.





## KEY CONCEPT

The 15th and 16th centuries brought a resurgence of faith and missionary zeal to the Church's efforts to share the Gospel.

## Pray

Have the students proclaim Matthew 28:19–20 and Psalm 96:3 from their Bibles.

## Teach

- ▶ Brainstorm how today's world is interconnected. Write on the board the word *catholic*. Ask: What does the word catholic mean?
- ▶ Explain that the word *catholic* means "universal." Next to the word *catholic*, write *missionary*. Point out that the Catholic Church is inclusive and global; we accept everyone.
- ▶ Paraphrase the text on the page. Explain that it highlights the apostolic zeal and missionary activity of the Catholic Church's missionary work beyond Europe.
- ▶ Point out that because this proclamation of the Gospel intersected with the Age of Discovery, the timing greatly aided the spread of the Gospel. Then have the students silently read about Saint Francis Xavier, the Patron Saint of Missions, and highlight the main ideas.

## ▶ FAITH FOCUS

How has the Church fulfilled her mission to make disciples?

## ▶ FAITH VOCABULARY

catechist  
evangelization  
missionary

## Ends of the Earth

An explosion of apostolic zeal intersected with the age of exploration and discovery that began in Europe in the 1400s. Transoceanic and potentially worldwide missions were opening and calling deeply to the soul of the missionary Church. The diverse cultures of Africa, China, and other eastern countries, as well as the vast reaches of the New World, beckoned men and women to journey, like the Apostles, to make disciples of all nations.

- ▶ What do you think it was like living in the 1400s?

## Saint Francis Xavier

Francis Xavier, who was later called the Apostle of India and Japan, was born in Spain on April 7, 1506. He was a hardworking student whose life

was changed forever in Paris where he met Ignatius of Loyola, the future founder of the Society of Jesus (Jesuits). In August of 1534, Francis joined Ignatius in the formation of the Jesuits.

Francis' first assignment as a missionary to the Middle East in 1536 fell through. The disappointed Francis had to wait until April of 1541 to finally embark on a missionary journey. From Portugal, Francis undertook a long and dangerous voyage to India. Having wintered in Mozambique, he landed in Goa thirteen months later. Francis immediately undertook the challenge of learning the language, preaching, ministering to the sick, and composing a catechism.

- ▶ How might you begin to share the Gospel in a foreign country?



## Models of the GOSPEL

## TEACHING TIP

**Focusing Activities.** A brief warm up or focusing activity is a great way to ensure that your students are engaged in the lesson from the beginning. For example, in today's lesson, before the brainstorming activity, have the students stand in a circle. Give one student a ball of yarn and ask him or her to grab the end of the string, and then toss the ball to another student across the circle so that the string extends across the circle. That person then holds onto the string and tosses the ball to another student. Continue until the students have created a web of yarn within the circle. This is a fun and simple lead-in to a conversation about how the world is interconnected and interactive.



### Patron Saint of Missions

In July of 1547 Francis Xavier met a Japanese man named Anjio. Francis's call to be a missionary became even deeper because of all that he learned about Japan. Upon his arrival in Japan two years later, Francis learned the language and adapted to Japanese customs. By the time he left Japan in the early 1550s more than 2,000 people had been baptized.

► What do you find interesting about the Japanese culture?

Francis Xavier next set his sights on China, a country about which he had learned much while in Japan. He reached the coast of China, near Canton, in August 1552. While trying to gain entry



into the country, he grew ill with a severe fever, and on December 3 he died. In 1622 Saint Francis Xavier was canonized, or declared a saint of the Church. In 1748 he was declared patron saint of China and the other far eastern countries. Finally in 1927 he was named patron of all missions together with Saint Thérèse of Lisieux.

### DID YOU KNOW

Saint Thérèse of the Child Jesus (1873-1897) lived only twenty-four years and never left her native Europe. Thérèse Martin entered the Carmelite monastery in Lisieux, France, at age fifteen, where she was given the name Thérèse of the Child Jesus. Thérèse was canonized a saint in 1925 by Pope Pius X and declared a Doctor of the Church in 1997 by Pope John Paul II. Because of Saint Thérèse's burning love for Jesus and her steadfast dedication to praying for the spread of the Gospel, the Church recognizes her and Saint Francis Xavier as the patron saints of all missionaries.



1 St. Francis Xavier Commemoration Memorial, Kagoshima, Japan

### Faith CONNECTION

Make a To Do list that would give your top priorities as a missionary in a foreign country.

89

## CATHOLIC IDENTITY

**Society of Jesus, the Jesuits.** The Society of Jesus, or the Jesuits as they are popularly known, was founded in 1540, during the time of the Reformation, by Saint Ignatius of Loyola (1491-1556). Today there are more than twenty thousand Jesuits serving the Church around the world. The Jesuits began their ministry in the United States of America in 1789. They now work in a wide variety of ministries, including social ministries, international ministries, pastoral ministries, the ministry of Spiritual Exercises, communications (including education) ministries, and individual ministries (such as lawyers and physicians). More detailed information about the Jesuits in the United States can be found at [www.jesuit.org](http://www.jesuit.org).

## Reinforce

- Have the students share what they see depicted on pages 88 and 89. Using a globe or world map, trace Xavier's journey. Inquire: "How might you begin to share the Gospel in a foreign country?"

## Timeline

Using the chapter timeline, invite the students to come up to the board one by one and make a timeline that includes all of the individuals and events included in this chapter. Have them research more events to include on this timeline.

- Invite the class to read the Did You Know feature.

## Connect

- Invite the young people to join with one or two other students to make a Missionary's To Do list. From the students' work, compile a class "Top Ten 'To Do's' for Missionaries."

## Pray

Ask the young people to echo after you:

*God our Father,  
you will all people to be saved.  
May we preach the Gospel  
to every person.  
And may we prosper in the  
way of salvation and love.  
Amen.*

## KEY CONCEPT

Holy people helped spread the Gospel in the New World.

## Pray

Invite the students to remember that God is present with them.

Have volunteers proclaim

Matthew 28:19–20 and Psalm 96:3.

## Teach

- ▶ Begin by sharing with the class that while Francis Xavier was preaching the Gospel in the East, the Holy Spirit also called individuals to spread the Gospel within the Americas.
- ▶ Ask the class to look at the images of the three saints and North American Martyr shrine on pages 90 and 91. Name the saints one at a time. Invite students to share what they know about these saints.
- ▶ Have the students silently read the two pages.
- ▶ Divide the class into groups of five students each. Ask each person in the group to assume the character of either Rose of Lima, Martin de Porres, Charles Lwanga, the North American Martyrs, or John Carroll.
- ▶ Have each group hold a roundtable discussion to share the contributions of each person(s) to the life and growth of the Church in the New World.
- ▶ Summarize the contributions on a chart on the board.

## Catholics BELIEVE

"Apostle" means "one who has been sent" and usually is reserved in the Gospels to identify the Twelve who Jesus personally selected to accompany him. "Disciple" means "student" or "learner" and would apply to any person who listens to Jesus' teachings and puts them into practice, in bringing the Gospel all over the world, the missionaries of the Church are truly apostles as well as disciples. So are we when we show others what it means to be a Christian by what we say and do.



## Rose of Lima

Saint Rose of Lima, the patron saint of South America and the Philippines, is the first canonized saint of the Americas. As a teenager, Rose chose to live the Gospel by committing herself to a life of prayer, penance, and dedication to people who were sick, hungry, and suffering from other needs.

## Martin de Porres

Saint Martin de Porres (1579–1639), a close friend and collaborator with Saint Rose in Lima, is the first black American saint. Martin entered the Third Order of Saint Dominic and spent his life ministering to the suffering, just as his mother cared for African slaves. As a Dominican lay brother, Martin worked with the sick and founded an orphanage and children's hospital. Martin's compassion was so great that he even founded a shelter for stray cats and dogs.

## Charles Lwanga

The Society of Missionaries of Africa, also known as the White Fathers, was founded in 1868



to help the Church fulfill her mission of evangelization of Arab and black people in Africa. After only six years in Uganda, the White Fathers had built up a Church community unwavering in faith and capable of bringing the Gospel to their fellow countrymen.

Charles Lwanga (1865–1886), was evangelized by the White Fathers. Charles was both an official in the royal court and *catechist* in the local Church. When he and others tried to protect the young boys from King Mwanga's attempts to abuse them, the king turned his wrath on them. On June 3, 1886, thirteen Catholics and eleven Protestants were executed at the order of this ruthless warlord.

As the example of martyrs in the early Church did, so too did Charles Lwanga and his companions nourish the growth of the Church in Africa.

- ▶ When have you ever stepped forward to protect or defend someone who was being mistreated? What happened?



## DOCTRINE CONNECTION

**Inculturation of the Gospel.** Missionary activity must always include a "process of inculturation if the Gospel is to take flesh in each people's culture" (*Catechism of the Catholic Church* 854). "[Inculturation of the Gospel message] is not simply an external adaptation designed to make the Christian message more attractive or superficially decorative. On the contrary, it means the penetration of the deepest strata of persons and peoples by the Gospel which touches them deeply, 'going to the very center and roots' of their cultures" (*General Directory for Catechesis* 109).

For more on the inculturation of the Gospel message see *General Directory for Catechesis* 109–113, and Chapter 1 in the *National Directory for Catechesis*.



### North American Martyrs

The story of Isaac Jogues (1607-1646) and his companions, Rene Goupil and Jean de Bebeuf, is a chronicle of incredible courage. In 1636, at the age of 29, Isaac Jogues joined the Jesuit mission in what was then known as New France (parts of the northeast United States and Canada today). He worked first among the Huron Indians, but in 1642 he was captured by the Mohawks and tortured. With the assistance of Dutch settlers, he escaped and returned to France. There he recuperated for a short time, only to return in 1644 and give his life in martyrdom two years later. Saint Isaac Jogues and his companions are venerated as the first of the North American Martyrs.

► Who do you know who sacrifices for the sake of their faith?

### John Carroll

A turning point in the history of the Catholic Church in what is today the United States of America was reached in 1790. This was when John Carroll, a distant cousin of Charles Carroll, was ordained the first Catholic bishop in the United States. John Carroll expressed his hope for the United States of America, writing: "If we have the wisdom and temper to preserve [civil and religious liberty], America may come to exhibit a proof to the world, that general and equal [religious] toleration . . . is the most effectual method to bring all denominations of Christians to a unity of faith."

Interior of the Coliseum at the National Shrine of the North American Martyrs, Auriesville, New York

### Faith CONNECTION

What opportunities have you had to share the Gospel with others? How did you respond? What will you do the next time you have that opportunity?

91

## CATHOLIC IDENTITY

**Contact Diocesan Mission Office.** Most dioceses in the United States have an office dedicated to fostering the missionary work of the Catholic Church. Consider inviting a representative from your diocesan mission office to visit with your class and share with the students the diocese's current missionary efforts in various parts of the world. The young people can explore the United States Conference of Catholic Bishops' Web site, <http://www.usccb.org/>, to find out more about both home missions and world mission efforts.

## Reinforce

- Point out the Catholics Believe feature about the word *Apostle*. Summarize, placing particular emphasis on the last two sentences.
- In light of our role as apostles (see Catholics Believe), ask each group to talk about the questions on pages 90-91, citing specific examples. Invite the groups to share their responses with the class. Emphasize that the answers to these questions illustrate how we show others what it means to be Christian by what we say and do.

## Timeline

Refer back to the chapter timeline or the class timeline on the board. Discuss how some of these events are interconnected.

## Connect

Ask the young people to quietly reflect on how their attitudes, words, and actions during the past week may have helped someone come to know Christ better.



## KEY CONCEPT

Elizabeth Ann Seton and Francis Cabrini continued evangelization efforts in the United States.

## Teach

- ▶ Create a mind map around the word *evangelization*. Inquire: How does the Catholic Church spread the Gospel?
- ▶ Invite the students to silently read the page, particularly focusing on how the lives of Elizabeth Seton and Frances Cabrini exemplify the word *evangelization*. Then invite volunteers to add to the mind map about evangelization.

## Reinforce

- ▶ Have the students look up the words *missionary*, *catechist*, and *evangelization* in the glossary and give an example for each of how one of the people they've learned about in this chapter is an example of it.
- ▶ Point out the Did You Know feature about the *Baltimore Catechism*.

## Connect

Share about a Catholic woman who has been important in your life. Then, have the students share in small groups about important Catholic women in their lives. Invite volunteers to share their stories with the class.

## Pray

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

## DID YOU KNOW?

At the Third Plenary Council of Baltimore in 1884, the bishops ordered the use of the *Baltimore Catechism*. The *Baltimore Catechism* was a basic textbook of religious instruction that was used nearly everywhere in the United States, right up until the time of the Second Vatican Council (1962–1965).

Statue of Saint Elizabeth Ann Seton (front). Photo of Mother Frances Xavier Cabrini (back)



## Saintly Catholic Women

Because of many Catholic immigrants who came to North America in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries, major metropolitan areas became flourishing centers of Catholicism. Two Catholic women, Elizabeth Ann Seton (1774–1821) and Frances Cabrini (1850–1917) were instrumental in the continued *evangelization* in the United States. They exemplified the combination of spiritual energy and the spirit of innovation necessary to joyfully and boldly spread the Gospel.

## Elizabeth Seton

Elizabeth Ann Bayley Seton was a wealthy New Yorker and a devoted wife and mother who converted to Catholicism after her husband died. She founded the first new community for religious women in the United States, the Sisters of Charity of Saint Joseph. Saint Elizabeth Ann Seton was the first native-born North American to be canonized.

## Frances Cabrini

Frances Cabrini emigrated from Italy to serve as a missionary in the United States. After founding the Missionary Sisters of the Sacred Heart in Italy to work with poor children in hospitals and schools, she moved to the United States in 1889, where she later became a naturalized citizen. She is the patron saint of immigrants and orphans.

## Faith CONNECTION

Share with a classmate thoughts about important Catholic women in your life and describe how they have been instrumental in your faith.

92

## TEACHING TIP

**Encourage Sharing.** Some young people will choose not to share about spiritual matters they find personal. Always respect a student's privacy when your class is having faith-sharing conversations. Never force a young person to participate in faith sharing and other discussions that reveal "personal" information.

For more on the inculturation of the Gospel message, see General Directory for Catechesis 109–113, and Chapter 1 in the National Directory for Catechesis.

# BUILDING a CIVILIZATION of LOVE

**In this chapter you learned how the Church continued to carry out the apostolic mission during the fifteenth through twentieth centuries. As a member of the Catholic Church, you too have the responsibility to evangelize to others.**

Like the youth gathered for World Youth Day, you are always on a journey building a civilization of love, that is, the Kingdom of God. Before you make this journey, you will need to make sure you are properly prepared:

- How prepared are you for your faith journey?
- Why are you ready to follow Jesus, the Good Shepherd who leads you on this path?
- How determined are you to persevere along this path?
- How well do you recognize and appreciate the gifts and talents that the Holy Spirit gives you to guide and strengthen you for this journey? Give examples.
- What "heavy burdens" might hold you down from living as a disciplined disciple of Jesus? List some of the obstacles that you might face on your journey.



## CATHOLIC IDENTITY

**Provide a Mini-retreat Experience.** Encourage a retreat-type atmosphere to the lesson by changing the classroom environment just a little. Consider dimming the lights and playing music that facilitates reflection. Invite the young people to leave their desks and find a comfortable spot on the floor or other area. If possible, take them to another place on the school grounds, such as the chapel. Have the groups label their cards by writing the category in the upper right corner. Then, collect the cards. At the end of the unit, play a class game using the content the students have developed.

## Pray

Invite the students to remember that God is present with them. Have volunteers proclaim Matthew 28:19-20 and Psalm 96:3.

## Reinforce

- ▶ Recall the Faith Focus question on page 88. Ask the students to answer it, using what they learned in this chapter. List responses on the board. Point out that these two pages will explore skills that will help them fulfill their baptismal call to proclaim the Gospel.
- ▶ Read aloud the introductory paragraph. Tell the young people that they will have time for reflection and prayer.
- ▶ Ask the students to assume comfortable positions in the classroom. Then have them silently read Building a Civilization of Love.
- ▶ Invite the young people to spend time reflecting on the questions and deciding what they need to pack or unpack for their journeys.

## Respond

Introduce Virtuous Disciple, emphasizing that we need the strength that comes from the Christian virtues for our Christian journey. Explain the activity. After a period of quiet time for reflection and for completing the activity, have the students gather in small groups to share the virtues they have decided they will need, and the obstacles that they want to leave behind.

## Choose

- ▶ Allow the young people more quiet time to complete the My Faith Choice activity independently.
- ▶ Distribute two index cards to each student. Have the students write one obstacle they need to overcome on one of the index cards, and one virtue in which they need to grow stronger on the other. Collect the cards in two separate stacks.

## Pray

Using the cards you've collected, ask the students to quiet themselves and bow their heads as you pray:

*Lord, help us to eliminate the obstacles and unnecessary burdens we carry in life, such as [slowly read the obstacles the students wrote their cards]. May your Spirit strengthen us with the virtues we need to follow in your ways. We pray for [slowly read the virtues the students wrote on their cards]. We pray this in Jesus' name. Amen.*

### ▶ I FOLLOW JESUS

## VIRTUOUS DISCIPLE

To undertake the Christian journey you will need the strength of virtues. You will also have to eliminate certain things from your life that hold you back from making good choices. Check the things you will need to help you be a disciplined disciple of Jesus. Cross out the obstacles that will hold you back on your journey.

- |                                     |                                     |                                      |
|-------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Courage    | <input type="checkbox"/> Peace      | <input type="checkbox"/> Riches      |
| <input type="checkbox"/> Fear       | <input type="checkbox"/> Integrity  | <input type="checkbox"/> Dishonesty  |
| <input type="checkbox"/> Love       | <input type="checkbox"/> Acceptance | <input type="checkbox"/> Intolerance |
| <input type="checkbox"/> Prejudice  | <input type="checkbox"/> Commitment | <input type="checkbox"/> Respect     |
| <input type="checkbox"/> Resentment | <input type="checkbox"/> Jealousy   | <input type="checkbox"/> Gratitude   |
| <input type="checkbox"/> Compassion |                                     |                                      |

- Name what you think might be your biggest obstacle in making this journey. Be sure to identify both the obstacles and how you will overcome them.



### MY FAITH CHOICE

This week I will use the following qualities and habits to help me successfully make my Christian journey. I will:

**PRAY** Lord, help me to eliminate the unnecessary burdens that I carry in life. May I follow in your ways on my journey to you, Amen.

## SCRIPTURE BACKGROUND

**Encourage Trust in the Holy Spirit.** Life can get very complicated and busy these days. Our journey of faith can seem to be difficult at times. Remind the young people that the Holy Spirit is always there, ready, and willing to guide and strengthen them for the journey. Share Matthew 11:28–30, which records words of Jesus that will guide them as they make their journeys of faith.



**Recall**

Choose two of the following questions to answer. Write a brief paragraph to answer each of your choices.

1. Discuss the life and mission of Saint Francis Xavier.
2. Describe the spread of the Gospel in the Americas in the sixteenth and seventeenth centuries.
3. Describe the influence of Saint Isaac Jogues and his companions on the growth of the Church in North America.
4. Describe the contributions of Saint Elizabeth Ann Seton and Saint John Neumann made to the Church in the United States of America.

**Reflect**

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

*Evangelizing is in fact the grace and vocation proper to the Church, her deepest identity. She exists in order to evangelize... to be the channel of the gift of grace.*

Pope Paul VI, *Evangelii Nuntiandi*, 14

**Share**

Discuss with a partner how best to evangelize teens today. Identify the best means of communication and what messages to convey.

**WITH MY FAMILY**

Discuss with your family ways that you and the members of your family are missionaries.

For more ideas on ways to live as a disciple of Jesus visit: [BeMyDisciples.com](http://BeMyDisciples.com)

95

**TEACHING TIP**

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

**We Remember**

- ▶ Ask the students to individually write on a piece of paper the three most important points they learned from this chapter.
- ▶ Have them check their work by comparing it to the To Help You Remember statements on the page.
- ▶ Divide the class into groups of four students each and have them number off 1-4 in their groups. Have each student complete the Recall question that matches their number (1-4). Give the students time to develop their answers, and then have them share their answers to the four questions in their small groups.
- ▶ Use the Recall and Reflect sections to clarify any questions the students might have concerning what they have learned in the chapter.
- ▶ Invite the partners to share highlights of their Share activity discussions with the class.
- ▶ Remind everyone to share and discuss with their families the With My Family question at the end of the Chapter Review.

## We Pray

- ▶ Remind the class that Jesus commissioned his disciples to make disciples of all nations and that at Baptism we are called to do the same.
- ▶ Explain that today's closing prayer is a Litany to the Saints that the students learned about in this chapter.
- ▶ Assign a Leader and have the rest of the class read aloud the All parts. Give the class a few minutes to read the prayer silently.
- ▶ Gather the group for prayer and have them pray A Litany to the Saints.

### Visit BeMyDisciples.com

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

## Before Moving On

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

*How have I communicated that we are all called to be disciples?*

### CHAPTER PRAYER

# A LITANY to the Saints

**Leader:** Let us pray for all missionaries—for those in foreign lands and for those who carry the Gospel to others here at home:

**Leader:** Saint Francis Xavier,

**All:** pray for us.

**Leader:** Saint Rose of Lima,

**All:** pray for us.

**Leader:** Saint Martin de Porres,

**All:** pray for us.

**Leader:** Saint Isaac Jogues,

**All:** pray for us.

**Leader:** Saint Elizabeth Ann Seton,

**All:** pray for us.

**Leader:** Saint Charles Lwanga and the Martyrs of Uganda,

**All:** pray for us.

**Leader:** Saint John Neumann

**All:** pray for us.

**Leader:** Let us pray, God our Father, in your care and wisdom / you extend the kingdom of Christ to embrace the whole world / and to give all people the offer of salvation. / May the Catholic Church be the sign of our salvation, / may it reveal for us the mystery of your love, / and may that love become effective in our lives. We ask this through Christ the Lord.

**All:** Amen.

Adapted from the Roman Missal, Opening Prayer, Mass for the Universal Church.

## LITURGY CONNECTION

**Prayer Center.** For this chapter's focus on Evangelizing the World, consider incorporating a global, "catholic" (i.e., universal) feel to your class's prayer space. A globe, maps, and various cultural items representative of the Church around the world can join the candles, Bible, crucifix, and other symbols of our faith already at your prayer center. Be sensitive to the cultural backgrounds of the students when choosing how to decorate. Adding colorful cloths and banners makes the space more attractive. You can also incorporate the appropriate seasonal liturgical colors into your prayer space.

# ENRICHING THE LESSON

## DEPICTING SPIRITUAL BREAKTHROUGHS

### Purpose

To reinforce the experience of renewed zeal and commitment to living the Gospel (taught on pages 88 and 89)

### Directions

- ▶ Distribute art paper and markers to the students.
- ▶ Ask the young people to recall a moment of spiritual breakthrough in their lives when they felt renewed and energized about living the Gospel.
- ▶ Have them use symbols and words to depict a time or event in their personal spiritual lives that brought about a wave of new energy, discovery, and zeal to live the Gospel.
- ▶ Invite volunteers to share their completed pictures with the entire group.
- ▶ Respect the privacy of those young people who want to keep these times in their lives personal.

### Materials

art paper, markers

## SETTING PRIORITIES

### Purpose

To reinforce that we make choices about what we take with us on our Christian journey (taught on pages 93 and 94)

### Directions

- ▶ Facilitate this activity as a large group.
- ▶ Have the young people prioritize the items on page 94 that they will take with them for the journey of their Christian life, as well as the items they will leave behind.
- ▶ Have the students use a scale of 1 = Very important to pack or unpack, 2 = Somewhat important, and 3 = Not very important to prioritize the items.
- ▶ Make two columns on newsprint and label one column "Pack" and the other "Unpack". Ask volunteers to list the items on their lists in the appropriate columns.
- ▶ Invite the students to summarize the results and try to come to a consensus about what the most important items are to take on one's faith journey.

### Materials

newsprint, markers

## CREATING BACKPACK COLLAGES

### Purpose

To reinforce the concept that as travelers on the Christian journey we carry values and beliefs with us (taught on pages 93 and 94)

### Directions

- ▶ Provide the students with art paper, markers, and scissors. Have them draw and cut out an outline of a backpack.
- ▶ Instruct them to create a collage using the outline of the backpack and include images of the things they will pack for the Christian journey. Tell them that they may cut pictures or phrases from magazines as well as incorporate their own words and drawings of symbols.
- ▶ Invite students to share their completed collages with the group.

### Materials

construction paper, scissors, markers