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Faith in God

Goals

This chapter seeks to present "faith in God" in a clear and understandable fashion so that your students can establish a solid theological foundation upon which they can continue to build their lives.

Objectives

Your students will:

1. Become more aware of other value systems competing for their allegiance as they search for happiness and meaning.
2. Understand the nature and importance of religious faith.
3. Review and assimilate some of the traditional arguments demonstrating the existence of God.
4. Appreciate and understand the teaching of the Catholic Church on divine revelation, God's invitation to believe in him, and the human response to that divine invitation.
5. Examine the origins of the creeds of the Church.
6. Define and explain the terms *atheism*, *agnosticism*, *secular humanism*, *hedonism*, *revelation*, and *salvation history*.

Catechism Focus



This text and teacher's guide as well as the three other high school texts and teacher's guides in this series are built on the *Catechism of the Catholic Church* (Thomas More, 1994). References to the *Catechism* are cited throughout so that you may refer to the *Catechism* throughout your lessons with the youth and use it as a source for further personal study and reflection on the teachings of the Catholic Church.

The presentation of the faith concepts in this chapter elaborates on and applies these teachings of the Catholic Church found in the *Catechism of the Catholic Church* to the life of the youth:

Prologue: "The Life of Man" (1-3)
 Part One: "The Profession of Faith"
 "Man's Capacity for God" (27-43)
 "The Revelation of God" (51-67)
 "The Transmission of Divine Revelation" (74-95)
 "Sacred Scripture" (101-133)
 "I Believe" (144-165)
 "We Believe" (166-175)
 "The Creeds" (185-197)

Overview

Our students live in a pluralistic society and can become confused about their Catholic identity. A number of Christian and non-Christian faith communities are part of their everyday lives.

Our Catholic faith can easily become marginalized in contemporary society. Our young people today live in a world in which many values and trends actively compete for their "faith" and "trust." Value systems such as humanism, hedonism, agnosticism, and even atheism present themselves as systems of belief and nonbelief worthy to be the foundation of human life.

The chapter begins with a story that illustrates the nature of faith in God. It then juxtaposes religious faith with various "anticreeds" woven into the fabric of contemporary society that compete for our attention and allegiance. Atheism, agnosticism, humanism, and hedonism are false creeds that focus our attention in the wrong places and lead us astray in our search for true happiness.

Living a life based on faith in God is offered as the true source of seeking meaning and happiness in life. The students are presented with demonstrations proving the existence of God and the reasonableness of such faith.

The chapter continues by moving beyond merely proving the existence of God to the story of God's communication, or revelation of himself, to humanity. It helps the students understand the teachings of the Catholic Church on our human response to God's revelation of himself. It addresses the meaning of the term *creed* and explains the origins of both the Nicene Creed and the Apostles' Creed.

The chapter concludes by reviewing such key concepts as divine revelation, covenant, faith, the creeds of the Church, Sacred Scripture, and Sacred Tradition.

Assign the reading of the entire chapter prior to presenting and discussing it with your class. You might, however, want to assign the reading of the chapter in sections that correspond to the presentation of the material.

Presentation Procedures

Lesson One: Faith in God (page 6)

Opening Prayer Reflection

The opening Scripture quote and photograph for each chapter help to focus the chapter and to raise the students' awareness of God's presence with them. The work of seeking an understanding of our faith is a joint endeavor that involves both God and ourselves. Prayerfully read and meditate on the quote from Sacred Scripture (2 Corinthians 5:7) found on page 6 of the student workbook as an opening prayer.

Activity "What Do You Think?" (page 7)

This activity not only helps your students recall what they have previously learned about some of the key concepts presented in this chapter but also helps you get in touch with where your students "are at" in relationship to those teachings.

Invite your students to read and respond to the activity on page 7. Discuss their responses. Summarize by pointing out—do not elaborate—that all of their responses are related to faith in God. Then introduce and have them read the opening story.

Present Opening Story (page 7)

The purpose of the opening story is to contextualize the key concepts presented in the chapter, which in chapter 1 is faith. Faith truly involves giving over our lives in trust and confidence to God. It is far more than professing our adherence to and acceptance of the teachings of a religious community—in our case the teachings of the Catholic Church.

Discuss

Begin a discussion of and reflection on what your students believe in. Begin the discussion by asking such questions as:

- What do you believe in?
- Who asks you to place your faith and trust in them?
- In what or whom do you place your faith?
- How does placing your faith in someone or something help you live your life?
- How does it help you find happiness?
- How does it help you find direction for your life?

Board

Write on the chalkboard:
faith

Invite your students to reflect on and write a response to: What is faith? Have them base their definitions or descriptions on the preceding discussion.

The purpose of this activity is to lay the foundation for materials that will be presented in the remaining lessons, which will provide the students with the opportunity to deepen their understanding and appreciation of their call to live a life of faith in God.

Optional

Use the introductory story to further illustrate the term *faith*. Explore the many ways that faith permeates everything and everyone by asking your students to write a list of at least five faith statements. Then have them rank them from least significant to most significant. This will help them qualitatively assess their own faith commitments.

Statements of natural faith might include:

- I believe that the bridge up ahead will not crumble when I cross it.
- I believe that the scientific method is the only way to reach scientific fact.
- I believe that my senses are telling me the truth.

Statements of supernatural faith might include:

- I believe in God, who is loving and caring.
- I believe in Jesus Christ, who is the Son of God.
- I believe in the Holy Spirit, who is the third Person of the Holy Trinity.

Journal

Have your students extend these reflections by writing a personal creed that states simply and precisely what they believe and in whom they believe. Emphasize that all journal writing activities are private and that the students will not be required to share their thoughts and feelings. The purpose here is to provide your students with the opportunity to reflect on their beliefs and to grow in their understanding of the faith of the Catholic community.

Assign

Have your students read or reread "Our Search for Happiness—Our Search for God" (pages 8–10) and to complete the activity on page 8. Ask them to bring to the next lesson concrete examples of atheism, agnosticism, humanism, and hedonism. The examples can be from literature; from music, film, or video; from magazine or newspaper advertising or features; from political platforms; and so on.

Closing Prayer Reflection

Play a song or read a reflection such as "That's What Faith Must Be" from the CD *Present Reality* by Michael Card. (Note: For future reflections invite your students to suggest and provide other songs or readings. Have them give them to you for review so that you can become familiar with the lyrics and judge the appropriateness of the selections.)

Lesson Two: Our Search for Happiness—Our Search for God (pages 8–10)

Catechism Focus



This lesson will explore paragraphs 27–43; 31–38; and 1723 of the *Catechism of the Catholic Church*. The *Catechism* presents this understanding of our human search for happiness in paragraphs 27, 1723, and 31.

Opening Prayer Reflection

Begin this lesson in prayer. It is important to raise the students' awareness of God's presence with them as they seek to deepen their

understanding of our Catholic faith and to grow in their Catholic identity. This work is a joint endeavor of the Spirit and ourselves.

Prayerfully read and meditate on the quotation from Sacred Scripture on page 6 (2 Corinthians 5:7) as an opening prayer. Or you might wish to prayerfully read as your students reflect on the Apostles' Creed, which is found on page 13 of the student workbook. Or you might wish to use an act of faith such as:

O my God, I firmly believe
that you are one God in three Persons,
Father, Son, and Holy Spirit.
I believe that your divine Son
became man and died for our sins,
and that he will come to judge the living and the dead.
I believe these and all the truths
that the holy Catholic Church teaches,
because you have revealed them,
who can neither deceive nor be deceived. Amen.

Recall and Review

Summarize the discussion about faith and invite several students to share responses to these questions:

What is faith?

Who invites you to place your faith in them?

Present

Briefly recall the opening story on page 7 and ask for responses to the question. On a scale of one to ten (ten being the highest), what place does our contemporary American society give God in our search for happiness?

Clarify

Briefly explain the meaning of secularism, atheism, agnosticism, humanism, and hedonism and how each claims to lead us to true happiness.

Background Note

Atheism is the denial of the reality of God. The word *atheism* has its roots in the Greek words *a* + *theos*, meaning "godless." Atheism has developed different characteristics. In the eighteenth century, atheists held that matter comprised all of reality. In the nineteenth century, thinkers such as Ludwig Feuerbach, Karl Marx, and Friedrich Nietzsche described God as antihuman. In the United States in the twentieth century, John Dewey argued that scientific inquiry did away with the need for God. In the past two hundred years, hundred of millions of people name atheism as the foundation of their value system.

Agnosticism claims not to believe in anything that cannot be verified by the senses. The word *agnosticism* has its roots in the Greek *a* + *gnostos*, meaning "unknown." An agnostic is a person who holds that God is neither known nor knowable. Agnosticism is not the same as atheism. It is more closely related to scepticism, a philosophy of knowledge that holds true knowledge is uncertain.

Secular humanism may be defined as "any philosophical, political, or cultural affirmation of man as the principal object of concern, to the exclusion of all religious or theological theses about his origin and

destiny. . . . In 1953 the *Humanist* published 'A Humanist Manifesto,' in which the authors refer to themselves as 'religious humanists.' Their doctrine may be summarized as follows: (1) the universe is self-existing and not created; (2) man is part of nature and has evolved as part of a continuous process; (3) modern science provides the only acceptable description of the universe; (4) modern science excludes any supernatural explanation of the universe or of human values; and (5) the end of man's life is the complete realization of the human personality in this world." (*New Catholic Encyclopedia*, Vol. 7, page 226)

We can also speak of atheistic humanism, which celebrates "the death of God." This view, also called existentialism, is central to the worldview of Nietzsche, Camus, and Sartre.

Hedonism is the worldview that focuses on "pleasure" as life's most fundamental value. The word *hedonism* comes from the Greek word *hedone*, which means "pleasure." The hedonist believes that the only good that is to be sought after is pleasure.

Discuss

Invite the students to share examples of atheism, agnosticism, humanism, and hedonism that they compiled for homework. Lead a critical discussion of the values the students see operative in contemporary American society.

Discuss

Assume the role of an atheist or agnostic and dialogue with your students about the existence of God. Challenge them to "argue" for the existence of God. Encourage them to use any of the "arguments" presented on pages 8–10 of the student workbook:

- "Our hearts are restless until they rest in you" (*Confessions*, Saint Augustine).
- The existence of countless religions
- The beauty, immensity, and symmetry of the world
- The human search for and openness to truth and beauty
- Personal experience of a "Power" in our midst

Activity

Provide the opportunity for your students to interiorize and assimilate the "proofs" for the existence of God. Invite them to read and respond to the "What do you think?" activity at the bottom of page 9. Invite volunteers to share their responses. After the last volunteer has shared a response, share your own view.

Assign

Have your students read or reread "Divine Revelation" (pages 10–11) and "The Stages of Revelation" (pages 11–12). Also assign the activity "God in Your Life" (page 10).

Optional

You might wish to have the students construct a witness talk that presents their reasons for believing in God. Have them include some of the proofs for the existence of God discussed in the chapter. They might also research these "proofs" and include their findings in their presentation.

The purpose of this activity is to provide your students with the opportunity to articulate a rational, reasoned foundation for their faith beliefs.

Closing Prayer Reflection

Play a song or read a reflection that focuses on faith. Then have your students do the journal writing activity at the bottom of page 7. Conclude by praying a quiet mantra prayer, using these or similar words: "Our hearts are restless until they rest in you" (Saint Augustine).

Lesson Three: Divine Revelation (pages 10–12)

Catechism Focus



This lesson will explore paragraphs 50–67 of the *Catechism of the Catholic Church*. The focus of these paragraphs of the *Catechism* is found in paragraph 50.

Opening Prayer Reflection

Begin this lesson in prayer. It is important for you and your students to raise your awareness of God's continuous presence with you. God is always making his presence known to you. You might wish to have a brief meditation, using the prayer of Saint Augustine ("Our hearts are restless until they rest in you") or some other traditional invocations or short prayers, such as:

Lord, I believe in you.

or

Lord, I hope in you.

or

"Lord, increase our faith." (Luke 17:5)

or

"My Lord and my God." (John 20:28)

Recall and Review

Summarize the discussion about our ability to come to a certain knowledge of the existence of God by inviting your students to discuss their responses to the "God in Your Life" activity, which was assigned as homework.

Present

Divine Revelation (pages 10–11)

Introduce this section by connecting our ability to know God "by natural reason" with the need for God to reveal, or make known, himself. Use the "Q & A" feature on page 11 in your presentation.

Board

An important goal of the presentation of this section is the deepening of your students' understanding of the terms *revelation*, *mystery*, and *covenant*.

List these key terms on the chalkboard:

revelation
mystery
covenant

Make sure the students have an accurate understanding of what each concept means. Brainstorm with the group accurate working definitions or descriptions of these key faith concepts. Do not initially define the terms for them. First, invite members of the group to articulate their understanding; then, summarize or clarify their responses.

Background Note

Revelation: The word *revelation* comes from the Latin word *revelare*, which means "to unveil, to uncover." This faith concept was treated extensively by the Second Vatican Council in the *Dogmatic Constitution on Divine Revelation*. It contains several key characteristics of the Church's teachings on revelation:

1. "Revelation is essentially God's self-communication, a loving and utterly gratuitous invitation to enter a dialogue of friendship."
2. Revelation has a content that "unveils" truths about God and human beings.
3. Human beings are called to respond totally in faith to God, who reveals, and not merely to the content of what is revealed.
4. Christ is the center and fullness of divine revelation.
5. "Revelation" and "salvation" are inseparable concepts. Salvation history is the story of revelation. In Christ, the divine mystery is revealed—God's final plan of salvation for all humankind. Revelation and salvation "reached their full, definitive climax with the dying and rising of Christ, along with the coming of the Holy Spirit. It is neither with the Incarnation nor with the ministry of Jesus but with the Paschal Mystery that God 'completed and perfected' revelation." (See *Dogmatic Constitution on Divine Revelation*, 4.)

"Revelation," *The HarperCollins Encyclopedia of Catholicism*, Richard P. McBrien, gen. ed. (San Francisco: HarperSanFrancisco, 1995).

Mystery: The word *mystery* comes from the Greek word *mysterion*, or *mystes*, which means "initiate," or "one who is brought into membership." God has freely and gratuitously invited us into friendship; into knowing him, who is truly incomprehensible; into his plan of love and salvation for humanity. (See Ephesians 1:8–10.)

Covenant: The word *covenant* comes from the Latin *convenire*, which means "to agree," and is used for the Hebrew *berit*, which is used to designate the bond of affection and loyalty uniting Yahweh and the people of Israel, God and humanity. Jeremiah sums up the heart of the covenant in Jeremiah 7:23, which is probably based upon an ancient marriage covenant formula.

Present

The Stages of Revelation (pages 11–12)

Introduce this section by inviting a volunteer to read Hebrews 1:1–3 on page 11. Use the quote to summarize the previous discussion and use the opening paragraph of this section to introduce the term *salvation history*.

Discuss

Explain the teachings of Vatican II concerning the inerrancy of Sacred Scripture—truth which God wanted put into the sacred writings for the sake of our salvation.

Activity

Have the group create a "Salvation History" time line. Provide long sheets of paper. Divide your group into smaller groups of no more than five students. Using the text and other sources, have them create a time line, using key dates, events, and people. Display the completed time lines and ask a volunteer from each group to explain the significance of the items on the time line. The items that should be included on the time line are:

Date	Event	People
	Creation Covenant	Adam, Eve
	Great Flood Covenant	Noah
	Covenant with Abraham	Abraham and Sarah Isaac and Rebecca Jacob and Rachel
c. 1250–1200 B.C.	The Twelve Tribes of Israel Hebrews in Egypt Exodus and Covenant at Mount Sinai	Joseph Moses Aaron Miriam Joshua
c. 1200–1000 B.C.	Invasion of Canaan Period of the Judges	Othniel, Ehud, Deborah, Gideon, Abimelech, Jephthah, Samson, Samuel
1020–1000 B.C.	Monarchy Begins	Saul David
1000–961 B.C.		
961–922 B.C.	Temple of Solomon Division of the Kingdom	Solomon Rehoboam (king of Judah) Jeroboam (king of Israel)
869–850 B.C.		Elijah the Prophet
750 B.C.		Amos the Prophet
722 B.C.	End of Kingdom of Israel	Assyrians Micah the Prophet Hosea the Prophet
702 B.C.	Invasion of Judah	Assyrians Jeremiah the Prophet
587–586 B.C.	The Destruction of Jerusalem Exile in Babylon	Nebuchadnezzar Ezekiel the Prophet Isaiah the Prophet Cyrus the Great Zechariah the Prophet
539 B.C.	Return from Exile	
537–515 B.C.	Temple of Zerubbabel	
331 B.C.	Founding of Alexandria	Alexander the Great
165 B.C.	The Maccabees	
64 B.C.	The Roman Conquest	Pompey Herod the Great
37–4 B.C.		
c. 6 B.C.	The Birth of Jesus	
c. A.D. 30	The Death-Resurrection of Jesus	
c. A.D. 51–63	The Calling and Work of Paul	
c. A.D. 70–100	The Writing of the Epistles and Letters	
c. A.D. 70–100	The Writing of the Gospels	

Assign

Assign the "Reading the Bible" activity on page 12. This will be discussed in Lesson Five.

Optional

You might wish to extend the assignment by having the students choose one of the two readings and respond to the question, What is God saying to me?

Closing Prayer Reflection

Play a recording of instrumental background music. Have a volunteer prayerfully read Hebrews 1:1-3, which is found on page 11 of the student workbook. After a moment of quiet reflection, pray together the Apostles' Creed, which can be found on page 13 of the student workbook.

Lesson Four: The Passing On of Divine Revelation (pages 13-14)

Catechism Focus

This lesson will explore paragraphs 74-133 of the *Catechism of the Catholic Church*. The focus of these paragraphs of the *Catechism* is found in paragraph 82.

Opening Prayer Reflection

Begin this lesson in prayer. It is important for you and your students to raise your awareness of God's continuous presence with us. God is always making his presence known to us. You might wish to lead a brief meditation, using a Scripture passage or a reading from one of the documents of the Church.

Recall and Review

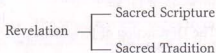
Recall with your group the meaning of the key concepts *revelation*, *mystery*, and *covenant*.

Present

The Passing On of Divine Revelation (pages 13-14)

Board

Draw this schema on the chalkboard:



Summarize the materials presented in this section. A good summary can be found in paragraph 9 of the *Dogmatic Constitution on Divine Revelation*.

Emphasize that Sacred Scripture and Sacred Tradition together form a "single sacred deposit of the Word of God" (*Dogmatic Constitution on Divine Revelation*, 10).

Discuss

What is the role of the Church in passing on all that she has come to believe? A good answer can be found in paragraph 10 of the *Dogmatic Constitution on Divine Revelation*.

Optional

Some non-Catholic Christian churches have come to an understanding of the role of Scripture in the life of the Church that differs from that of the Catholic Church. Have the students research these differences.

Background Note

Some Protestant churches profess belief in the doctrine of "sola Scriptura" ("Scripture alone") and do not believe in the authority of the "Magisterium" to authentically and officially interpret the Scriptures for the community.

Sola Scriptura: This is a key doctrine of the Protestant Reformation. For the reformers, Sacred Scripture—not the Church, not Tradition, not reason—is the ultimate source of the truth of God’s revelation to us. See paragraph 21 of the *Decree on Ecumenism*.

Interpretation of Scripture: Martin Luther, John Wesley, and other Protestant Reformers taught that the meaning of the Bible is clear enough for each person to understand and to interpret for themselves. For these reformers, there is no need for church authority to interpret the true meaning of the Scriptures.

Assign

Have the students read the section “Faith: Responding to God” on pages 14–16.

Closing Prayer Reflection

Play a recording of instrumental background music. Have the students quietly read (or read to them) the opening of John’s Gospel (John 1:1–3, 14, 16). Invite them to reflect on what God is saying to them, and to write their reflections in their journals.

Lesson Five: Faith: Responding to God (pages 14–16)

Catechism Focus



This lesson will explore paragraphs 142–175 of the *Catechism of the Catholic Church*.

Opening Prayer Reflection

Begin this lesson in prayer. It is important for you and your students to raise your awareness of God’s continuous presence with you. God is always making his presence known to you.

Lord, I believe in you.

or

Lord, I hope in you.

or

“Lord, increase our faith.” (Luke 17:5)

or

“My Lord and my God!” (John 20:28)

Recall and Review

Invite volunteers to share their responses to the “Reading the Bible” activity (page 12), which they did as a homework assignment. Encourage them to identify several of the characteristics of the faith of Noah and Abraham. For example:

- Free response to God
- Courageous
- Basis of their relationship to God
- Total commitment to God

Present

Qualities of Faith (pages 14–15)

Board

List these statements on the chalkboard:

- Faith is a grace.
- Faith is the beginning of eternal life.
- Faith is a virtue, a power and good habit.

Discuss

Invite your students to form into three groups. Assign one of the statements to each group and have them discuss:

- How does the statement clarify or deepen our understanding of faith?
- In what ways does it help us live our life?

The purpose of this activity is to help the students integrate the concepts presented in this section with their previous discussions so that they can both come to a deeper understanding of faith and integrate that understanding into their lives.

Present

The Creeds of the Church (pages 15–16)

Call your students' attention to the callout "Each believer is thus a link in the great chain of believers" (CCC, 166), which is found on page 15.

Briefly present a summary of the faith of Abraham, "our father in faith," and Mary, the Mother of the Church. Point out:

Abraham freely chose to accept God's invitation. He and Sarah obeyed God by leaving their homeland. Trusting God, they became pilgrims in a promised land. Because of Abraham's faith, God created a people through whom God's loving plan of creation and salvation was revealed and through whom the promised Messiah, Jesus Christ, came and dwelt among us.

Mary's entire life was a resounding "yes" to God's work in her life and among God's people. Her free response in faith to God's invitation gave birth to Jesus, the Son of God, the Savior of the world through whom God's plan of loving goodness and salvation was fulfilled.

Discuss

In what ways do the creeds of the Church help us?

Emphasize that the creeds are the basic language of our faith. They are summary statements of belief, written by the Church to pass on to us the Church's authentic understanding of what has been revealed to us. They are summaries of the faith of the Church.

Activity

Your students are familiar with the words and language of the Apostles' Creed. Point out the twelve major articles of the Apostles' Creed, which can be found on page 13 of the student workbook. On twelve pieces of posterboard, write out or have the students write out one of the articles. Then have volunteers post the twelve articles around the room. Explain that the remaining lessons will focus on helping them explore the meaning of these twelve articles of our Catholic faith.

Optional

Stress that God calls everyone to live a life of faith. Everyone is called to live in friendship with God. Point out that other faith communities also have basic summaries of their beliefs. Have them research the five pillars of Islam, the eightfold path of Buddhism, and the Ten Commandments of Judaism and summarize what they have learned about the faith beliefs of these communities of faith.

Assign

Assign the reading of chapter 2, "God, Our Loving Father and Creator."

Closing Prayer Reflection

Pray the Apostles' Creed together.

Recall and Review

Important Terms to Know

As a final chapter review, invite the students to explain the "Important Terms to Know" on page 16 of the book.

Chapter Summary

Use the "Chapter Summary" on page 17 of the student workbook to reinforce the major points of the chapter and to elicit and respond to any unanswered questions the students might have.

Exploring Our Catholic Faith

Use these exercises throughout the presentation of the chapter. They are designed to help the students reinforce, apply, and extend the concepts developed in the chapter.

Quiz

The quiz for chapter 1 is found on page 18 of this guide.

Answers:

I. Matching—1.

II. True/False—

Name _____

I. Matching

Match each word in the column on the left with its definition in the column on the right.

- | | |
|---------------------------|---|
| _____ 1. Atheism | a. A worldview that makes pleasure the only or most important value in life |
| _____ 2. Covenant | b. A theory that claims no one can know for sure whether there is a God or not |
| _____ 3. Agnosticism | c. The sacred teaching authority of the Church |
| _____ 4. Secularism | d. The written, inspired Word of God |
| _____ 5. Hedonism | e. A denial of the reality of the existence of God |
| _____ 6. Creed | f. A theological virtue and gift of the Holy Spirit that enables us to respond to God and to believe the truths God has revealed because of his own authority |
| _____ 7. Sacred Scripture | g. The promise God made with us to be faithful to us forever and our promise to be faithful to God |
| _____ 8. Magisterium | h. A view of the world that focuses exclusively on the natural world and holds that the only means of knowing truth is through the natural sciences |
| _____ 9. Sacred Tradition | i. A formal summary statement of beliefs |
| _____ 10. Faith | j. The living transmission of divine revelation through the Church |

II. True/False

Write "T" next to the statements that are true and "F" next to the statements that are false.

- _____ The existence of countless religions shows that humans have a religious nature.
- _____ Through the use of reason, we are not able to prove with certainty that God exists.
- _____ A creed is a statement of belief.
- _____ Faith is God's free gift to us.
- _____ There are only two creeds in the Church: the Apostles' Creed and the Nicene Creed.
- _____ God is the source of true happiness.
- _____ God reveals himself to us in stages.
- _____ Salvation history is the story of God's invitation to us to live in covenant and our response to that invitation.
- _____ Jesus Christ is the fullness of God's revelation.
- _____ Divine revelation is only handed on to us through Sacred Scripture.

III. Essay

On a separate sheet of paper, write a paragraph discussing and explaining some of the qualities of faith.