

Church History

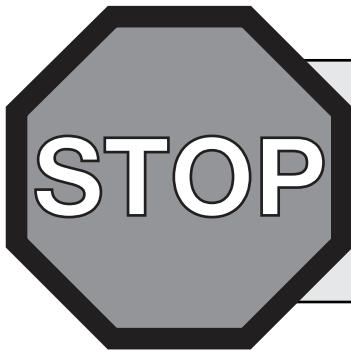
Apostolic Times to Today

TEACHER GUIDE

Living in Christ

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To access the ancillary teaching resources for this course, go to <http://www.smp.org/resourcecenter/books/>



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Contents

Introduction	7
Unit 1: The Early Christian Centuries.....	16
Overview	16
Student Book Articles Addressed in This Unit:	
Article 1: From the Father’s Heart	
Article 2: Sent by the Holy Spirit	
Article 3: After Pentecost	
Article 4: The Conversion of Saint Paul	
Article 5: The Significance of Saints Peter and Paul	
Article 6: The Development of the New Testament	
Article 7: Persecutions and Progress	
Article 8: Early Christian Worship	
Article 9: The Early Apologists	
Article 10: Authority in the Church	
Article 11: Constantine and the <i>Edict of Milan</i>	
Learning Experiences	21
Handouts	36
Unit 2: The Age of the Fathers and the Early Middle Ages.....	52
Overview	52
Student Book Articles Addressed in This Unit:	
Article 12: The Fathers of the Church	
Article 13: Church Councils and Doctrinal Development	
Article 14: The Collapse of the Roman Empire of the West	
Article 15: Western Monasticism	
Article 16: The Development of Islam	
Article 17: Charlemagne: Holy Roman Emperor	
Article 18: Gregorian Reform	
Article 19: The Eastern Schism	
Learning Experiences	56
Handouts	70

Unit 3: The High Middle Ages	88
Overview	88
Student Book Articles Addressed in This Unit:	
Article 20: The Crusades	
Article 21: Challenges to the Papacy	
Article 22: New Religious Orders	
Article 23: Medieval Cathedrals: Works of Beauty and Inspiration	
Article 24: Scholastics and Medieval Universities	
Article 25: The Eucharist: Heresies, Teachings, and Devotions	
Article 26: Understanding the Inquisitions	
Learning Experiences	92
Handouts	106
Unit 4: The Renaissance, the Reformation, and the Counter-Reformation	120
Overview	120
Student Book Articles Addressed in This Unit:	
Article 27: The Renaissance	
Article 28: Luther’s Complaint	
Article 29: Religious Confessions in Europe	
Article 30: The Council of Trent	
Article 31: The Catholic Reformation and New Religious Orders	
Learning Experiences	124
Handouts	139
Unit 5: The Age of Exploration	158
Overview	158
Student Book Articles Addressed in This Unit:	
Article 32: Missions to Latin America	
Article 33: Missions in the Far East	
Article 34: Missions to North America	
Learning Experiences	162
Handouts	178
Unit 6: The Church in the Age of Reason and Revolution	194
Overview	194
Student Book Articles Addressed in This Unit:	
Article 35: The Age of Reason	
Article 36: The French Revolution	
Article 37: The Effects of the Enlightenment and the French Revolution	
Article 38: Pope Pius IX and Religious Renewal	
Article 39: Vatican Council I	
Learning Experiences	198
Handouts	214

Unit 7: The Development of the Church in the United States	230
Overview	230
Student Book Articles Addressed in This Unit:	
Article 40: The Church in America	
Article 41: An Immigrant Church	
Article 42: American Missionaries and Saints	
Article 43: The Effects of Industrialization and Capitalism	
Article 44: The Birth of the Social Doctrine of the Church	
Learning Experiences	234
Handouts	249
Unit 8: The Church in the Post-Modern Era	264
Overview	264
Student Book Articles Addressed in This Unit:	
Article 45: To Restore All Things in Christ	
Article 46: Rivulets of Renewal	
Article 47: The Church and World War I	
Article 48: The Church and World War II	
Article 49: Pope John XXIII: Winds of Change	
Article 50: Vatican Council II: A New Pentecost	
Article 51: An Overview of Vatican Council II	
Article 52: Images of the Church	
Article 53: The Papacy of Pope Paul VI	
Article 54: The Pilgrim Pope	
Article 55: The Mass, Then and Now	
Article 56: Vatican II: A Gift of God to the Church	
Article 57: The Life and Times of Pope John Paul II	
Article 58: Pope John Paul II: Evangelist and Pastor, Teacher and Writer	
Article 59: The Papacy of Pope Benedict XVI	
Article 60: Pope Francis: Servant of the Servants of God	
Article 61: The Church in the United States: Abounding in Hope	
Article 62: The Church in the United States: Choices and Challenges	
Learning Experiences	269
Handouts	286
Appendix 1: Additional Resources	304
Appendix 2: Student Book / Teacher Guide Correlation	306
Acknowledgments	311

Introducing the Living in Christ Series

Church History: Apostolic Times to Today is a twelfth-grade elective course in the Living in Christ series.

Saint Mary's Press developed the Living in Christ series in response to the needs of important stakeholders in the catechesis process. The courses follow the sequence and contain the material from the USCCB's Curriculum Framework. Each course also contains other material in the student book and teacher guide that students should know, understand, and be able to carry out. Each course responds to the varied needs that teachers have expressed, especially about limited time and the range of catechizing the young people in a high school religion class have had, offering wisdom from "secular" educational methods that can address both time limits and diversity in the classroom.

With the Living in Christ series, Catholic high school students will understand foundational concepts about the Bible, Jesus Christ as a member of the Trinity, the Paschal Mystery, the Church, the Sacraments, and morality. They will also have skills to learn more about their faith by studying Scripture, reading primary theological sources, consulting the Catholic faith community, doing self-reflection, and having conversations with their peers. In this course on Church history, the students will be given the opportunity to learn more about the growth of the Church from Apostolic times to today. With your guidance your graduates will possess a lived faith as they move into their future.

The Living in Christ Series

The Living in Christ series has a different look and feel from traditional high school theology textbooks and teaching manuals.

- **The teacher guide, rather than the student book, provides the scope and sequence for the course.** Teaching with the student book is more like teaching with the *Catholic Faith Handbook for Youth* (Saint Mary's Press, 2013) than a textbook. The sequence of a textbook is important because the content builds on what has come before. A handbook provides material in a sensible order, but because the content does not rely on what has come before in quite the same way, the material can be presented in several different sequences.
- **The teacher guide provides you with ideas about how to teach not only with the student book but also with the Bible, resources on the Saint Mary's Press Web site (smp.org/LivinginChrist), and other resources found on the Internet.** The teacher guide works as a command center for the course, providing ways for you to teach key concepts to the students by bringing in a wide variety of resources.

- **The Living in Christ series invites you as teacher to develop your abilities to facilitate learning.** This series asks you to become an expert about your own students, discern how they learn best, and then lead them to understand main concepts in a way that speaks to their lived experiences and the issues of the day.
- **The Living in Christ series invites the students to be more engaged in their own learning.** This series asks the students to take charge of their learning process and to practice what it will mean to be adult Catholics who must translate scriptural and Church teaching into their real world.

These changes will enable the students to consider the most important concepts in the course at a deeper level.

The Series Web Site: smp.org/LivinginChrist

In addition to the teacher guide and student book, the Living in Christ series provides an extensive collection of digital resources for each course to assist you in guiding the learning of your students. The digital resources are sorted on the Web site by course and unit. For each unit in a course, you will find the following resources at smp.org/LivinginChrist:

- **Handouts** All handouts for a unit are provided in multiple digital formats, including Word and rich text formats that you can revise.
- **Method articles** Method articles explain teaching methods introduced in a unit that might be unfamiliar to some teachers.
- **Theology articles** Theology articles provide an in-depth exploration of key theological concepts presented in a unit to assist you in explaining the concept and responding to student questions.
- **PowerPoint presentations** Student learning in each unit is enhanced with PowerPoint presentations. Beyond simply repeating student book content, these PowerPoint presentations engage students through reflection and discussion. All of the Living in Christ PowerPoint presentations are in a format that allows you to revise them.
- **Useful links** Links to other resources are provided so you can enhance your students' learning with additional resources. The links direct your students to Web sites you can trust, and are continually checked for appropriateness and to ensure that they are active.
- **Student vocabulary quiz** For each unit there is an interactive vocabulary quiz for students. The quiz provides questions to assess students' knowledge of the vocabulary for a unit. Additionally, as the students respond to each vocabulary question, they are provided with the full definition along with a reference to the student book page where the word is defined and explored so they can read the word in context to deepen their understanding.

At smp.org/LivinginChrist you will also have access to an **online test generator**, which provides hundreds of additional questions for each course, beyond what is provided in the unit tests. You can use test questions as they are presented or modify them for your students' learning needs. You can also upload your own questions, which will be formatted by the test generator. Further, the test generator allows you to select the questions you want for inclusion on a test and provides you with an answer key for the custom test you develop for your classroom.

Introducing *Church History: Apostolic Times to Today*

This course leads the students toward a deeper understanding of the history of the Church from the time of Christ to the twenty-first century. The course starts by discussing the origins of the Church and its growth and persecution during Apostolic times. The course proceeds to discuss the Age of the Church Fathers and then examines the developments and challenges affecting the Church after the fall of the Roman Empire in the West. After reviewing the growth of the Church during the Middle Ages, the course introduces the students to the renewal and reform of the Church during the Renaissance, Protestant Reformation, and Catholic Reformation. The students next learn about the Church's efforts to spread the Gospel to the New World during the Age of Exploration. Subsequent units take students through the Enlightenment and its effects on the Church, the growth of the Church in the United States, the birth of the Church's social doctrine, and the Church of the twentieth and twenty-first centuries, including the Second Vatican Council.

The course has eight units centered on eight important periods in Church history. Each unit builds on the knowledge, skills, and understanding of the previous one. Within each unit the knowledge, skills, and understanding also build as it progresses. The eight units are as follows:

- Unit 1: The Early Christian Centuries
- Unit 2: The Age of the Fathers and the Early Middle Ages
- Unit 3: The High Middle Ages
- Unit 4: The Renaissance, the Reformation, and the Counter-Reformation
- Unit 5: The Age of Exploration
- Unit 6: The Church in the Age of Reason and Revolution
- Unit 7: The Development of the Church in the United States
- Unit 8: The Church in the Post-Modern Era

The Structure of Each Unit in This Teacher Guide

This teacher guide offers the teacher one path through each unit, referring the students to the student book, the Bible, resources on the Saint Mary's Press Web site (smp.org/LivinginChrist), and other Internet resources.

The path for each unit has the goal of leading all the students to comprehend four or five “understandings” with the related knowledge and skills. This curriculum model assumes that you will adjust your teaching according to the needs and capabilities of the students in your class. You do not have to complete every learning experience provided, and we hope you substitute your own ideas for those in the guide when needed.

Each unit has three basic parts: the Overview, the Learning Experiences, and Handouts.

The Overview

The Overview is a snapshot of the whole unit. It provides the following information:

- the concepts the students should understand by the end of the unit
- the questions the students should be able to answer by the end of the unit
- a brief description of the summary assessments (final performance tasks) offered, which will show that the students understand the most important concepts
- a list of articles from the student book covered in the unit
- a summary of the steps in the Learning Experiences section (Each step in the unit builds on the one before but must be adjusted to fit your schedule and the needs of the students. The use of *steps* is more flexible than is a structure based on 60-minute periods, for example.)
- a list of background material on content and methods that can be found on the Saint Mary's Press Web site (smp.org/LivinginChrist)
- a list of Scripture passages used, if any
- a list of vocabulary that comes from the student book and from the learning experiences in the teacher guide

Learning Experiences

The instruction and learning occur in this section. Each unit contains a similar process for instruction.

Preassess Student Knowledge of the Concepts

Each unit opens with one or more options for preassessing what the students already know about a topic. It is useful to know this information as you prepare to present new material.

Preassessing the students' knowledge can help you to determine how to use your time effectively throughout the unit. It is not worth your time to teach the students what they already know or to teach above their heads. Students learn most effectively when new concepts build on what they already know. More often, you have a mixed group knowledge-wise, which is good, because the students can help one another.

Present the Final Performance Tasks to the Students

A final performance task is a type of summary assessment, which means that it is a means of determining what the students understand, know, and can do after a period of instruction such as a unit. (The unit test is also a summary assessment.)

In addition to providing a unit test, we encourage you to assess (determine) student understanding of the four or five most important concepts in each unit by assigning one of the short projects called final performance tasks. Through these projects the students can demonstrate their understanding of the main concepts. This assignment allows you to have another snapshot of what the students understand.

For example, the four understandings for unit 3 are as follows:

- The Crusades were launched to regain territories lost to the Turks, but the campaigns ended in a mix of gains and losses.
- The decline in the strength of the papacy led to the Avignon papacy, which in turn brought about the Great Western Schism.
- The Church and Western society were strengthened by the intense activity and renewal of monastic orders that started in the eleventh century.
- The Church's teaching, particularly on the Eucharist, was strengthened through Lateran Council IV, and heresies against the Eucharist were quelled through the Medieval Inquisition.

The handout "Final Performance Task Options for Unit 3" (Document #: TX002937) in the teacher guide outlines the assignment options. Note that for all the options, the students must show their understanding of these concepts. The first final performance task option has them create a series of informative podcasts about the Church in the High Middle Ages. The second asks them to write a series of journal entries from the perspective of a Christian living in the High Middle Ages. A traditional unit test is also provided.

We suggest that you explain the performance task options early in the unit so the students can focus on the knowledge and skills they can use for the final performance task they choose. This also helps to decrease the number of the

“Are we learning anything today?” or “Why do we have to learn this?” questions by giving the students the big picture of where they are headed and how they will get there.

Provide Learning Experiences for the Students to Deepen Their Understanding of the Main Concepts

This teacher guide uses the term *learning experiences* rather than *activities* to emphasize that much of what goes on in the classroom should contribute to student learning, such as explaining assignments; presenting new material; asking the students to work individually, in pairs, or in groups; testing the students; and asking them to present material to their peers.

Each step in the teacher guide leads the students toward deeper understanding of the key understandings of a unit. At times learning experiences are grouped into a single step because they work toward the same goal. At other times a step includes only one learning experience. If you have a better way of achieving a step goal, by all means use it. However, if new vocabulary or content is introduced in a step you have chosen to skip, you may want to go over that material in some way, or remove that material from the unit test.

Throughout the steps, references are made to student book articles, resources at smp.org/LivinginChrist, and other Internet resources. Often the teacher guide addresses the content in the student book early in the unit and then asks the students to uncover a deeper meaning with various learning experiences throughout. When applicable the book refers to the Web site smp.org/LivinginChrist for resources at your fingertips.

The goal of this course is for the students to gain a deeper understanding of the material. But what is understanding? The understanding we want the students to gain is multifaceted. Understanding encompasses several of the “facets of understanding,” used by Jay McTighe and Grant Wiggins in their book *Understanding by Design*:

We have developed a multifaceted view of what makes up a mature understanding, a six-sided view of the concept. When we truly understand we

**Explain**

***Can explain**—via generalizations or principles, providing justified and systematic accounts of phenomena, facts, and data; make insightful connections and provide illuminating examples or illustrations.*

Interpret

Can interpret—tell meaningful stories; offer apt translations; provide a revealing or personal historical dimension to ideas and events; make the object of understanding personal or accessible through images, anecdotes, analogies, and models.

Apply

Can apply—effectively use and adapt what we know in diverse and real contexts—we can “do” the subject.

Perceive

Have perspective—see and hear points of view through critical eyes and ears; see the big picture.

Empathize

Can empathize—find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience.

Reflect

Have self-knowledge—show metacognitive awareness; perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; are aware of what we do not understand; reflect on the meaning of learning and experience.

(P. 84)

Understand

Note that Saint Mary’s Press has created icons for each facet of understanding. When three or more facets are present, there will be an “understand” icon. When relevant, all facets of understanding should be addressed in each unit. If you are used to Bloom’s

Taxonomy, see smp.org/LivinginChrist for a comparison of both models of understanding and learning.

Provide a Day or Partial Day for the Students to Work on the Final Performance Tasks

This guide encourages you to give the students time in class to work on their final performance tasks if you have assigned them. You do not, however, have to wait until the end of the unit. Not only does this day give the students time to work in groups if needed or to do some research, but it also gives you the opportunity to identify any students who may be having trouble with the assignment and allows you to work with them during class time.

Give the Students a Tool to Help Them Reflect on Their Learning

The handout “Learning about Learning” (Document #: TX001159; see Appendix 1) is a generic way to help the students think about what they have learned during the entire unit. This process, whether done this way or in another fashion, is valuable for several reasons:

- The students do not get much time to reflect while they are moving through each unit. Looking over the unit helps them to make connections, revisit any “aha!” moments, and identify which concepts remain difficult for them to understand.
- We give students a gift when we help them learn how they learn best. Insights such as “I didn’t get it until we saw the video,” or “Putting together the presentation required that I really knew my stuff” can be applied to all the disciplines they are studying.

Feel free to have the students discuss the handout questions in pairs at times for variety.

Handouts

All the handouts in the teacher guide, as well as the unit tests, are available on the Saint Mary’s Press Web site at smp.org/LivinginChrist, as PDFs, as Word documents, or in rich text format (RTFs), for downloading, customizing, and printing. The handouts found at the end of each unit in this guide are simply for teacher reference.

Appendices

The teacher guide has two appendices. In the first appendix, you will find a frequently used handout, also available at smp.org/LivinginChrist for downloading, customizing, and printing. The second appendix provides a correlation between the teacher guide and the student book, identifying the unit and step where each student book article is addressed.

Thank You

We thank you for putting your confidence in us by adopting the Living in Christ series. Our goal is to graduate students who are in a relationship with Jesus Christ, are religiously literate, and understand their faith in terms of their real lives.

Please contact us and let us know how we are doing. We are eager to improve this curriculum, and we value your knowledge and expertise. You may e-mail us at LivinginChrist@smp.org to offer your feedback.

Unit 1 The Early Christian Centuries

Overview

In this unit the students will explore the development of the Church in Apostolic times, the persecution endured by early Christians, and the effects of Constantine's legalization of Christianity.

Key Understandings and Questions

Upon completing this unit, the students will have a deeper understanding of the following key concepts:

- The historical study of the Church is the study of a reality with both invisible (spiritual) and visible aspects.
- The missions of Saints Peter and Paul and the development of the New Testament were essential in spreading the Word of God and preserving it for later generations.
- For three centuries after Jesus' death and Resurrection, Christians risked persecution and martyrdom for their faith, but the Church grew despite this risk.
- Constantine significantly affected the development of the early Church by proclaiming religious toleration in the Roman Empire and moving the seat of government to Constantinople.

Upon completing the unit, the students will have answered the following questions:

- How can the study of Church history deepen our faith and our understanding of God?
- How did the persecution and martyrdom of the early Christians contribute to the growth of the Church?
- How did Saints Peter and Paul contribute to the early spread of Christianity?
- How did Constantine's support of Christianity contribute to the Church's development?


How Will You Know the Students Understand?

The following resources will help you assess the students' understanding of the key concepts covered in this unit:

- handout "Final Performance Task Options for Unit 1" (Document #: TX002912)

- handout “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002913)
- handout “Unit 1 Test” (Document #: TX002917)

Student Book Articles

This unit draws on articles from the *Church History: Apostolic Times to Today* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from “Section 1: The Church in the Early Christian Centuries” and are as follows:

- “From the Father’s Heart” (article 1)
- “Sent by the Holy Spirit” (article 2)
- “After Pentecost” (article 3)
- “The Conversion of Saint Paul” (article 4)
- “The Significance of Saints Peter and Paul” (article 5)
- “The Development of the New Testament” (article 6)
- “Persecutions and Progress” (article 7)
- “Early Christian Worship” (article 8)
- “The Early Apologists” (article 9)
- “Authority in the Church” (article 10)
- “Constantine and the *Edict of Milan*” (article 11)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students to enable them to discover the growth and changes in the Church in the early centuries of Christianity. It is not necessary to use all the learning experiences provided in the unit. However, if you substitute other material from this course or your own material for some of the material offered here, be sure that you have covered all relevant facets of understanding and that you have not missed any skills or knowledge required for later units.



Step 1: Preassess what the students already know about early Church history.



Step 2: Follow the preassessment by presenting the students with the handouts “Final Performance Task Options for Unit 1” (Document #: TX002912) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002913).

Reflect

Step 3: Deepen the students' understanding of the importance of studying Church history by asking them to reflect on and share examples of ways in which an individual's membership in the Church affects his or her personal, family, or community life.

Apply

Step 4: Introduce the significant roles played by Saint Peter, Saint Paul, and the Council of Jerusalem in the development of the Church by having the students create poster presentations.

Explain

Step 5: Invite the students to work in groups to study the development of the New Testament.

Perceive

Step 6: Help the students study the terms *Scripture*, *Deposit of Faith*, *episcopate*, *Sacred Tradition*, *Magisterium*, and *canon* by having them create visual symbols for these terms.

Explain

Step 7: Invite the students to examine examples of persecution today to better understand the persecution of early Christians in the Roman Empire.

Perceive

Step 8: Ask the students to imagine they are a Christian in the early Church and to write an essay that describes what their faith and worship life are like.

Perceive

Step 9: Engage the students in reading and interpreting early Christian apologetic writing.

Reflect

Step 10: Invite the students to research a modern organization and compare its structure and leadership model to the Church's organization and hierarchy.

Perceive

Step 11: Present information on the role of Constantine in the early Church and the resulting changes in the Church's worship.

Understand

Step 12: Conduct a stand-up quiz to assess the students' understanding.

Understand

Step 13: Make sure the students are all on track with their final performance tasks, if you have assigned them.

Reflect

Step 14: Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about this and other concepts taught in this unit:

- “The Acts of the Apostles” (Document #: TX001061)
- “Paul’s Cultural Context” (Document #: TX002282)
- “Christian Persecutions in the Roman Empire” (Document #: TX002307)

The Web site also includes information on these and other teaching methods used in the unit:

- “Preassessment Informs Teaching” (Document #: TX001008)
- “Using Small-Group Hands-On Experiences” (Document #: TX001517)
- “Using a Mind Map” (Document #: TX001009)
- “Assigning Reflective Writing” (Document #: TX002910)
- “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011)
- “Using Rubrics to Assess Work” (Document #: TX001012)

Scripture Passages

The Scripture passages featured in the unit are as follows:

- Acts of the Apostles 2:42–47 (communal life of early Christians)
- Acts of the Apostles 4:32–35 (life in the Christian community)
- Acts of the Apostles 8:3 (Saul’s persecution of the Church)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout “Vocabulary for Unit 1” (Document #: TX002914), one for each student.

apologist	Fathers of the Church (Church Fathers)
Apostle	Magisterium
Apostolic Succession	martyrdom
bishop	Messiah
charism	New Covenant
Christian	persecutions
college of bishops	presbyter
covenant	priest
deacon	providence of God
Deposit of Faith	redemption
<i>Edict of Milan</i>	Sacred Tradition
emperor	
Eucharist, the	

Learning Experiences

Explain**Step 1**

Preassess what the students already know about early Church history.

1. **Prepare** by downloading and printing the handout “Mind Map” (Document #: TX002911), one for each student.
2. **Draw** a large circle on the board. In the center of the circle, write the phrase “Early Christian Church.” Distribute the handout “Mind Map” (Document #: TX002911), and instruct the students to write this phrase in the center circle on their handout.
3. **Invite** the students to think about the phrase “Early Christian Church.” In the circles branching out from the center of their mind map, have them write words, phrases, or names of people they immediately think of when they see the phrase in the center circle. Point out that they can draw more circles off the center and side circles to create a more complex mind map. Allow 5 to 7 minutes for the students to work independently.
4. **Ask** the students to share with the class what they have written. Use the students’ contributions to create a large class mind map on the board. After the students have shared their mind maps, ask them what all the words, phrases, and people on the board have in common. Common knowledge and understandings of the early Church, as well as gaps in knowledge, should emerge from the discussion.
5. **Conclude** by using numbers or different colors to categorize the words, phrases, and names on the board. Ask the students to record these notes as a study aid. Point out that these categories will help them begin to understand how studying Church history in this course means studying a reality with both visible and invisible (spiritual) aspects.

Teacher Note

Further prepare for this learning experience by referring to the method article “Using a Mind Map” (Document #: TX001009) at smp.org/LivinginChrist for background information.

Understand

Step 2

Teacher Note

You may wish to require that students vary their final performance tasks throughout the course. For example, you may require that students complete at least two individual and two partner or group final performance tasks. Or you may require that students choose different types of final performance tasks during the course, such as written, multimedia, or artistic. If you have these requirements, share them with the students now so that they can choose their final performance tasks appropriately.

Teacher Note

You will want to assign due dates for the final performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX002912) and “Rubric for Final Performance Task Options for Unit 1” (Document #: TX002913).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: writing and performing a series of dramatic monologues illustrating the lives of early Christians or creating a professional portfolio to apply for a job as an apologist. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

1. **Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 1” (Document #: TX002912) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002913), one of each for each student.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
3. **Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - If you wish to work in a small group of up to four students, you may choose option 1. If you wish to work alone, you may choose option 2.
 - Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.
4. **Explain** the types of tools and knowledge the students will gain throughout the unit so they can successfully complete the final performance task.
5. **Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need in order to show you that they understand the key concepts relating to the early Christian centuries.



Article
1

Reflect

Step 3

Deepen the students' understanding of the importance of studying Church history by asking them to reflect on and share examples of ways in which an individual's membership in the Church affects his or her personal, family, or community life.

- 1. Prepare** for this learning experience by writing the following questions on the board:

How does an individual's faith or membership in the Church affect his or her personal life? family life? community life?
- 2. Begin** by instructing the students to write the questions at the top of a clean notebook page. Ask them to reflect on this question and write their answers in paragraph form. Allow 10 to 15 minutes for the students to reflect and write.
- 3. Ask** the students to find a partner, and invite them to share and compare their reflections. Allow 5 to 7 minutes for the pairs to work.
- 4. Invite** the students to report to the large group by sharing the most significant topic they discussed in their pairs. Record these examples on the board.
- 5. Assign** the students to read the introduction and article 1, "From the Father's Heart," in the student book to conclude this learning experience. Explain that for homework the students are to expand on their responses to the reflection question in light of what they learn from this reading.



Articles
2, 3, 4, 5

Apply

Step 4

Introduce the significant roles played by Saint Peter, Saint Paul, and the Council of Jerusalem in the development of the Church by having the students create poster presentations.

- 1. Prepare** by gathering six sheets of poster board or newsprint and six sets of markers.
- 2. Assign** the students to read the following articles in the student book as preparation for this learning experience:
 - article 2, "Sent by the Holy Spirit"
 - article 3, "After Pentecost"

Teacher Note

For further reading, links to historical background about Saint Peter, Saint Paul, and the Council of Jerusalem are available at smp.org/LivingInChrist.

- article 4, “The Conversion of Saint Paul”
 - article 5, “The Significance of Saints Peter and Paul”
- 3. Begin** by inviting volunteers to read Acts of the Apostles 2:42–47 and 4:32–35 aloud to the class. Then introduce the learning experience in these or similar words:
- ▶ The faith life of the early Christian community can seem idyllic and wonderful from our perspective as Christians living two thousand years later. In reality, early Christian life was filled with transition and difficult decisions.
 - ▶ The account of Saint Paul’s life and conversion provides us with one example of transformation in the early Church and especially the trials that early Christians faced.
- 4. Ask** the students to form six groups. Distribute the art supplies. Explain that each group will review articles 2–5 in the student book and then create a poster to present one example of a person or group who played a significant role in the early development and organization of the Church. Assign two groups to present on Saint Paul, two to present on Saint Peter, and two to present on the Council of Jerusalem. Allow 15 to 20 minutes for the groups to review the student book articles and prepare their poster presentations.
- 5. Invite** each group to present its poster to the class. Remind the other students to take notes on the information presented. Allow each group to present fully, because the second group assigned to the same topic will reinforce the students’ learning and might cover material that the first group did not. Allow the students to ask questions of each group after its presentation. If you think the presentations have overlooked something important about Saint Peter, Saint Paul, or the Council of Jerusalem, draw the students’ attention to that information.
- 6. Conclude** by inviting the students to write a one-page reflection in response to the following prompt:

Teacher Note

Further prepare for this reflective writing assignment by referring to the method article “Assigning Reflective Writing” (Document #: TX002910) at smp.org/LivinginChrist for background information.

Explain one important way in which Saint Peter, Saint Paul, and the Council of Jerusalem helped develop the Church, based on what you learned from today’s presentations.



Article
6

Explain

Step 5

Invite the students to work in groups to study the development of the New Testament.

1. **Prepare** by downloading and printing the handout “The Development of the New Testament” (Document #: TX002915), one for each student.
2. **Assign** the students to read article 6, “The Development of the New Testament,” in the student book as preparation for this learning experience. Tell the students to be sure to review the sidebar “The Criteria for Acceptance into the Canon” on page 33 in the student book.
3. **Begin** by asking the students to imagine that they are leaders in the early Church, and they are sitting in a room filled with scrolls—accounts of Jesus, accounts of his early followers, correspondence between Christian communities, and so on. Explain that the students have been asked to go through each scroll and determine whether it reflects God’s inspired word and is suitable for inclusion in a new holy book about Jesus Christ. Ask the students to brainstorm what criteria they would look for to make their determinations. Allow 5 to 10 minutes for this large-group discussion. Then explain that today the students will study the process the early Christians went through to form the New Testament canon.
4. **Ask** the students to form groups of four, and distribute the handout “The Development of the New Testament” (Document #: TX002915). Instruct the groups to review article 6, “The Development of the New Testament,” in the student book and answer the handout questions on a separate sheet of paper. Explain that each group member will need to turn in an answer sheet. Allow about 15 minutes for the groups to work.
5. **Gather** the students back together, and review the handout by inviting a volunteer from each group to share the group’s answers. Ensure that the discussion highlights the following points about the development of the New Testament:
 - The Scripture known to the early Christians was the same Scripture known to Jesus and the first-century Jews. The New Testament did not yet exist. The early Christians read the Old Testament readings in their worship services and also prayed the Psalms in accordance with Jewish custom.

Teacher Note

A link to more information about the formation of the New Testament canon is available at smp.org/LivinginChrist.

Teacher Note

You may assign the handout as homework for the students to complete when they read article 6. Then they can come to class prepared to discuss the handout in groups.

- As the Apostles evangelized and spread the message of Jesus, they shared their memories of what Jesus had taught them. They did not have the tools to easily write down their message. As a result, they were more used to remembering long passages of text than we are today, and they did not yet have a need for written texts.
- The New Testament developed in three stages:
 - the life and teaching of Jesus
 - the oral tradition
 - the written books
- The Church, through the Magisterium, discerned which writings about Jesus were true and worthy of being included in Scripture.
- Sacred Scripture and Sacred Tradition—the process of passing on and interpreting the Gospel message—are both necessary sources for the truths of our salvation.
- The leaders of the early Church were called *episcopes*, Greek for “overseers”; we now refer to these leaders as bishops. The early Church leaders decided what writings to include in the New Testament.
- To be included in the New Testament, a book had to meet four criteria:
 - Apostolic—based on the teachings of the Apostles
 - Community acceptance—the community accepts the book as valid
 - Liturgical—used during early Christian liturgical celebrations, especially the Eucharist
 - Consistent—consistent with other Christian and Hebrew writings

Perceive**Step 6**

Help the students study the terms *Scripture*, *Deposit of Faith*, *episcopate*, *Sacred Tradition*, *Magisterium*, and *canon* by having them create visual symbols for these terms.

1. **Prepare** by gathering six sheets of poster board or newsprint and six sets of markers.
2. **Assign** the students to review the sidebar “The Criteria for Acceptance into the Canon” on page 33 in the student book.
3. **Begin** by reminding the students that some terms are essential to understanding the development of the New Testament and the early Church. Explain that they will need to know these terms as a foundation for the entire course. Write the following terms on the board:

- Scripture
- *episcopate*
- Magisterium
- Deposit of Faith
- Sacred Tradition
- canon

4. **Ask** the students to form groups of four or five, and assign each group one of the terms listed on the board. Distribute the art supplies. Ask the groups to define their assigned term, discuss its significance to what they have learned in the unit, and use the art supplies to create a visual symbol to help the class understand and remember this term. Allow 15 minutes for the groups to work.
5. **Invite** each group to present its term to the class. Each group should provide the term's definition and then present and explain the symbol it developed to help the class remember the term and its meaning. Be sure to highlight any points that you think a group overlooked. Then hang the posters around the classroom for the students to refer back to throughout the unit.



Article
7

Explain

Empathize

Step 7

Invite the students to examine examples of persecution today to better understand the persecution of early Christians in the Roman Empire.

1. **Prepare** for this learning experience by gathering some news stories (clipped from the newspaper or printed from the Web) that illustrate examples of persecution in contemporary times. Gather enough stories to have one for each group of four.
2. **Assign** the students to read article 7, "Persecutions and Progress," in the student book as preparation for this learning experience.
3. **Begin** by writing the word *persecution* on the board and circling it. Then invite the students to create a class mind map about persecution by brainstorming historical or current events, possible definitions, and associated ideas and images. Create a mind map of their thoughts as they brainstorm. Then tell the students that today they will study some current examples of persecution around the world as a way to glimpse what it might have been like to be persecuted as an early Christian.

Teacher Note

Be sure to find examples from a variety of situations around the world—not just religious ones. For example, look for stories about persecution based on tribal affiliation, political philosophy, proximity to valuable natural resources, and so on. Try to avoid contentious current issues in American politics, which may derail the discussion. Links to suggested topics are available at smp.org/LivinginChrist.

4. **Ask** the students to form groups of four, and hand out one news story to each group. Invite the groups to review their assigned article and to analyze how it depicts an example of persecution in the modern world. Ask the groups to designate a group recorder to take notes, as well as a group reporter. Allow 15 minutes for the groups to work.
5. **Invite** the reporter for each group to summarize the group's article and then explain how it depicts persecution in the modern world. Allow the other students to ask questions after each group reports. After all the groups have presented, invite the students to name other examples of persecution they have heard about, witnessed, or experienced in their lifetimes. Use the following questions to foster discussion:
 - ▶ Think about the examples of persecution we have discussed today. What are some reasons used to persecute people in these situations?
 - ▶ How would you react if you or your family were persecuted for belonging to a specific tribe? Or for disagreeing with local or national leaders?
 - ▶ Now consider the persecution of the early Christians in the Roman Empire. How would you react if you or your family were persecuted for what you believe in?
 - ▶ How would life be different if we did not have the freedom to practice our faith openly?
6. **Highlight** the following information from article 7, "Persecutions and Progress," in the student book:
 - ▶ The Romans had a religious and governmental system that required the worship of many gods, one of whom was their emperor.
 - ▶ The Christians refused to give offerings to the Roman gods and to worship the emperor. Their monotheistic faith came to be seen as a threat to the current order. They were reviled and persecuted, and they became a target for blame during times of upheaval in the empire. They were even blamed for natural disasters and epidemics.
 - ▶ In AD 64 Nero accused Christians of starting the fire that burned down the city of Rome. This launched a persecution of Christians that took the lives of many, including Saint Peter. Nero was also responsible for Saint Paul's execution by beheading. He often used Christian deaths by torture as entertainment.
 - ▶ By the command of several Roman emperors—especially Nero, Diocletian, Decius, and Domitian—many Christians suffered horrible deaths for no reason other than their belief in Jesus as the Messiah.
 - ▶ In this period of persecution, Christianity was punishable by death if discovered. Many Christians died for their faith rather than deny their belief in Jesus Christ. This is called *martyrdom*.

- In spite of the widespread persecution of Christians, the Church expanded and thrived in this period. The example of so many who were willing to sacrifice their lives rather than denounce their faith showed others the powerful truth in the Christian faith.
- Christians also stood out because of their extraordinary care and love for others and the basic goodness of their way of life.

7. Conclude by pointing out that even the terror of persecution could not prevent the Gospel message and the early Church's way of life from spreading throughout the lands around the Mediterranean.



Article
8

Perceive

Interpret

Step 8

Ask the students to imagine they are a Christian in the early Church and to write an essay that describes what their faith and worship life are like.

- 1. Assign** the students to read article 8, “Early Christian Worship,” in the student books as preparation for this learning experience.
- 2. Begin** by asking the students to pretend they are early Christians. Invite them to imagine that someone who is not a member of the early Christian community is curious about their faith and worship practices. Ask the students to spend the first part of class writing an essay of two or three paragraphs from this perspective as a member of the early Church, describing their faith and worship to this interested individual. Remind the students to use the student book as a resource. Allow 20 to 30 minutes for the students to write.
- 3. Invite** volunteers to read their essays, allowing the other students to ask questions or comment on explanations they find most effective. Then discuss with the students what it might have been like to live and worship during the early days of the Church.
- 4. Conclude** by asking the students to write a second reflection, this time from the perspective of the recipient of their original letters:
 - Now imagine you are the non-Christian recipient of the letter you wrote. What does the letter help you understand about the Christian faith? How do you feel after reading the letter?

Teacher Note

To inspire the students to think in the mindset of an early Christian, play some recordings of music that dates back to the time of Jesus as inspiration. See smp.org/LivinginChrist for music suggestions.



Article
9

Perceive

Interpret

Step 9

Engage the students in reading and interpreting early Christian apologetic writing.

1. **Prepare** by providing computers or tablets with Internet access, at least one for each group of four. Alternatively, prepare a handout with the text of Saint Ignatius of Antioch's letter to the Romans; a link to one version in the public domain is available at smp.org/LivinginChrist. Download and print the handout "Characteristics of Apologetics" (Document #: TX002916), one for each student. Gather several copies of dictionaries for the students to consult during this learning experience.

Teacher Note

You may instead assign the students to read Saint Ignatius's letter to the Romans outside class. Be sure to provide the students with the link to the letter to read online at home, or distribute the handout of the letter that you have prepared.

2. **Assign** the students to read article 9, "The Early Apologists," in the student book as preparation for this learning experience.
3. **Begin** by observing that reading about history can be like looking through a window covered by blinds. In contrast, explain that reading an original source from a historical period is like raising the blinds to look directly through the window. Affirm that reading original writings is therefore an important part of studying history, and tell the students that today they will read a sample of early Christian apologist writing—namely, Saint Ignatius of Antioch's letter to the Romans.
4. **Ask** the students to form groups of four. If the students will read Ignatius's letter online, write the link on the board; otherwise, distribute the handout you have prepared. Provide each student with a copy of the handout "Characteristics of Apologetics" (Document #: TX002916). Have the students read Ignatius's letter quietly in their groups and then work to answer the questions on the handout. Direct the students' attention to the dictionaries you have provided, and encourage them to look up any words they do not understand. Allow 30 to 40 minutes for the students to read the letter and complete the handout.
5. **Review** the questions on the handout one by one, inviting the groups to report their answers to each question. Engage the students in a large-group discussion about the role of apologists and apologetic writing in the Church, and review the characteristics that make a particular writing apologetic.



Article
10

Reflect**Step 10**

Invite the students to research a modern organization and compare its structure and leadership model to the Church's organization and hierarchy.

- 1. Prepare** by providing computers or tablets with Internet access, at least one for each group of four. Also gather sheets of poster board or newsprint and sets of markers, one of each for each group of four, and write the following questions on the board:
 - Who is in charge?
 - Who makes major decisions?
 - Who is responsible if something goes wrong?
 - Who decides on policies and rules?
- 2. Assign** the students to read article 10, "Authority in the Church," in the student book as preparation for this learning experience.
- 3. Begin** by asking the students to brainstorm reasons why any group needs leadership and structure—whether the group is a student council, organization, or athletic team. Highlight answers suggesting that groups need leadership and structure so they can function effectively and carry out their mission or work. Tell the students that today they will research the leadership and structure of a modern organization.
- 4. Ask** the students to form groups of four. Instruct each group to brainstorm and select an organization with which they are already familiar, such as Girl Scouts or Boy Scouts, a sports team, a well-known company in your community, a hospital, or a Church organization such as Catholic Relief Services. Have the groups research the organization on the Internet, specifically taking notes to answer the four questions you wrote on the board. Allow 15 to 20 minutes for the groups to choose and research an organization. Circulate to offer suggestions to any groups having a difficult time deciding on an organization to research.
- 5. Distribute** the art supplies, and ask each group to create a chart to illustrate the leadership and structure of the organization it is researching. Ask each group to also write or summarize the organization's mission at the top of the poster. Allow the groups 10 to 15 minutes to create their posters.

Teacher Note

Links to suggestions for conducting and evaluating online research activities with students are available at smp.org/LivinginChrist.

6. **Invite** each group to present its research to the class. Have each group tell the class which organization it chose to research, briefly summarize the organization's mission, and present its chart of the organization's leadership and structure. After all the groups have presented, lead a discussion of what these organizations have in common and why an organizational structure and leader is necessary to accomplish their missions. Discuss what might happen to these organizations if they had no structure in place.
7. **Ask** the students to recall what they know about the roles of bishops, priests, and deacons in the modern Church. Have the students create three columns in their notes, labeled "Bishops," "Priests," and "Deacons." Give the students 5 minutes to write down everything they know about these three roles in the Church. Then create these three columns on the board with the same labels. Invite volunteers to share what they wrote in each column while you record their answers on the board. Ask the students to expand their notes when they hear something new from a classmate. If you think any important feature of these ordained ministries is overlooked, be sure to share it. In addition, be sure to clarify any misconceptions about the roles of bishop, priest, and deacon.
8. **Invite** the students to create a chart on the board depicting the Church's structure, similar to the charts the groups created for their organizations. The chart should include the Pope and the bishops, as well as priests and deacons. Conclude by asking the students to consider why a centralized structure and hierarchy are necessary to carry out the Church's work. Invite the students to discuss how this structure allows the Church to fulfill her mission to share the Good News of salvation throughout the world.



Article
11

Perceive

Step 11

Present information on the role of Constantine in the early Church and the resulting changes in the Church's worship.

1. **Prepare** by downloading the PowerPoint presentation "Early Christian Worship in the West and East" (Document #: TX002919) and arranging to use an LCD projector in your classroom.
2. **Assign** the students to read article 11, "Constantine and the *Edict of Milan*," in the student book as preparation for this learning experience.
3. **Begin** by leading the students in a discussion about Constantine.
 - Who was Constantine?
 - What was his role in Church history? What did he accomplish?

- In what specific ways did Constantine's decisions affect the growth and development of the Church?

Ensure that the discussion reinforces the following key points:

- Constantine converted after he had a dream advising him to carry the Chi-Rho, the symbol combining the first two letters of Christ's name, into battle against a rival emperor. He did as instructed and won the battle, becoming emperor of the Western Empire.
- Constantine, along with Licinius, his counterpart from the Eastern Empire, issued the *Edict of Milan* to proclaim religious toleration throughout the empire. This edict ended centuries of persecution of Christians.
- Constantine also granted Christians new privileges. He exempted clergy from paying taxes, returned property that had been confiscated from Christians, and commissioned new churches to be built throughout the empire.

4. Introduce Constantine's effect on the early Church's worship in these or similar words:

- The legalization of Christianity had a profound effect on the way Christians gathered for worship. After centuries of having to gather and worship in secret, they were now able to gather publicly. Instead of gathering secretly in private homes, Christians now began building basilicas where they could gather for Mass and for the celebration of the Sacraments
- Greater changes to the early Church's worship practices occurred when Constantine moved the seat of government out of Rome to Byzantium, which he renamed Constantinople.

Now present the PowerPoint presentation "Early Christian Worship in the West and East" (Document #: TX002919).

5. Conclude by having the students write a one-page essay comparing and contrasting Constantine and Saint Paul in terms of their conversion experiences and their impact on the early Church, particularly how their leadership and influence helped the Church flourish.

Teacher Note

You may want to remind the students that they studied Saint Paul's conversion and his influence on the Church in article 4, "The Conversion of Saint Paul," and in article 5, "The Significance of Saints Peter and Paul," in the student book.

Understand

Step 12

Conduct a stand-up quiz to assess the students' understanding.

Teacher Note

This type of assessment allows for a deeper level of understanding and review of the unit's content. The goal is for you to gauge what material the students have retained and for the students to review the material by hearing the information their classmates share. This is an easy task for most of the students and provides you with an opportunity to correct and expand on the knowledge the students share. It is important not to embarrass a student who does not have information to share. Simply allow that student to either sit down or have more time to think.

1. **Prepare** by providing a review of the material in advance and letting the students know they will have a stand-up quiz during the next class. Print the names of the students in the class on separate slips of paper and place these in a bowl or hat.
2. **Ask** all the students to stand up on the day of the quiz. Randomly call on students by pulling their names from the bowl or hat. Invite each student to share one factual item he or she has learned from this unit. Emphasize that the students must also explain a cause-and-effect relationship in the item they name. For example, "Because of geographic distance and cultural differences, different worship practices developed in the church in the East and West"; or "Because their faith in one God was seen as a threat to the order of the Roman Empire, Christians were persecuted." Students may not repeat what other students have already said. Instruct each student to sit down after he or she has shared. Continue until every student has had a chance to share some knowledge.

Understand

Step 13

Make sure the students are all on track with their final performance tasks, if you have assigned them.

If possible, devote 50 to 60 minutes for the students to ask questions about the tasks and to work individually or in their small groups.

1. **Remind** the students to bring to class any work they have already prepared so that they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts "Final Performance Task Options for Unit 1" (Document #: TX002912) and "Rubric for Final Performance Tasks for Unit 1" (Document #: TX002913). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.

- 2. Provide** some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the project.

Reflect**Step 14**

Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding of the growth and spread of the Church in the early centuries has developed throughout the unit.

- 1. Prepare** for this learning experience by downloading and printing the hand-out “Learning about Learning” (Document #: TX001159; see Appendix 1), one for each student.
- 2. Distribute** the handout and give the students about 15 minutes to answer the questions quietly.
- 3. Invite** the students to share any reflections they have about the content they learned as well as their insights into the way they learned.