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THE  
Catholic Youth Bible

# OLD TESTAMENT TEACHER GUIDE

For Use with NABRE and NRSV Translations

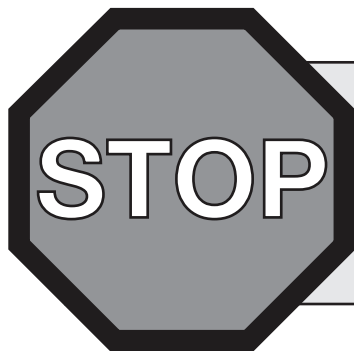
**PRAY IT  
STUDY IT  
LIVE IT®**

Vanessa Sibley Mudd

# ***The Catholic Youth Bible***<sup>®</sup>

TEACHER GUIDE

## **Old Testament**



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# ***The Catholic Youth Bible***<sup>®</sup>

TEACHER GUIDE

## **Old Testament**

***The Catholic Youth Bible***<sup>®</sup> Teacher Guide: New Testament

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Vanessa Sibley Mudd



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The publishing team included Gloria Shahin, editorial director; Steven McGlaun, editorial project manager; Kathleen Glavich and Virginia Halbur, editors; prepress and manufacturing coordinated by the production departments of Saint Mary's Press.

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# Introduction to *The Catholic Youth Bible*® Teacher Guide: Old Testament

This teacher guide has been developed in response to the expressed needs of those wishing to use the *The Catholic Youth Bible*® (CYB) as the core text for a Scripture course. Utilizing the material within the CYB, this guide provides engaging, meaningful, and well-designed lesson plans and learning experiences that have been developed with the needs and everyday realities of modern youth in mind. The units of this guide unpack the books of the Old Testament in a way that helps the students understand the context of the books, encounter God's Revelation in words of Scripture, and apply the insights discovered to their own lives.

After this semester-long course, the students will understand core concepts of the Old Testament and will be better prepared to enter into further study of Scripture and Catholic teachings. This guide, combined with the experience and expertise of the teacher, serves as a road map to a successful and exciting overview course of the Old Testament.

## The Teacher Guide Format

This teacher guide has a different look and feel from traditional high school theology teaching manuals.

- **The teacher guide provides you with ideas about how to teach with the CYB as well as other resources and additional handouts.** 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 teacher guide invites you as teacher to develop your abilities to facilitate learning.** This guide asks you to become an expert about your own students, discern how they learn best, and then lead them to understand the main concepts in a way that speaks to their lived experiences and the issues of the day.
- **The teacher guide provides learning experiences that invite the students to be more engaged in their own learning.** The outline of this material encourages 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 approaches will enable the students to consider the most important concepts in the course at a deeper level.

## Using *The Catholic Youth Bible*®

Within eight units, this teacher guide uses all of the major groupings of content found in the Old Testament. The course opens with an introductory unit on understanding Scripture, followed by seven units exploring the books of the Old Testament. The eight units are as follows:

- Unit 1: Introduction to Scripture
- Unit 2: Genesis
- Unit 3: The Books of Law: Exodus, Deuteronomy, Numbers, and Leviticus
- Unit 4: Historical Books I: Joshua and Judges
- Unit 5: Historical Books II: First and Second Samuel, First and Second Kings
- Unit 6: Prophets
- Unit 7: Wisdom: Proverbs, Ecclesiastes, and Wisdom
- Unit 8: Poetry: Psalms and Song of Songs

## 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 *CYB* and to additional handouts that are provided within this guide.

The path for each unit has the goal of leading all the students to comprehend four “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 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 Scripture passages used
- a list of vocabulary that comes from the *CYB* 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 have 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 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 1 are:

- The canon is a compilation of sacred writings called Scripture that reveal the relationship between God and God's people called salvation history.
- The various people, accounts, and events of the Bible each enrich our understanding of salvation history, which culminates in Jesus Christ.
- With the guidance of the Holy Spirit, the inspired authors of Scripture communicate divine truth and meaning in human terms.
- In order to understand God's Revelation and apply it to our lives, we must follow good principles of interpretation by examining the contexts in which the Scriptures were written.

The handout "Final Performance Task Options for Unit 1" (Document #: TX001624) 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 the students demonstrate their understanding of inspiration, revelation, canon of Scripture, and the various contexts in which Scripture was written through the creation of a fictional newspaper article describing the discovery of a scriptural text. The second final performance task option has the students illustrate the effect of perspective on scriptural interpretation by creating two visual images based on one Bible passage. The third final performance task option has the students demonstrate their understanding of the key concepts of the unit by composing a creative journal entry from the perspective of a person involved in one of the biblical events highlighted in the unit. Though a quiz or test might directly ask what the concepts mean, the performance tasks provide another way to get a picture of what the students do and do not understand.

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 “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 four 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 the *CYB* and corresponding hand-outs. Often the teacher guide addresses the content in the *CYB* early in the unit and then asks the students to uncover a deeper meaning with various learning experiences throughout.

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](http://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 #: TX001930; see Appendix) 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

Each unit includes various handouts to support the learning experiences detailed throughout the lesson. These handouts can be photocopied as necessary for use in the classroom.

## Appendix

The teacher guide has one appendix. In this appendix you will find several resources to complement the learning process and help you most effectively use the materials presented in this guide.

## Thank You

We thank you for putting your confidence in us by utilizing this resource. 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 resource, and we value your knowledge and expertise. You may e-mail us at [catholicyouthbible@smp.org](mailto:catholicyouthbible@smp.org) to offer your feedback.

# Unit 1

# Introduction to Scripture

## Overview

This unit introduces Scripture to the students and provides them with the biblical literacy skills to read, interpret, and understand Scripture within the context in which it was written. The biblical literacy skills include how to navigate the Bible in book, chapter, and verse; understand the big picture of salvation history; and utilize tools for interpreting Scripture.

## Key Understandings and Questions

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

- The canon is a compilation of sacred writings, called Scripture, that reveal the relationship between God and God's people called salvation history.
- The various people, accounts, and events of the Bible each enrich our understanding of salvation history, which culminates in Jesus Christ.
- With the guidance of the Holy Spirit, the inspired authors of Scripture communicate divine truth and meaning in human terms.
- In order to understand God's Revelation and apply it to our lives, we must follow good principles of interpretation by examining the contexts in which the Scriptures were written.

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

- How do I read and understand the Scriptures?
- What are some key events or periods in salvation history?
- Why is understanding the contexts in which the Scriptures were written important?
- What questions do I need to ask when trying to understand and apply the Scriptures to my life?

## 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 #: TX001624)
- handout "Rubric for Final Performance Tasks for Unit 1" (Document #: TX001625)
- handout "Unit 1 Test" (Document #: TX001631)

## 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 begin their study of Scripture by obtaining biblical literacy skills. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.

**Step 1:** Preassess the students' understanding of the Bible with a mind map exercise.

Reflect

**Step 2:** Follow this assessment by presenting to the students the handouts "Final Performance Task Options for Unit 1" (Document #: TX001624) and "Rubric for Final Performance Tasks for Unit 1" (Document #: TX001625).

Understand

**Step 3:** Introduce the vocabulary used in this unit.

Explain

**Step 4:** Present skills for navigating the Bible through a biblical scavenger hunt.

Apply

**Step 5:** Review the definitions of *inspiration* and *revelation* and reflect on examples of each.

Perceive

**Step 6:** Research various events and periods in the Scriptures to gain a historical perspective of when different books of the Bible were written and an overview of salvation history.

Perceive

**Step 7:** Introduce the students to the different contexts or lenses through which to interpret and understand God's Revelation in the Scriptures.

Explain

**Step 8:** Guide the students in exploring and applying seven questions for interpreting the Bible.

Explain

Apply

**Step 9:** Make sure the students are all on track with their final performance tasks, if you have assigned them.

Understand

**Step 10:** Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

Reflect

## Scripture Passages

The Scripture passages featured in this unit are as follows:

- Genesis 12:1–9 (the call of Abraham)
- Genesis 15:1–6 (God’s Covenant with Abraham)
- Genesis 28:12–19 (Jacob’s dream at Bethel)
- Genesis 46:1–7 (Jacob’s children settle in Egypt)
- Exodus 3:4–22 (the call of Moses)
- Exodus 12:1–13,37–42 (the Passover and Exodus from Egypt)
- Exodus 14:10–22 (Moses parts the Red Sea)
- Exodus 29:10–21 (ordination sacrifice)
- Joshua 1:1–11 (the conquest of Canaan)
- 1 Samuel 3:1–10 (the call of Samuel)
- 1 Samuel 8:10–22 (warnings about the king)
- 1 Samuel 9:15–16 (God’s revelation to anoint Saul)
- 2 Samuel 7:8–16 (the throne of David)
- 2 Kings 17:19–23 (Israel sins)
- 2 Kings 22:1—23:25 (the Torah is rediscovered, covenantal recommitment)
- 2 Kings 25:1–21 (the Babylonian invasion, start of Exile)
- Ezra 1:1–11 (the end of captivity, return to Jerusalem)
- Psalm 23:1–6 (“The Lord is my Shepherd.”)
- Isaiah 7:1–14 (the birth of Immanuel)
- Jeremiah 1:1–19 (the call of Jeremiah)
- Matthew 1:1–25 (the genealogy of Jesus, fulfillment of prophecy)
- Matthew 27:32–56 (the Crucifixion of Jesus)
- Mark 15:21–41 (the Crucifixion of Jesus)
- Luke 2:1–5 (the Roman census)
- Luke 23:26–29 (the Crucifixion of Jesus)
- John 19:16–37 (the Crucifixion of Jesus)
- Acts of the Apostles 9:1–30 (Saul’s conversion)

## Vocabulary

*The Catholic Youth Bible*® (CYB) 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, make copies of the handouts “Vocabulary for Unit 1: Blank” (Document #: TX001627) and “Vocabulary for Unit 1: Defined” (Document #: TX001628), one of each for each student.

Bible	Pentateuch
biblical interpretation	revelation
canon of Scripture	salvation history
genre	Scriptures
historical context	testament
inspiration	Torah



# Learning Experiences

Reflect

## Step 1

**Preassess the students' understanding of the Bible with a mind map exercise.**

### Teacher Note

Prepare for this introduction by reviewing the essential vocabulary list for this unit. See the handout "Vocabulary for Unit 1: Defined" (Document #: TX001628).

1. **Make** copies of the handout "Mind Map: Bible Brainstorming" (Document #: TX001626), one for each student.
2. **Introduce** the unit by explaining the following to the students:
  - To begin our study of the Bible, we will identify terms and concepts that are associated with the Scriptures.
  - Take a moment to reflect on the following questions: What is the Bible? How do I read it? What information does it contain?
  - You will use the answers to these questions to help you fill out the mind map.
3. **Distribute** the mind map handout and pens or pencils, one of each to each student. Then ask the students to consider the following questions:
  - What does the term *Bible*, in the center circle, mean to you?
  - What other terms does it make you think of?

Allow 10 minutes for the students to individually fill in their mind maps with words and concepts they associate with the Bible.
4. **Draw** a large-scale version of the mind map on the board while the students are working on their individual maps. Fill in only the center circle.
5. **Request** the students to volunteer their ideas and fill in the mind map that you have drawn on the board with their answers after their 10 minutes of individual work. If a student refers to a term from the unit vocabulary list, underline it on the map.
6. **Allow** 10 to 15 minutes of class collaboration on the large map. Then ask the students to individually write, on the back of their maps, two or three questions that they have about the Bible.
7. **Open** the floor to the students for asking questions and discussing. Allow other students to answer questions that are posed. Make a master list of questions on the board.
8. **Highlight** key questions pertaining to the unit. Point out that asking questions and assessing our knowledge of the Bible is an important place to begin an examination of Scripture.
9. **Conclude** by asking the students to turn to "Reading and Studying the Bible," on page C1 in the *CYB*, and review the page together.

## Step 2

Understand

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX001624) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001625).

This unit provides you with three ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a newspaper article, creating an artistic interpretation of a biblical passage, or composing a creative journal entry written by a biblical person involved in an event from salvation history. Refer to the handouts “Using Final Performance Tasks to Assess Understanding” (Document #: TX001924; see Appendix) and “Using Rubrics to Assess Work” (Document #: TX001925; see Appendix) for background information.

1. **Prepare** by making copies of the handouts “Final Performance Task Options for Unit 1” (Document #: TX001624) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001625), 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. This allows the students to concretely understand what you are looking for in the final project and to comprehend the directions in full. You may refer to successful examples of past projects that are on display in the classroom.
4. **Explain** the types of tools and knowledge the students will gain throughout the unit, such as interpretative perspective, historical understanding, and reflection on inspiration and revelation, so they can successfully complete the final performance task.
5. **Help** the students to establish a work timeline by announcing the due date for the final performance task and illustrating on a calendar the unit breakdown so they may begin preparing their project prior to the in-class workday.
6. **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 to show you that they understand *canon*, *inspiration*, *interpretation*, *revelation*, and *testament*.



### Teacher Note

You may wish to require that the students vary their final performance tasks throughout the course. For example, you may require that the students complete at least two individual and two partner or group final performance tasks, or that they fulfill a number of each per category: artistic, analytical, group and individual, or other categories you have assigned such as written, multimedia, or artistic. If you have these requirements, share them with the students now so they can choose their final performance tasks appropriately.

## Explain

## Step 3

### Introduce the vocabulary used in this unit.

1. **Prepare** by making copies of the handouts “Vocabulary for Unit 1: Blank” (Document #: TX001627) and “Vocabulary for Unit 1: Defined” (Document #: TX001628), one of each for each student.
2. **Create** a large visual of the vocabulary list for class time use. You may choose to write the vocabulary words and definitions on a sheet of newsprint or create a PowerPoint presentation of them. The visual will be used after the students have had a chance to research and create their own definitions for the terms. Resources that will be helpful for the students are the glossary located in the back of the *CYB*, Bible dictionaries, and other reference books containing biblical definitions.
3. **Distribute** the handouts “Vocabulary for Unit 1: Blank” (Document #: TX001627) at the start of class. Review the terms as a class to establish an accurate and helpful list of definitions that will aid the students’ study of the Scriptures throughout the unit and semester. (Hold on to the defined list until after the students have made their own investigation of the vocabulary terms.)
4. **Assign** three or four vocabulary terms per student, or allow the students to work in pairs. Instruct the students to use their Bibles, dictionaries, and other reference materials to identify and define as many terms as they can. Ask them to write down the location of the definition in their notes (i.e., *canon of Scripture* is defined in the glossary within the Study Aids section in the back of the *CYB*).
5. **Allow** the students enough time to work individually or in pairs, as well as enough class time to review the definitions collectively. When you notice the students’ have fulfilled their task, or when half of the class period has passed, gather the students back together as a large group.
6. **Use** the visual you created to review vocabulary definitions. Be sure to highlight the location of the terms and definitions found by the students. Review each definition for accuracy and relevance to the study of the Scriptures. Invite the students to highlight or underline each term and definition in the Bible, if it is located there, and to make additions to their notes.
7. **Conclude** by distributing the handouts “Vocabulary for Unit 1: Defined” (Document #: TX001628). Encourage the students to store this list with the list of terms they defined together, as they will refer to them throughout the unit and semester.
8. **Ask** the students to write a paragraph examining one or more vocabulary terms from the list. This may be a take-home or in-class assignment and will allow the students to further investigate and apply their understanding of the essential vocabulary for this unit.

 **Teacher Note**

This exercise encourages the students to familiarize themselves with the essential vocabulary of the unit. Withholding the list of defined vocabulary words allows the students to investigate the terms on their own and, therefore, gain a better understanding based on their discoveries than with rote memorization.

## Step 4



### Present skills for navigating the Bible through a biblical scavenger hunt.

The students will learn how to search by book, chapter, and verse in order to find specific Scripture passages. The students will also learn how to utilize the table of contents and reference material in the back of the Bible for finding specific information in or about the Bible.

1. **Prepare** by writing the following passages, people, and events on the board prior to the students' arrival. These will provide the basis for the students' scavenger hunt of the Bible, to find the location of reference material as well as learn how to locate Scripture passages.

- Gn 1:3
- 2 Thes 3:1–2
- Mt 16:24
- The Way and the Truth and the Life
- Isaiah
- The Lord's Prayer

Feel free to list additional passages, topics, people, and books of the Bible to encourage the students to become familiar with how to locate material.

2. **Instruct** the students to find the Scripture passages, books, or topics listed on the board in their Bibles and write down the page numbers where they find them. Review "Navigating *The Catholic Youth Bible*," on page 11, if the students are not familiar with how to look up a passage by finding the book, chapter, and verse.
3. **Request** volunteers (or the winners) to explain the following when the students have completed their search:
  - Where did you find the Scripture passage, book, or topic?
  - How did you find the book, chapter, and verse for each of the Scripture passages, or how did you locate the person, event, or topic?
  - Did you use any of the reference materials? Which ones?

If the students are not able to explain how they located the passage, or if they say they "just flipped through the pages," then instruct them on how to navigate the Bible to locate the material. Encourage the students to turn to the location of each passage as you review them with the class.

4. **Conclude** by explaining the following:
  - These reference materials are essential in helping us to locate, read, and understand the Scriptures.



#### Teacher Note

You could choose to make this a "competitive" exercise by dividing the students into teams and having the teams race one another to locate the Scripture passages in the Bible. The team with the most speed and accuracy wins. Provide a dangling carrot, such as a homework pass or other incentive, for the winners of the contest.

- When you are trying to locate, define, or understand various terms, people, or topics in the Bible, turn to the back of the CYB to the “Where Do I Find It?” section, where you will find a list of indexes, and the “Study Aids” section (p. 1765), which contains a glossary and other resource materials.

## Perceive

**Step 5****Review the definitions for *inspiration* and *revelation* and reflect on examples of each.** **Teacher Note**

You may choose to have the students designate a separate smaller notebook for a scriptural reflection journal to record their thoughts, questions, reflections, and prayers throughout the year. All journaling and reflection step tasks should be recorded in these notebooks.

Reflecting on the definitions for *inspiration* and *revelation* from the vocabulary list in this unit will help the students to apply these concepts to their own lives and to understand the role of inspiration and revelation in salvation history and the formation of Scripture.

1. **Prepare** by asking the students to bring to class their Bibles and their copies of the handout “Vocabulary for Unit 1: Defined” (Document #: TX001628).
2. **Review** the definitions for *inspiration* and *revelation* at the start of class. After reading the definitions from the vocabulary sheet, invite the students to rewrite the definitions in their own words and to apply them to situations in their own lives.

Present the following ideas with the vocabulary terms to guide the students’ understanding:

- When thinking about the word *revelation*, ask yourself: What do I know about God in my life? When I look back at difficult times and learning experiences in my life, where do I see God at work teaching me through these experiences?
  - When thinking about the word *inspiration*, ask yourself: When a thought, question, or idea pops into my head, gives me perspective and changes the way I see myself and the world, and motivates me to act on it, where does this come from? How does it happen?
3. **Allow** the students time to write examples of inspiration and revelation in their lives in their reflection journals.
  4. **Write** the following passages on the board:
    - Genesis 15:1–6 (God’s Covenant with Abraham)
    - Genesis 28:12–21 (Jacob’s dream at Bethel)
    - Exodus 3:4–22 (the call of Moses)
    - Jeremiah 1:1–19 (the call of Jeremiah)
  5. **Ask** for four volunteers to read the passages. Then explain how the vocabulary terms are “at work” in the Scriptures and share the following:
    - These passages illustrate how God has revealed himself and inspired individuals throughout salvation history.

- In all of these passages, the individual has received a message from God that changes his perception of himself, his relationship with others, and invites or reinforces his commitment to God.
  - The events where God interacts with humanity is called salvation history.
  - These events illustrate the lessons revealed to individuals like Abraham, Jacob, and Moses as they were inspired by God.
6. **Conclude** by discussing the passages and encourage the students to read “Core Catholic Teachings on Reason and Revelation” and “Core Catholic Understandings on Biblical Inspiration and Interpretation,” on pages C2 and C8.

## Step 6

**Research various events and periods in the Scriptures to gain a historical perspective of when different books of the Bible were written and an overview of salvation history.**

1. **Prepare** for this step by reserving library or computer lab time so the students have access to reference books or computers to aid their research. Make copies of the handout “Biblical Timeline Quest” (Document #: TX001630), one for each student, and refer to the “Biblical Timeline Quest Answer Key” (Document #: TX001629) to review the material with the students at the end of the learning experience.
2. **Provide** the students with a full class period to investigate the events listed on the handout “Biblical Timeline Quest” (Document #: TX001630), but before the students begin the exercise, point them toward helpful reference books, including the *CYB*. Especially helpful are the timeline in the back and the “Overview of Salvation History” on pages C4–C5.
3. **Ask** a volunteer to share his or her analysis of each scriptural passage when the students’ charts are complete. Review the handout “Biblical Timeline Quest: Answer Key” (Document #: TX001629) to ensure all the necessary material is covered.
4. **Ask** the students to review the definition of *Bible* on their vocabulary sheet. Read, or ask a volunteer to read, the definition aloud and then offer the following explanation:
  - As the definition states, the Bible records the events of salvation history and tells the story of the loving relationship between God and humankind.
  - This relationship is based on a commitment by God and his Chosen People, called a Covenant.
  - Each of the events you researched are pivotal moments in salvation history when God revealed himself or inspired humanity to commit or recommit to the Covenant.

Perceive

### Teacher Note

This chart will provide the students with a historical perspective of Scripture as well as provide the basis for inspiration and revelation. Be present to the students during this step. Check their findings periodically to ensure they are on the right track in establishing an understanding of the events described in the passages provided.



- Periods of oppression and exile in salvation history were believed to be a result of humanity's failure to maintain its commitment to the Covenant as a result of sin.
  - This cycle of covenant promise, obedience, disobedience, and recommitment will be present in our study of the Old Testament.
5. **Conclude** by asking the students to store this chart for later reference. This essential handout will aid in their interpretation of the Scriptures and their understanding of the historical influence on the writings.


 Explain

## Step 7

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### Introduce the students to the different contexts or lenses through which to interpret and understand God's Revelation in the Scriptures.

1. **Direct** the students to read "Understanding God's Revelation," on pages C6–C7. Before they begin reading, provide the following directions:
  - While you read, take notes on the six lenses through which we read and interpret the Scriptures, emphasizing the main characteristics of each context.
  - If there are any terms in the paragraph that you do not understand, look them up in the glossary within the Study Aids section in the back of the CYB.
2. **Allow** the students sufficient time to carefully read the pages and take notes. When they have finished, review the contexts together and explain the following about each:

#### Historical Context:

- Whenever we read a document, it is important to consider when in history the author was writing. This allows us to understand what the author does and does not yet know, and what events the author has experienced or is reflecting upon in his writing.

**Illustrate** this by asking a student to read 2 Kings 17:19–23 (Israel sins) and point out the following:

- The Books of First and Second Kings were written during the period of exile when the people of Israel were trying to understand why God would abandon them and disregard his covenant promise. God had kept his promise and gave them a homeland in Canaan, so why would he allow them to be invaded and exiled?
- In order to understand the meaning of this event in salvation history, First and Second Kings cataloged the disobedience of the kings and the people of Israel and Judah, condemning their behavior as the reason for Israel's exile from the Promised Land.

#### Literary Context:

- As the paragraph notes, the Bible is "more like a library than a one-volume book." It contains many books, written at different

times in history and contains many different genres or types of writing.

- As a result, these books cannot all be read in the same way but must be interpreted according to the characteristics of their individual literary style.
- 3. Assign** the students to read the following passages and point out the various literary genres after they read each one:
- Exodus 14:10–22 (Moses parts the Red Sea)
    - The writings about Moses use the hero story genre to record the Israelites' Exodus from Egypt.
  - Psalm 23:1–6 (“The Lord is my Shepherd.”)
    - The Psalms use the symbolic language of Hebrew poetry to express God’s love and care for his people.
  - 1 Samuel 3:1–10 (the call of Samuel)
    - The call of Samuel is an example of sacred history, a genre of writing that reveals God’s message and purpose in history.
  - Jeremiah 1:1–19 (the call of Jeremiah)
    - The call of Jeremiah is an example of prophecy—God’s message being delivered through a messenger chosen by God, a prophet.
    - The Bible also contains letters written by Saint Paul to some of the early Christian communities, as they try to understand and live by Jesus Christ’s life and messages. An example of the letter genre, called epistles, is Paul’s Letter to Philemon.



#### Teacher Note

Ask the students to take turns reading Paul’s Letter to Philemon, or do a dramatic reading of the letter.

#### Cultural Context:

- Culture—how we speak, the way we interact with others, the way we dress, and so on—influences the way we understand ourselves and others.
  - Imagine if an alien landed in your town and observed the way you dressed, spoke, and behaved. Things we do every day might seem odd to an alien, as would an alien’s behavior seem strange or different to us.
  - The language and customs presented in the Scriptures may seem similarly odd to us today, although they were perfectly normal at the time the Scriptures were written and read by the early Church communities.
- 4. Invite** a student to read aloud Exodus 29:10–21 (ordination sacrifice). Then make the following comments:
- The sacrifice of animals is not part of our ritual worship today, but it was part of the ancient Israelite worship of God. The animal was offered on behalf of the people to make atonement, restore holiness, cleanse an object for sacred purpose, and reconcile the people in their covenant relationship with God.
  - In this passage the bull is sacrificed to consecrate the meeting tent, the vestments (or priestly clothes), and the priests of Levi themselves.



**Unity of the Whole Scripture (Salvation History) Context:**

- As the article states, the Bible is more than just a collection of independent books.
- Although these books were written by different authors at different times, and need to be read and understood independently, there is a theme, or common idea, that holds them together—salvation history.
- Each book of the Bible illustrates God’s plan for the salvation of humanity based on the experience and perspective of the inspired author at a particular moment in salvation history.

**5. Illustrate** this point by asking for volunteers to read the following passages:

- 2 Samuel 7:8–16 (the throne of David)
- Isaiah 7:1–14 (the birth of Immanuel)
- Matthew 1:1–25 (the genealogy of Jesus)

**Share** the following:

- These passages refer to the promise, expectation, and birth of the Messiah as the fulfillment of salvation history. Many other books in the Bible illustrate this unfolding of salvation history as well.

**Living Tradition Context:**

- As stated in this section, “Not all God’s revealed truths are contained within the Bible.” For example, the Gospels tell us the following about Mary:
  - Luke 1:26–38 tells us that Mary accepted God’s will for her to become the mother of Jesus.
  - John 2:1–12 reveals that Mary supported Jesus’ ministry.
  - In John 19:17–30, we are told that Mary witnessed Jesus’ Crucifixion.
- However, there is more that we believe about Mary that is not contained in the Scriptures but that has been handed down through the generations.

**6. Instruct** the students to read the sidebar “Mary” near Is 7:14, and to write down what it says Catholic Tradition teaches us about Mary. Invite the students to share their answers. Make sure they include the following points:

- Mary was born without Original Sin.
- Her body was assumed into Heaven after her death.
- Mary was crowned Queen of Heaven.
- She is the Mother of the Church and spiritual Mother of all Christians.

**7. Point out** the following:

- The living Tradition of the Church recognizes that the Scriptures need to be interpreted within a community of faith and that the Holy Spirit continues to guide the Church as it comes to know all that God revealed through the life and teaching of Christ.

 **Teacher Note**

Have the students read “Core Catholic Teachings on the Scriptures and Tradition,” on page C3, for further explanation of the connection between Scripture and Tradition.