

# The New Testament

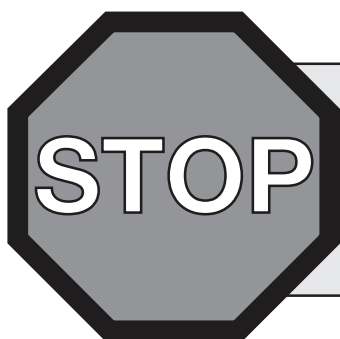
*The Good News of Jesus Christ*

## TEACHER GUIDE

*Living in Christ*

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To access the ancillary teaching resources for this course, go to [www.smp.org/LivingInChrist/TheNewTestament](http://www.smp.org/LivingInChrist/TheNewTestament)



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# Introducing the Living in Christ Series

*The New Testament: The Good News of Jesus Christ* is the 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. 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, 2008) 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](http://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](http://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](http://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.



At [smp.org/LivinginChrist](http://smp.org/LivinginChrist) you will also have access to an online test bank, which provides hundreds of questions for each course, beyond what is provided in the units. You can use test questions as they are presented or modify them for your students' learning needs.

## **Introducing *The New Testament: The Good News of Jesus Christ***

This course leads the students toward a deeper understanding of the New Testament and the Catholic approach to Scripture. The course starts by examining the relationship between the Old Testament and the New, as well as the essential role of Scripture in the life of the Christian community. The students then explore three exegetical methods in the Catholic approach to Scripture and the development of the New Testament canon. Subsequent units delve into the history, Christology, and ecclesiology of the books of the New Testament, beginning with the synoptic Gospels and the Gospel of John, and then exploring the Acts of the Apostles, the Pauline and Deutero-Pauline Letters, the Book of Revelation, and the later first-century epistles.

The course has eight units centered on eight important concepts about the New Testament. 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: Introduction to the New Testament
- Unit 2: A Catholic Approach to Scripture: Exegetical and Interpretive Methods
- Unit 3: The Development of the Gospels and the Writing of Mark
- Unit 4: The Gospels of Matthew and Luke
- Unit 5: The Gospel of John
- Unit 6: The Acts of the Apostles
- Unit 7: The Pauline and Deutero-Pauline Letters
- Unit 8: Late First-Century Writings

## 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](http://smp.org/LivinginChrist)), and other Internet resources.

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.

### 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](http://smp.org/LivinginChrist))
- a list of Scripture passages used
- 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**

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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.

Unit 1 offers a more comprehensive questionnaire to help you see where the students are coming from religiously and in terms of knowledge and belief. This preassessment will help you to make choices throughout the unit. Based on what you learn in your preassessment in unit 1, you may decide to spend more or less time on given topics.

### **Present the Final Performance Tasks to the Students**

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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 2 are:

- Various exegetical methods enable us to read and interpret Scripture contextually.
- Literary criticism enables us to analyze a scriptural text by examining its genre, plot, characters, and symbolism.
- Sociohistorical criticism enables us to understand the culture and world in which a scriptural text was written.
- Ideological criticism enables us to understand how our own worldview shapes our interpretation of Scripture.

The handout “Final Performance Task Options for Unit 2” (Document #: TX002217) 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 write a research paper on the Catholic approach to Scripture. The second asks them to develop a group presentation for a parish Bible study group using the three exegetical tools listed. 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 “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 student book articles, resources at [smp.org/LivinginChrist](http://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 [smp.org/LivinginChrist](http://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 a majority of 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**

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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**

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The handout “Learning about Learning” (Document #: TX001159; 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 to 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](http://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.

## **Appendix**

The teacher guide has one appendix. In this appendix you will find frequently used handouts, resources on teaching methods used in several units, and a semester-long project for the students. All of these are also available at [smp.org/LivinginChrist](http://smp.org/LivinginChrist) for downloading, customizing, and printing.

## 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.

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# Unit 1

# Introduction to the New Testament

## Overview

This unit, which lays the groundwork for this course's exploration of the New Testament, will enable students to integrate their prior Scripture study with new material regarding a Catholic approach to Scripture.

## Key Understandings and Questions

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

- The New Testament continues the story of God's loving relationship with humanity through the life of Jesus Christ and the early Church.
- Scripture and Tradition are the means by which Divine Revelation is transmitted.
- Scripture informs the doctrine of the Church.
- Scripture plays an essential role in the life of the Christian community.

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

- How does the New Testament continue the story of God's loving relationship with humanity?
- By what means is Divine Revelation transmitted?
- What is the relationship between Scripture and the doctrine of the Church?
- Why does Scripture play a significant role in the life of the Christian community?


## How Will You Know the Students Understand?

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

- handout "Final Performance Task Options for Unit 1" (Document #: TX002194)
- handout "Rubric for Final Performance Tasks for Unit 1" (Document #: TX002195)
- handout "Unit 1 Test" (Document #: TX002206)



## Student Book Articles

This unit draws on articles from *The New Testament: The Good News of Jesus Christ* 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 Word of God,” and are as follows:

- “Revelation and Inspiration” (article 1)
- “Covenants Old and New” (article 2)
- “An Overview of the New Testament Books” (article 3)
- “Jesus Christ, the Word of God” (article 8)
- “The Bible and the *Lectionary*” (article 9)
- “Scripture and the Eucharist” (article 10)

## 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 the New Testament. 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.

Explain

**Step 1:** Preassess what the students already know about the New Testament through the “Meet Me in the Middle” exercise.

Understand

**Step 2:** Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX002194) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002195).

Explain

Apply

**Step 3:** Review basic Old Testament themes, events, and characters as preparation for study of the New Testament.

Explain

Interpret

**Step 4:** Facilitate a close reading and discussion of Vatican Council II’s *Dogmatic Constitution on Divine Revelation (Dei Verbum)*.

Apply

Interpret

**Step 5:** Guide the students in identifying the levels of authority in Church teachings and in exploring the use of Scripture in sample ecclesial documents at each level.

Apply

Perceive

**Step 6:** Help the students to understand how the New Testament continues the story of God’s loving relationship with humanity by facilitating study of selected texts from the *Lectionary for Mass*.

Perceive

**Step 7:** Engage the students in reflecting on the ways in which regular contact with the Gospels, in the Sunday Eucharistic liturgy, plays an essential role in our individual and communal lives of faith.

Understand

**Step 8:** Guide and support the students in writing and delivering homilies that demonstrate their understanding of the essential role of Scripture in the life of the Christian community.

Understand

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

Perceive

Empathize

**Step 10:** Provide the students with an opportunity to engage in Scripture-based prayer through the Liturgy of the Hours.

Reflect

**Step 11:** 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](http://smp.org/LivinginChrist) for additional information about these and other theological concepts taught in this unit:

- “Events at the Second Vatican Council” (Document #: TX002186)
- “Why the Second Vatican Council Really Is That Important” (Document #: TX002188)

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

- “Using the Jigsaw Process” (Document #: TX001020)
- “Informal Assessments” (Document #: TX002189)
- “Paired Verbal Fluency” (Document #: TX002190)
- “Writing Workshop” (Document #: TX002191)

## Scripture Passages

Scripture is an important part of the Living in Christ series and is frequently used in the learning experiences for each unit. The Scripture passages featured in this unit are tied to the cycle of readings and are as follows:

- First Sunday of Advent, B:
  - Isaiah 63:16–17,19; 64:2–7
  - 1 Corinthians 1:3–9
  - Mark 13:33–37
- Third Sunday of the Year, A:
  - Isaiah 8:23–9:3
  - 1 Corinthians 1:1–13,17
  - Matthew 4:12–23
- Solemnity of Our Lord Jesus Christ, the King, C:
  - 2 Samuel 5:1–3
  - Colossians 1:12–20
  - Luke 23:35–43
- Sixth Sunday of the Year, B:
  - Leviticus 13:1–2,44–46
  - 1 Corinthians 10:31–11:1
  - Mark 1:40–45
- Eighth Sunday of the Year, C:
  - Sirach 27:4–7
  - 1 Corinthians 15:54–58
  - Luke 6:39–45
- Year A, Third through Seventh Sundays of the Year:
  - Matthew 4:12–23
  - Matthew 5:1–12
  - Matthew 5:13–16
  - Matthew 5:17–37
  - Matthew 5:38–48
- Year B, Third through Seventh Sundays of the Year:
  - Mark 1:14–20
  - Mark 1:21–28
  - Mark 1:29–39
  - Mark 1:40–45
  - Mark 2:1–12

- Year C, Third through Seventh Sundays of the Year:
  - Luke 1:1–4, 4, 14–21
  - Luke 4:21–30
  - Luke 5:1–11
  - Luke 6:17, 20–26
  - Luke 6:27–38
- Year A, Twentieth through Twenty-Fourth Sundays of the Year:
  - Matthew 15:21–28
  - Matthew 16:13–20
  - Matthew 16:21–27
  - Matthew 18:15–20
  - Matthew 18:21–25
- Year C, Twentieth through Twenty-Fourth Sundays of the Year:
  - Luke 12:49–53
  - Luke 13:22–30
  - Luke 14:1, 7–14
  - Luke 14:25–33
  - Luke 15:1–32

## 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 #: TX002196), one for each student.

.....

Bible	Gentile
biblical inerrancy	incarnate, Incarnation
biblical inspiration	<i>Lectio</i>
Church	liturgical year
codices	Liturgy of the Hours
consecrate, consecration	Magisterium
covenant	synoptic Gospels
Deposit of Faith	Tradition
Divine Revelation	Vatican Council II
Eucharist, the	Word of God
Gospels	

# Learning Experiences

## Explain

### Step 1

Preassess what the students already know about the New Testament through the “Meet Me in the Middle” exercise.

- 1. Prepare** by moving all desks to one side to clear floor space in your classroom. Alternatively, you may wish to conduct this learning experience in a more open location like a gymnasium, a cafeteria, or outdoors. Download and make copies of the handout “‘Meet Me in the Middle’ Concepts” (Document #TX002193), one for each student.
- 2. Tell** the students that in preparing to begin this course together, it is important for you to get a sense of what they remember from prior courses about Scripture in general and the New Testament in particular. This will also help the students to gain confidence in what they already know and preview new material they will encounter in this course.
- 3. Direct** the students to stand in a circle, facing the middle. Then explain how “Meet Me in the Middle” works. Tell the students that you will state or project a concept related to the first unit of this course. Students will walk toward the middle of the space, indicating the extent to which they believe they understand that concept *well enough to explain it to someone else*. In other words, students who are not at all familiar with the concept remain near the perimeter of the circle; students who feel 100-percent confident about explaining the concept walk all the way to the middle; and students whose understanding lies somewhere between these two extremes position themselves at an appropriate point between the perimeter and the middle.
- 4. Demonstrate** the process with a simple example not related to the course, like basketball, French cooking, or subject-verb agreement. Before beginning, emphasize that this is simply a preassessment and self-assessment learning experience, not a formal test. It is acceptable for a student to remain at the perimeter for most or all of the time. Also reassure the students that even if they walk all the way to the middle, you will not at this time ask them to explain these concepts in front of the whole class.

### Teacher Note

You may wish to arrange for a projector to display the concepts used in this unit, in addition to saying them aloud.

- 5. Lead** the learning experience, using this list of concepts from this unit:
- the relationship between the Old Testament and the New Testament
  - similarities between the Old Testament and the New Testament
  - differences between the Old Testament and the New Testament
  - Tradition (with a capital *T*)
  - tradition (with a small *t*)
  - Revelation (not the Book of Revelation)
  - the *Lectionary*
  - doctrine
  - dogma
  - the relationship between Scripture and the teachings of the Church
  - the Gospels
  - Inspiration
  - Magisterium
  - *Dogmatic Constitution on Divine Revelation (Dei Verbum, 1965)*
  - Vatican Council II
  - the use of Scripture in Catholic liturgy
  - the use of Scripture in individual and communal prayer
- 6. Move** the learning experience along quickly, noting for your own information which concepts draw a large number of students to the middle, which keep a large number of students on the perimeter, and which elicit mixed responses from the students. Invite the students to notice the diversity of knowledge and expertise among their classmates, but do not elicit commentary or discussion from the students at this time.
- 7. Invite** the students, once the learning experience is completed, to be seated on the floor (or in their desks or chairs if feasible). The students will need pens. Distribute the handout “‘Meet Me in the Middle’ Concepts” (Document #: TX002193), which lists the concepts used in this learning experience.
- 8. Invite** the students to review the list and to do the following:
- Circle the three items they understand the best (i.e., the three items that brought them closest to the middle of the circle).
  - Place an *X* next to the three items they understand the least (i.e., the three items that made them stay near the perimeter of the circle).
  - Place a check mark next to the item they are most interested in learning about during this unit—this could be a circled item, an *X* item, or another item.

- 9. Direct** the students to focus on the three items they marked with an X. Explain that although these concepts are the ones about which the students feel *least* confident, there is probably someone in the room who knows something about these concepts. Tell the students that they will now engage in a brief fact-finding mission. They will choose one concept they marked with an X and find another student who can tell them something about that concept. Ask the students to briefly interview that other student and write their newly discovered information on their handout. Allow about 5 minutes for the students to move around the room and complete this task.
- 10. Draw** the class back together. Time permitting, invite several students to share something they learned about one of these concepts from a peer. Then review with all of the students what they have covered during this brief introductory learning experience:
- They have been reminded of what they already know about Scripture (cite examples as appropriate).
  - They have previewed new concepts they will explore in the course of this first unit (cite examples as appropriate).
  - They have discovered that their peers can be great resources for their learning.

Ask the students to keep the handout “Meet Me in the Middle’ Concepts” (Document #: TX002193) to refer to later. You may wish to have them write brief notes on this handout as they study each of these concepts throughout the unit.

### Understand

## Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX002194) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002195).

This unit provides you with three ways to assess that the students have a deep understanding of the most important concepts in the unit: writing a pastoral letter to young people modeled on *Divine Revelation*, creating a visual representation of the Church’s understanding of Scripture, or producing an educational video for middle school students. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at [smp.org/LivinginChrist](http://smp.org/LivinginChrist) for background information.

### Teacher Note

You may wish to preview sample educational videos available online so that you can better assist students who choose performance task option 3. A few options are available at [smp.org/LivinginChrist](http://smp.org/LivinginChrist).

**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, 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 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.

1. **Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 1” (Document #: TX002194) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002195), 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 alone, you may choose option 1 or 2. If you wish to work with a partner, you may choose option 2 or 3. If you wish to work as part of a group of three or four students, you may choose option 3 only.
  - 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 that 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 these introductory concepts regarding the New Testament.



Explain

Apply

**Step 3**

Review basic Old Testament themes, events, and characters as preparation for study of the New Testament.

- 1. Prepare** by downloading and printing one copy of the handout “Old and New Testament Passages” (Document #: TX002197). Cut apart the handout into separate slips of paper with one passage on each slip. If your class has fewer than thirty students, eliminate rows of passages as needed. If your class has an odd number of students, choose two students to work as a pair, with just one passage assigned to the two of them. Also download and make copies of the handout “Old Testament History: Major Time Periods” (Document #: TX002198), one for each pair of students.

Gather the art supplies—such as crayons, markers, scissors, glue, and construction paper—needed for the students to create timeline symbols, or ask the students to bring in these items to share. If possible, provide a variety of fabric scraps, wallpaper samples, pipe cleaners, ribbons, cotton balls, and other artistic materials.

Gather reference works such as the following to help the students do research for this learning experience:

- Old Testament textbooks, either high school or college level
- *Saint Mary’s Press® Essential Bible Dictionary* (available at [smp.org/eSource/index.cfm](http://smp.org/eSource/index.cfm))
- *Saint Mary’s Press® Glossary of Theological Terms* (available at [smp.org/eSource/index.cfm](http://smp.org/eSource/index.cfm))
- *Saint Mary’s Press® Essential Guide to Biblical Life and Times*

- 2. Comment** on the importance of understanding Scripture as a coherent whole. Because there are many connections and similarities between the Old and New Testaments, it is impossible to understand the New Testament without a solid background in the Old Testament. This learning experience will refresh the students’ memories regarding key themes, events, and characters of the Old Testament to prepare them for their study of the New Testament.

**Teacher Note**

Based on your school’s sequence of courses within the religious studies or theology curriculum, you may choose to do this entire learning experience or an abbreviated version of it. If your students have studied the Old Testament during the semester immediately before the current one, and if you are confident that they remember a great deal of that material, you may be able to skip this step entirely.

3. **Tell** the students that each will receive a brief Scripture passage from either the Old or New Testament. They must locate the person in the room who has the corresponding passage from the other testament. Explain that the passages correspond in one or more of the following ways: they may both mention the same person; the New Testament passage may quote from or allude to the Old Testament; or the passages may be similar in theme, focus, or genre. Once the pairs have found one another, they will briefly converse about the connections or correspondences between the two passages.
4. **Distribute** the slips of paper from the handout “Old and New Testament Passages” (Document #: TX002197). Allow about 10 minutes for the students to find their partners and engage in conversation.
5. **Draw** the class back together, asking the pairs to sit together. Invite four or five pairs of students to read their passages aloud and to comment on the connections between them. Engage the class in a brief conversation around the following questions:
  - ▶ What similarities and correspondences between the Old and New Testaments have you discovered today? Are you surprised by these similarities? Why or why not?
  - ▶ Based on what you have seen and heard during this learning experience, how would you describe the relationship between the Old and New Testaments?
  - ▶ How does this brief learning experience help you to understand the importance of knowing the Old Testament well before studying the New Testament?
6. **Introduce** the next part of this learning experience by explaining that the students will work with their partners to create part of a timeline of Old Testament history, also known as the history of the ancient Israelites. Distribute the handout “Old Testament History: Major Time Periods” (Document #: TX002198). Review the handout with the students, indicating that these fifteen items represent major time periods in the history of ancient Israel, from the time of Abraham and Sarah until the lifetime of Jesus. Note that no dates are on the handout, because it is more important at this time for the students simply to familiarize themselves with the sequence of events.

7. **Assign** each pair one of the items from the handout “Old Testament History: Major Time Periods” (Document #: TX002198). If you have fewer than fifteen pairs of students, some items can be combined: for example, the wilderness years and the formation of the Sinai Covenant (items 4 and 5) or the Greek and Roman periods (items 14 and 15). Ask each pair to identify five key facts about their assigned time period, and then invite them to create a symbol of their assigned time period, drawing on what they know from prior Scripture study, from brief research they conduct during the time allotted for this process, or from both. The symbol should capture the main events, themes, and people of that time period *using few or no words*. Encourage student creativity in crafting a symbol of any size or material, in either two or three dimensions. (If you wish to set limits on the size or dimension of the symbols for practical purposes, share those expectations with the students now.) Provide art supplies for the pairs to use. Allow students a minimum of 45 minutes to research and create their symbols.
8. **Invite** the students to present their completed symbols to the class, sharing their five key facts. Limit each presentation to 3 to 5 minutes to ensure that all pairs have time to present.
9. **Direct** students, as they listen to presentations, to write down three pieces of information (three total, not three from each presentation) about the history of ancient Israel that they did not know before. This type of focused note-taking not only helps to ensure that students are accountable for the material their classmates present but also helps them to differentiate between new material and material they have encountered before.
10. **Invite** several volunteers at the conclusion of the presentations to share something they learned that they did not know before.
11. **Conclude** by reminding the students that the story of God’s loving relationship with humanity *begins* in the Old Testament and *continues* in the New Testament. Therefore, it is essential for the students to have some fluency in, or at least familiarity with, the themes, events, and characters of the Old Testament in order to study the New Testament productively. Note that you will post the timeline symbols in the classroom for ease of reference and review throughout the course.

**Teacher Note**

Alternatively, you may allot some class time for initial planning and brainstorming and require that the students complete the symbol as homework. During the following class session, allow about 10 minutes for the pairs to reconvene and prepare to present their symbol to the class and share five key facts about their assigned time period.

**Teacher Note**

After assessing the students’ timeline symbols, consider posting them in your classroom to provide a convenient reference, as needed, throughout the semester. If you teach multiple sections of this course, post the timelines parallel to one another, so that students can compare how their peers in other sections symbolized the various time periods.

Explain

Interpret

**Step 4**

Facilitate a close reading and discussion of Vatican Council II's *Dogmatic Constitution on Divine Revelation (Dei Verbum)*.



Articles  
1, 8

1. **Prepare** by downloading Vatican Council II's *Dogmatic Constitution on Divine Revelation (Dei Verbum, 1965)* from the Vatican Web site (a link is available at [smp.org/LivinginChrist](http://smp.org/LivinginChrist)). Make copies of the entire document, one for each student.
2. **Assign** the students to read article 1, "Revelation and Inspiration," and article 8, "Jesus Christ, the Word of God," in the student book as preparation for this learning experience. Download and print the handout "*Dogmatic Constitution on Divine Revelation (Dei Verbum, 1965)*" (Document #: TX002199), one copy for each student.

**Teacher Note**

Further prepare for this learning experience by referring to the handout "Using the Jigsaw Process" (Document #: TX001020) as background information for this learning experience.

3. **Share** some basic background information about the Second Vatican Council. Direct the students to take notes. Include the following points:

- The Second Vatican Council, also known as Vatican Council II, was held from 1962 to 1965. It was the first Ecumenical Council, or meeting of all the world's bishops, in almost one hundred years. (Vatican Council I was held in 1870.)

- Vatican Council II was called and convened by Pope John XXIII and was completed by his successor, Pope Paul VI, after John XXIII died.

- The purpose of the Council was *aggiornamento*, an Italian word meaning "bringing up to date." Pope John XXIII recognized that the modern world was changing rapidly, bringing new challenges to people of faith in the areas of politics, economics, the workplace, and family life. He wanted the Church to articulate a relevant response to these many situations.
- In his opening speech to the Council on October 11, 1962, Pope John XXIII stated that "the substance of the ancient doctrine of the deposit of faith is one thing, and the way in which it is presented is another" (*Documents of Vatican II*, p. 715). In other words, the faith of the Church remains constant in every age; however, the way in which that faith is expressed must change as the world changes. The purpose of the Council was to give expression to Catholic Christian faith in a way that made sense to modern people.

- The Council met annually for four years, concluding in 1965. It issued sixteen documents on various topics, such as the liturgy, religious life, the apostolate of lay people, and religious freedom. We will work with one of these documents today, the *Dogmatic Constitution on Divine Revelation*, sometimes referred to by its Latin name, *Dei Verbum*.
4. **Distribute** copies of “*Dogmatic Constitution on Divine Revelation (Dei Verbum, 1965)*” (Document #: TX002199). Instruct the students to count off by six to indicate which chapter of the document they will study in class (the first group will also read the prologue in addition to chapter 1). Ask the students to read the handout silently, so that they know what to look for as they study a section of this document.
  5. **Direct** the students to meet in their numbered groups and to read their assigned chapters individually and silently for at least 10 minutes before beginning discussion and work on the handout. As most or all students finish reading, allow about 15 minutes for the groups to complete the handout.
  6. **Use** the jigsaw process to reorganize the students into new groups. Have the members of the original groups count off by A, B, C, and so on. Then ask all group A students to meet together, all group B students, and so on. For example, if you have thirty students in your class, you will now have five groups with six people in each, one person from each of the original groups.
  7. **Instruct** the students to report to these newly configured groups, summarizing their assigned section of the document and sharing several highlights from the handout. Have the other students in the group take notes on the back on their handouts, recording at least one or two points from each of the other people in the group. Just before reconvening the large group, direct the students’ attention to item 5 of their handout, regarding the substantive questions. Invite the students to discuss these questions and to agree on the three that are most interesting or compelling. Invite one student from each group to write these three questions on the board.
  8. **Reconvene** the large group. Because the students have shared their findings through the jigsaw process, it is not necessary to conduct an extensive debriefing with the whole class. However, you may wish to address any basic questions of clarification at this time (item 4 of the handout), as well as to state or reaffirm the following essential points:
    - Divine Revelation is transmitted through both Scripture and Tradition, which together “make up a single sacred deposit of the Word of God” (*Divine Revelation, 10*).
    - Because Scripture and Tradition both come from God, they do not contradict each other.
    - Note that in this context, we are referring to Tradition with a capital *T*. Do not confuse this with tradition with a lowercase *t*, which refers to customs like lighting a candle in church while saying a prayer or singing “Silent Night” at a midnight Christmas Mass.

- Revelation is complete and closed: “No new public revelation is to be expected before the glorious manifestation of our Lord, Jesus Christ” (*Divine Revelation*, 4). However, the Church continues to grow in understanding Revelation more fully and in articulating it effectively to each new generation of believers.
  - The Magisterium, the Church’s living, official teaching authority, including all bishops in communion with the Pope, has been entrusted with the task of interpreting both Scripture and Tradition, in the name of Jesus Christ.
  - Both the Old and New Testaments were written by human authors under the inspiration of the Holy Spirit.
  - Interpreting Scripture accurately involves examining its literary forms and studying the sociocultural contexts in which its authors wrote.
  - The Old and New Testaments are inextricably linked: the New is “hidden in the Old” and the Old is “made manifest in the New” (*Divine Revelation*, 16).
9. **Conclude** by drawing the students’ attention to the questions written on the board. Erase any duplicate questions, as well as any that you deem too simplistic. For homework, instruct the students to write a substantive paragraph in response to any one of these questions. Their paragraph should integrate their growing knowledge about Scripture and Revelation with their own personal thoughts, reflections, and challenges regarding these topics.

**Apply****Interpret**

## Step 5

*Guide the students in identifying the levels of authority in Church teachings and in exploring the use of Scripture in sample ecclesial documents at each level.*

1. **Prepare** by downloading the PowerPoint presentation “Levels of Authority in Church Teaching” (Document #: TX002187) and arranging for the use of an LCD projector in your classroom. Download and make copies of the handout “The Use of Scripture in the Doctrine of the Church” (Document #: TX002200), one for each student. Gather dictionaries, including theological or biblical dictionaries, for the students to refer to during group work. Download the excerpts from the following ecclesial documents, which the students will examine during this learning experience, and make enough copies so that each student can work with one document. (Links to documents are available at [smp.org/LivinginChrist](http://smp.org/LivinginChrist).)



- Pope Pius XII's *Munificentissimus Deus* (November 1, 1950), defining the dogma of the Assumption, paragraphs 1–5, 24–30, and 44
  - Vatican Council II's *Pastoral Constitution on the Church in the Modern World (Gaudium et Spes*, 1965), paragraphs 1–3 and 10–18
  - Pope Leo XIII's *Rerum Novarum* (May 15, 1891), encyclical on capital and labor, paragraphs 1–3, 20–25, and 62–64
  - Pope John Paul II's Bull of Indiction of the Great Jubilee of the Year 2000 (*Incarnationis Mysterium*, November 29, 1998), paragraphs 1–14 (entire document)
  - United States Conference of Catholic Bishops' *Economic Justice for All: A Pastoral Letter on Catholic Social Teaching and the U.S. Economy* (November 18, 1986), paragraphs 30–52
- 2. Begin** by reviewing some of the key concepts from the previous learning experience, especially the concept that Scripture and Tradition are the means by which Divine Revelation is transmitted. Tell the students that many Catholics, including adults, struggle to understand the relationship between Scripture and the teaching of the Church. Following are some common points of confusion; invite the students to consider whether any of these points has ever been problematic or difficult for them to understand.
- The Church does not teach that everything in the Bible is literally true, for example, that God created the world in seven 24-hour days (see Genesis 1:1–2:4).
  - The Church also does not teach that everything in the Bible is to be obeyed literally, for example, the law that it is not only okay to have slaves but also okay to beat them as long as you do not kill them in the process (see Exodus 21:20–21).
  - On the other hand, the Church teaches some things that are not explicitly stated in the Bible, such as Mary's Assumption into Heaven.
- All of these examples, and many others, raise the broad question, What is the relationship between Scripture and the doctrine, or teachings, of the Church? Tell the students that today's learning experience will explore the many nuances of this question using examples of Church teachings.
- 3. Present** the PowerPoint "Levels of Authority in Church Teaching" (Document #: TX002187). Direct the students to take notes. Supplement the material on the slides with your own explanations, taking care to include, minimally, the "notes" listed for each slide.
- 4. Organize** the students into five groups. Assign each group one of the magisterial documents that you downloaded and indicate the assigned sections. Give each group member a copy of the group's assigned document, as well as a copy of the handout "The Use of Scripture in the Doctrine of the Church" (Document #: TX002200).

Allow 10 to 15 minutes for the students to read silently in their small groups before they begin discussing and working on the handout. As most or all of the students finish reading, allow an additional 10 to 15 minutes for the students to complete the handout in their small groups. Advise the students that each group will turn in one copy of the handout, but they may wish to make notes on another copy for their own review. Circulate among the groups to provide help and clarification as needed. You may also wish to have regular or theological dictionaries, or both, available as the students seek to understand these complex ecclesial documents.

### Teacher Note

If limited time remains in the class period, you may wish to assign the reading and handout as homework and then during the following class session, have each group report on its work.

**5. Draw** the class back together, and invite each small group to share what its members learned from its assigned document, particularly the way in which the document uses Scripture. Comment as appropriate. It may be instructive to explore whether the students perceive any differences in the way documents with different levels of authority use Scripture. For example, does a pronouncement of dogma use Scripture differently than an encyclical or pastoral letter uses it?

**6. Conclude** by using the analogy of a plant to explain the relationship between Scripture and the doctrine of the Church:

- Some doctrine is fully developed in Scripture—both roots and flower (such as the Resurrection of Jesus or the dignity of the human person).
- Other doctrine is rooted in Scripture to a greater or lesser degree, but its full flower is outside Scripture (such as the Assumption of Mary).

Apply

Perceive

## Step 6

*Help the students to understand how the New Testament continues the story of God's loving relationship with humanity by facilitating study of selected texts from the *Lectionary for Mass*.*



Articles  
2, 3

- 1. Prepare** by downloading and making copies of the handouts “Lectionary Word Splash” (Document #: TX002201) and “Sunday *Lectionary* Readings: God's Ongoing Story of Love for Humanity” (Document #: TX002202), one of each for each student. Gather five pieces of poster board or newsprint, as well as markers or crayons for making posters.
- 2. Assign** the students to read article 2, “Covenants Old and New,” and article 3, “An Overview of the New Testament Books,” in the student book as preparation for this learning experience. Ask the students to bring their Bibles to class.



3. **Tell** the students that you will begin this learning experience by assessing what they already know about the *Lectionary for Mass*. Emphasize that this is simply an informal assessment, not a formal test.
4. **Organize** the students into groups of three. Distribute the handout “Lectionary Word Splash” (Document #: TX002201), one for each student. Explain that all the terms on the word splash have some connection with the word in the center, *Lectionary*. The students will have about 10 minutes to work in their groups to determine how each of the terms is related to the *Lectionary*. During this process, they will make notes on their handouts. Emphasize that if they are unsure, it is acceptable to make an educated guess, and reassure the students that some terms may be completely new to them. Allow the students to work in their groups for 5 to 10 minutes. Do not allow them to use their textbooks or other sources, because you are trying to determine what they already know and what they need to learn.
5. **Give** the students an additional 2 minutes to circulate around the classroom to ask other groups for any missing information once they have finished or have exhausted their present knowledge.
6. **Draw** the class back together, directing the students to return to their seats with their groups. As you review the word splash, direct the students to write additional information about each term on their handouts. Share the following points of clarification, as needed, based on gaps in your students’ knowledge. If you have a *Lectionary*, pass it around for the students to examine.
  - The *Lectionary for Mass* is the collection of Scripture readings assigned to the Eucharistic liturgy for each day of the year. This means that if you go to Mass on a particular day of the week anywhere in the world, you will hear the same readings.
  - The *Lectionary* is not the Bible. Rather, it is an organized collection of readings from the Bible.
  - In the *Constitution on the Sacred Liturgy (Sacrosanctum Concilium)*, the bishops who were gathered at the Second Vatican Council asked that a lectionary be developed that would provide “more ample, more varied, and more suitable reading from sacred scripture” (35). Before Vatican Council II, there had been a lectionary, but it had offered a very limited selection of Scripture readings.
  - At each Sunday Eucharistic liturgy, four readings are proclaimed, in this order: an Old Testament reading, a Psalm (which is usually sung), a New Testament reading (usually from the letters), and a Gospel reading.
  - These Sunday readings are arranged in a three-year cycle: years A, B, and C. In Year A, the Gospel readings are primarily from Matthew; in Year B, from Mark; and in Year C, from Luke. John’s Gospel is used on some Sundays of Year B (because Mark is the shortest Gospel) and on selected Sundays of the Lenten and Easter seasons.