

saint mary's press

Living in Christ

# The Church

Christ in the World Today

Teacher Guide, Alternate Edition



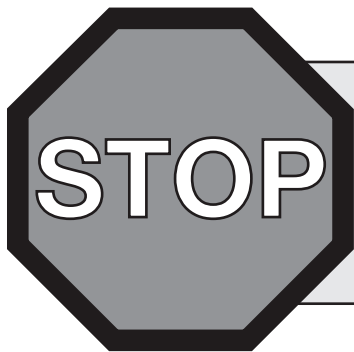
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# **The Church**

## **Christ in the World Today**

Teacher Guide, Alternate Edition  
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To access the ancillary teaching resources for this course, go to [www.smp.org/livinginchrist/TheChurchALT](http://www.smp.org/livinginchrist/TheChurchALT)



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# Introduction

## Introducing the Living in Christ Series

Welcome to the Living in Christ series! Saint Mary's Press developed the Living in Christ series in response to the needs of high school students and their teachers, and in alignment with the USCCB's Curriculum Framework. After studying with the Living in Christ series for three years, Catholic high school students will understand foundational concepts about the Bible, Jesus Christ as the Second Person of the Trinity, the Paschal Mystery, the Church, the Sacraments, and Christian morality. They will also have skills to learn more about their faith by studying Scripture, by reading primary theological sources, and through spiritual reflection and a relationship with Christ that leads to a lived faith.

Each course in the series includes a student book, a teacher guide, and support content available at the series Web site: [smp.org/LivinginChrist](http://smp.org/LivinginChrist).

## Introducing *The Church: Christ in the World Today*

This course leads the students toward a deeper understanding of the Church as the means to encountering the living Jesus. The course explores the origin, the human and divine elements, and the ongoing mission of the Church. Additionally, the students will explore the Church's ongoing efforts to gather all into the People of God through the ecumenical movement and interreligious dialogue. Over the course of the eight units, the students will reflect on their role in the Church and Christ's invitation to actively participate in and contribute to the life of the Church.

## The Structure of the Student Book

The student books in the Living in Christ series are organized according to the following structure: Section à Part à Article. There are five thematic sections in the student book. Each of those five sections is then organized into several parts. Each part contains a series of short articles averaging two to three pages in length. The articles form the basic teaching unit of the student book. Each part features a Pray It! sidebar that can be incorporated into a prayer experience. In addition, special sidebars throughout each part enrich the core content of the articles. Finally, each part ends with a set of questions that you can assign to the students to help them review what they've learned and to assess their understanding. The answer key to those questions is available as an appendix to this guide.



## The Structure of This Teacher Guide

This teacher guide is intended to provide you with a fully designed plan for teaching the Living in Christ series course *The Church: Christ in the World Today*. The structure of this guide mirrors the structure of the student book and is organized as follows:

- **Sections** This guide contains five sections that correspond with the five sections of the student book.
- **Parts** Within each section are several parts (between two and five) that correspond with the parts in the student book.
- **Articles** Each student book part features several articles related to the topic of the part. Articles form the key segments into which the student book content is organized.

## What You Will Find in This Guide

For each **section** you will find a brief overview of what to expect in that section. In addition, because a section covers a single major theme within the course, each section concludes with a comprehensive test of the section's content, as well as a section wrap-up—a project or group activity designed to reinforce what the students have learned in that section of their book.

In each **part** you will find the following features:

- **Part Overview** Each part of the teacher guide, covering the corresponding part of the student book, begins with an overview of the part's key points. Here you will also find a list of the student book articles covered in the part.
- **At a Glance Box** This part organizer provides the learning objectives for the part and identifies resources available to you at the Living in Christ Web site and within this guide for teaching the student book content.
- **Opening Prayer** This prayer experience incorporates the Pray It! prayer featured within the student book.
- **Review Questions and Answers** These are organized by student book article to help you reinforce the content of each article and ensure students' understanding.
- **Key Terms** Key terms and their definitions are drawn from the student book articles.
- **ELL Learning Tips** Suggestions for providing helpful connections to the Spanish language will help students to recall the meaning of the key terms.
- **Homework Ideas** Every part features at least two homework suggestions. Some homework ideas cover individual student book articles, while others are developed to help the students explore the key points of two or more articles together. All homework ideas are presented with clear and complete instructions that can be shared with the students. Many homework ideas are available as handouts or with handout components.

- **Part Activities** Each part includes two activities for reviewing and reinforcing the part's content. Activities are designed to engage the whole class in collaborative learning. Most activities are designed to be completed in small groups or include a group-work component.
- **Part Quiz** This short quiz allows you to assess how well the students have understood the key concepts covered within the part.

After your students have completed all the parts and their featured articles within a section of their student books, you can use the following resources to review and reinforce what they have learned:


- **Section Wrap-up** This activity provides an opportunity for the students to reflect on and explore in depth the major theme of the section. Section wrap-ups are designed to incorporate individual learning as well as collaborative small-group interaction.
- **Section Test** This test, using a combination of objective and essay questions, provides an opportunity for the students to review the content of all the articles within the section and for you to identify topics that need further reinforcement.

Each teacher guide contains the following three appendix resources:

- **Appendix A: Part Review Answer Key** Every part of the student book ends with six to ten part-review questions. In this appendix you will find the answer key for those questions.
- **Appendix B: Primary Source Reading Correlations** This appendix provides correlations between the Saint Mary's Press primary source reader corresponding with this course, titled *Christ's Mission Through the Church: A Primary Source Reader*, and the articles in the student book.
- **Appendix C: Correlation to Curriculum Framework Course IV: *Jesus Christ's Mission Continues in the Church*** This appendix will help you identify where specific topics presented in the Curriculum Framework are covered in the student book.


## 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. Available resources include the following:

- **Handouts** All handouts that the students will need for homework and activities are provided within this guide. Whenever you see this handout symbol , look for the handout at the end of that part of this guide. The handouts are also available on the series Web site, [smp.org/LivinginChrist](http://smp.org/LivinginChrist), where they 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 some of the activities. Relevant method articles for activities will be identified within the activities.

- **Theology articles** Theology articles provide an opportunity for you to do background reading on key theological concepts presented in a part of the student book to enrich your understanding of those concepts. The At a Glance organizer for each part of this guide will identify theology articles related to the part.
- **PowerPoint presentations** Student learning is enhanced with PowerPoint presentations. Beyond simply repeating student book content, these PowerPoint presentations engage the students through reflection and discussion. All of the Living in Christ PowerPoint presentations are in a format that allows you to revise them. The At a Glance organizer for each part of this guide will identify PowerPoint presentations related to the part.

### Locating Resources at *smp.org/LivinginChrist*

All resources available to you on the series Web site are identified with a document ID number. Whenever a resource that is available on the Web site, such as a PowerPoint presentation, is noted in this guide, you will be provided with the resource's document ID number so that you can easily find it online. A document ID number looks like this: **TX001234** (TX followed by two zeros, followed by four unique digits). In addition, when a resource that is featured on the series Web site is noted, you will see a mouse icon that looks like this: . With the document ID number, you will be able to easily access the document or file online. Just go to *smp.org/LivinginChrist*, and enter the document ID number in the search tool of the text you are working in, and the document or PowerPoint you are looking for will be made available for download.

### Online Test Generator

At *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.

## 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 and what it means for their 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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# Section 1: The Church: Christ's Continued Presence and Work in the World

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## Overview

In this section the students will examine the origin of the Church as part of God's plan for our salvation from all eternity; its foreshadowing in God's covenant with the Chosen People, the Jews; its inauguration in the Passion, death, and Resurrection of Christ; and its continual nourishment through the Sacraments, especially the Eucharist. They will also consider the role of the Holy Spirit in the life of the Church, especially in the mission and witness of the early Church. A discussion of scriptural images of the Church will lead to a deeper understanding of the meaning of the Church and its work and witness today.

In this section you will find four parts:

- **Part 1: The Origin of the Church:** In this part the students will discover that the Church was always part of the Father's plan for our salvation, and this plan was fulfilled in Jesus Christ. It is he who inaugurated the Church and shaped its structure through its foundation on the leadership of Peter and the Apostles.
- **Part 2: The Holy Spirit and the Church:** In this part the students will examine the action of the Holy Spirit in the Church, with special focus on the full revelation of the Holy Spirit's gifts at Pentecost and the work of the Holy Spirit in the Church today.
- **Part 3: The Work of the Early Church:** In this part the students will be invited to learn and appreciate the work of the early Church in spreading the Good News of the Gospel. Through the work of Saint Paul and other Apostles and evangelists, the message spread throughout the known world. Even in times of persecution, martyrs gave witness to the truth and inspired the growth of the Church.

- **Part 4: Images of the Church:** In this part the students will be introduced to three images of the Church found in Scripture: the People of God, the Body of Christ, and the Temple of the Holy Spirit. Through examining each image, the students will consider the deep roots of the Church and, from these varying but related perspectives, will understand more deeply the meaning of membership in the Church.

Along with the teaching resources provided for each part within this section, at the end of the section, you will also find:

- a section wrap-up
- a section test

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## Part 1: The Origin of the Church

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In this part we will see how the Church was always part of the Father's plan. The word *Church* refers to the assembly of people whom God calls together to be in a special relationship with him. God had formed a special relationship with Israel as his Chosen People, which foreshadowed his subsequent relationship with the Church. Jesus' gift of the Eucharist and his saving death gave birth to the Church.

The students will explore these concepts in the following articles in their books:

- Article 1: The Meaning of Church (page 10)
- Article 2: God's Call to Israel Foreshadows the Church (page 13)
- Article 3: Christ Instituted the Church (page 15)

### Part 1 At a Glance

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#### Learning Objectives

Upon completing part 1, the students will understand the following concepts:

- The word *Church* has three meanings: (1) the entire community of God's people around the world; (2) the local community, which is a diocese or archdiocese; and (3) the community assembled for liturgy, especially the Mass.
- God's call to the Israelite people foreshadows the Church.
- The gathering of people in the Israelite nation foreshadows the gathering of people in the Church.
- Jesus instituted the Church, sent his disciples to spread the Church throughout the world, and created the structure that enabled its continuation.

#### Resources at [smp.org/LivinginChrist](http://smp.org/LivinginChrist)

Visit [smp.org/LivinginChrist](http://smp.org/LivinginChrist) for the following resources related to this part of the guide.

#### Background Reading for the Teacher

- "The Church" (Document #: TX001514)
- "The Two Basic Sacraments of Christ and Church" (Document #: TX001515)

#### PowerPoint Presentations

- "Bible Covenants" (Document #: TX001505). *This PowerPoint reinforces the content in article 2, "God's Call to Israel Foreshadows the Church."*



## Teaching Resources in This Part of the Teacher Guide

Opening Prayer: Praying the Psalms

Suggested Primary Source Readings

Resources for Student Book Articles

For Review

Key Terms

Homework Ideas

Part 1 Activities

- Activity 1: “A Church Mind Map” (use with articles 1 and 2)
- Activity 2: “Jesus in the Church and the World” (use with article 3)

Part 1 Quiz



### Opening Prayer

#### Pray It! “Praying the Psalms”

The Pray It! “Praying the Psalms” on page 17 of the student book encourages the praying of Psalm 139, which can be turned to in times of struggle and self-doubt.

Begin the prayer by asking a student to read aloud the introductory paragraph. Remind the students of the statement, “God does not make junk!” Made in God’s image, each of us is unique. Our very existence proclaims our unique value.

Ask for five volunteers to read the psalm. Have each volunteer read two lines and then stop. After each short reading, invite the students to think about the message of those two lines, in the light of being created in God’s image. At the final line, after the pause, ask for volunteers to comment: How do they feel about this psalm? What new insight can they share? Sum up by saying that the psalm makes clear that we are in God’s hand and in God’s plan. Then complete the following reflection.

**Reflection:** Would this psalm make a difference to someone who felt sad or alone? Why or why not? What do we learn about God in this psalm? What do we learn about ourselves? Invite volunteers to share their thoughts.

### Suggested Primary Source Readings

If you are using the Saint Mary’s Press primary source reader corresponding with this framework course, titled *Christ’s Mission Through the Church: A Primary Source Reader*, see the following chapters for readings related to this part:

- Chapter 1: The Church Proclaims Jesus Christ
  - Excerpt from the Acts of the Apostles, Chapter 2

- Chapter 2: Witness to Christ
  - Excerpt from *The Epistle to the Romans*, by Saint Ignatius of Antioch
- Chapter 5: Christ's Presence in the Church
  - Excerpt from *Waiting for God*, by Simone Weil

See appendix B in this guide for more detailed information about correlating the student book articles with primary source readings.

**Student Book**  
**Pages 10–12**

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## Article 1: The Meaning of Church

### For Review

**Question:** What are three meanings of the word *Church* in Christian usage?

**Answer:** *The word Church has three meanings, all involving God's call. First, it refers to the entire community of God's people around the world. Second, it refers to the local community of believers (such as a diocese or archdiocese). Third, it refers to the community assembled for liturgy (especially the Mass). These meanings cannot be separated.*

**Question:** What is the Church's role in the Father's plan to save us?

**Answer:** *The Church, the gathered People of God, is central to the Father's plan to save us. He desires that the whole human race come together as one people. His Son, Jesus Christ, established the Church when he proclaimed and ushered in the Kingdom of God.*

**Question:** What role did the calling of the people of Israel play in preparing for the institution of the Church?

**Answer:** *The Father's call to the people of Israel shows that the Father planned to call Christians into a similar assembly of united worshippers.*

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### Key Terms

**diocese** Also known as a "particular" or "local" Church, the regional community of believers, who commonly gather in parishes, under the leadership of a bishop. At times, a diocese is determined not on the basis of geography but on the basis of language or rite.

**liturgy** The Church's official, public, communal prayer. It is God's work, in which the People of God participate. The Church's most important liturgy is the Eucharist, or the Mass.



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## Homework Idea

### Terms for the Church

In this homework assignment, the students will research definitions of terms related to the Church and expand on one of the definitions by providing a picture and an essay on their favorite term.



Distribute the handout “Terms Related to the Church” (Document #: TX002688). Review the terms listed on the handout. Tell the students they are to use a regular dictionary, a Catholic dictionary (better choice), or a Web site (not Wikipedia) to find the definitions.

Have them then write a two-paragraph essay on which term means the most to them or is most appealing when considering the Church, and why.

Direct them also to add an image (downloaded, cut out, or hand drawn) that sums up their favorite term (e.g., people at Mass for *convocation or assembly*; Mother Teresa for *spirituality*).

**Optional:** Have volunteers stand up and explain their favorite term and the image they chose to represent it.

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**Student Book**  
Pages 13–14

## Article 2: God’s Call to Israel Foreshadows the Church

### For Review

**Question:** Why was God’s Covenant with Israel significant for the rest of the world?

**Answer:** *Calling Israel as a nation and establishing a covenant with the Israelites were part of God’s larger plan of salvation. The community of Israel foreshadows and prepares for the Church, the gathering of all nations into one People of God.*

**Question:** How is Jesus the perfect fulfillment of the Sinai Covenant?

**Answer:** *Jesus, who was born under Jewish Law, took the burden of our sins upon himself, thereby engraving the Law on his own heart. He is therefore God’s Servant who brings justice, as a “covenant for the people” (Isaiah 42:6). He did not abolish the Sinai Covenant but rather fulfilled it by revealing its true meaning.*

**Question:** Where was the New Covenant initiated?

**Answer:** *The New Covenant was initiated by Jesus Christ at the Last Supper, when he said, “This cup is the new covenant in my blood, which will be shed for you” (Luke 22:20).*

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### Key Terms

**foreshadow** To represent or prefigure a person before his or her life or an event before it occurs.

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## Homework Idea

### Fulfilling the Covenants

In this homework assignment, the students will learn how the covenant promises in the Old Testament were fulfilled by Jesus Christ in the institution of his Church.

Review with the class the covenants of the Old Testament. Remind the students that a covenant is an agreement or promise made between God and humankind. Review with them that the Old Testament had three covenants: God and Noah, God and Abraham, and God and Moses and the nation of Israel. All the covenants are fulfilled in Jesus Christ.

Write the following Scripture citations on the board, and have the students write them in a list in their learning journals or on a sheet of paper:

- Genesis 9:11
- Genesis, chapter 15
- Exodus, chapters 19–24
- Luke 22:20
- 1 Corinthians 11:25
- 2 Corinthians 3:6–18
- Hebrews 8:8
- Matthew 26:28

Assign the students to read these passages and summarize what covenants are being entered into and by whom. In the New Testament selections, they are to summarize the words of the Evangelists and Paul about the fulfillment of the Old Covenant in Jesus Christ and his Church.

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**Student Book**  
**Pages 15–19**

## Article 3: Christ Instituted the Church

### For Review

**Question:** How did Jesus establish the Church through his preaching?

**Answer:** *As the Word Incarnate, Jesus established the Church by preaching about the arrival of the Kingdom of God. This preaching appealed to the people's hope for a time when God's will would be done on earth, as announced by the prophets. Jesus preached his message to all people, including sinners and those in need, seeking to gather all peoples to become the People of God, the Church.*

**Question:** How is Jesus' self-giving on the cross related to his establishment of the Church?

**Answer:** *Jesus' sacrifice of himself was fulfilled on the cross. His institution of the Eucharist foreshadowed his self-giving. Today the Church celebrates the Eucharist to share in Jesus' sacrifice and the grace it confers. The Eucharist also increases the unity of God's people and allows us to share in the divine life.*

**Question:** What roles did the disciples play in building the foundation of the Church?

**Answer:** *Jesus sent out the disciples to make disciples of the nations, calling all people to join Christ's Church. These disciples became the Church, Jesus' true family, and the seed and beginning of the Kingdom on earth.*

**ELL Learning Tip**

To help English language learners whose first language is Spanish, point to the Spanish cognate *jerarquía*, which means "hierarchy." The Spanish verb *jerarquizar* means "to arrange in order of importance."

**Key Terms**

**hierarchy** In general, the line of authority in the Church; more narrowly the Pope and the bishops, as successors of the Apostles, in their authoritative roles as leaders of the Church.

**Homework Idea**

**The Kingdom of God on Earth**

In this homework assignment, the students will see the connections between parables about the Kingdom of God in Heaven and the Church, the representation of the Kingdom of God on earth.

Write on the board "The Kingdom of God is like . . ." Tell the students that Jesus used similes (comparisons using *like* or *as*) to help the listeners understand a little better what awaits them in Heaven.

Assign the students to read the Gospel of Matthew 13:10–53. There they will find the Kingdom of God parables. Have the students list each parable and explain it in two or three sentences by first replacing "Kingdom of God" with "Church." Thus the "Kingdom of God is like a mustard seed" becomes "The Church is like a mustard seed." Finally, they are to make up their own "The Church is like a . . ." parables, and explain the similes they have created.

**Part 1 Activities**

**Activity 1: A Church Mind Map (use with articles 1 and 2)**

In this activity the students will expand their appreciation of the universality of the Church by brainstorming thoughts, concepts, and connections to the word *Church*.



1. Prepare by making photocopies of the handout "Mind Map" (Document #: TX001160), one for each student and one extra for each group of four.
2. Organize the class into groups of four, and distribute one copy of the mind map to each student.
3. Explain to the students that they will ultimately hand in one mind map for their group. (As the students are working individually, provide a clean copy of the handout to each group.)
4. Instruct the students to write the word *Church* in the center circle.

5. Allow 5 minutes for each student to fill in his or her own sheet, adding connected circles where ideas lead.
6. Ask the students to show their respective group members what they have written. From the individual mind maps, the students should construct a group mind map on the clean copy of the handout. The groups should discuss words and connections before writing them on the group map. For example: Why did a student write a certain word leading directly from *Church*? Do others have it there? If not, do the other group members “get” the connection and agree with it? If so, it should go on the group’s mind map.
7. Conclude by asking the groups to present their group mind maps to the class, giving the reasons for their first choices.

### Activity 2: Jesus in the Church and the World (use with article 3)

In this activity the students will work individually and together to discern Jesus’ presence in the Church and in different segments of the world.

1. Prepare by bringing in a stack of sticky notes and some pens.
2. Organize the students into groups of three or four. Distribute ten sticky notes and a pen to each student. Introduce the activity by asking the students to quickly skim article 3. Then ask these or similar questions:
  - ▶ Where is Jesus present in the Church today? (*Responses should include the Pope, bishops, priests, religious, laity, those who help others, especially those who help others in need.*)
  - ▶ Who is carrying out the message of Jesus in the world today? (*Responses should include the people mentioned above and also those who keep the Commandments, those who love one another, those who help others in some way, such as volunteers at a local community center or with an organization like Catholic Relief Services.*)
3. Write the following four categories on the board:
  - Church
  - Community
  - School
  - World

Separate the categories with enough space for the students to add their sticky notes around each.

4. Instruct the students to think about various ways Jesus is present in the world in these four categories. Instruct each student to write ten ways he or she sees Jesus present in the world today, one on each sticky note. (Names of particular people are acceptable as well.) After a few minutes, ask the group members to share their responses.
5. Direct each group to put any overlapping names or ideas together.
6. Invite the students to come forward and stick their notes under the relevant headings.



7. Conclude by considering the results of this informal poll. Where is Jesus seen to be present most often in the Church and in the world? Are any of the responses surprising? Invite each group to share its ideas about its choices.

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## Part 1 Quiz

Prepare and distribute photocopies of the handout “Part 1 Quiz” (Document #: TX002690), one for each student. Visit [smp.org/LivinginChrist](http://smp.org/LivinginChrist) for additional quiz questions.

### Answer Key

#### Matching

- |      |      |
|------|------|
| 1. c | 5. a |
| 2. d | 6. h |
| 3. f | 7. e |
| 4. g | 8. b |

#### Short Answer

Jesus’ sacrifice of himself was fulfilled on the cross. His institution of the Eucharist foreshadowed his self-giving. Today the Church celebrates the Eucharist to share in Jesus’ sacrifice and the grace it confers. The Eucharist also increases the unity of God’s people and allows us to share in the divine life.

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## Part 1 Review

If you are assigning the part review on page 19 of the student book, see appendix A in this guide for the part review answer key (Document #: TX002482).

## Terms Related to the Church

Write definitions of the following terms in the spaces next to them, using a regular dictionary, a Catholic dictionary (better choice), or a Catholic Web site. Do not use Wikipedia.

After defining the terms, on the back of this paper write a two-paragraph essay on which term means the most to you or is the most appealing to you as an image of the Church and why.

Along with this handout, bring in a picture that you think conveys the sense of your favorite term related to the Church.

Church

religion

catholic

Christian

Roman Catholic

Eastern Catholic

spirituality

Body of Christ

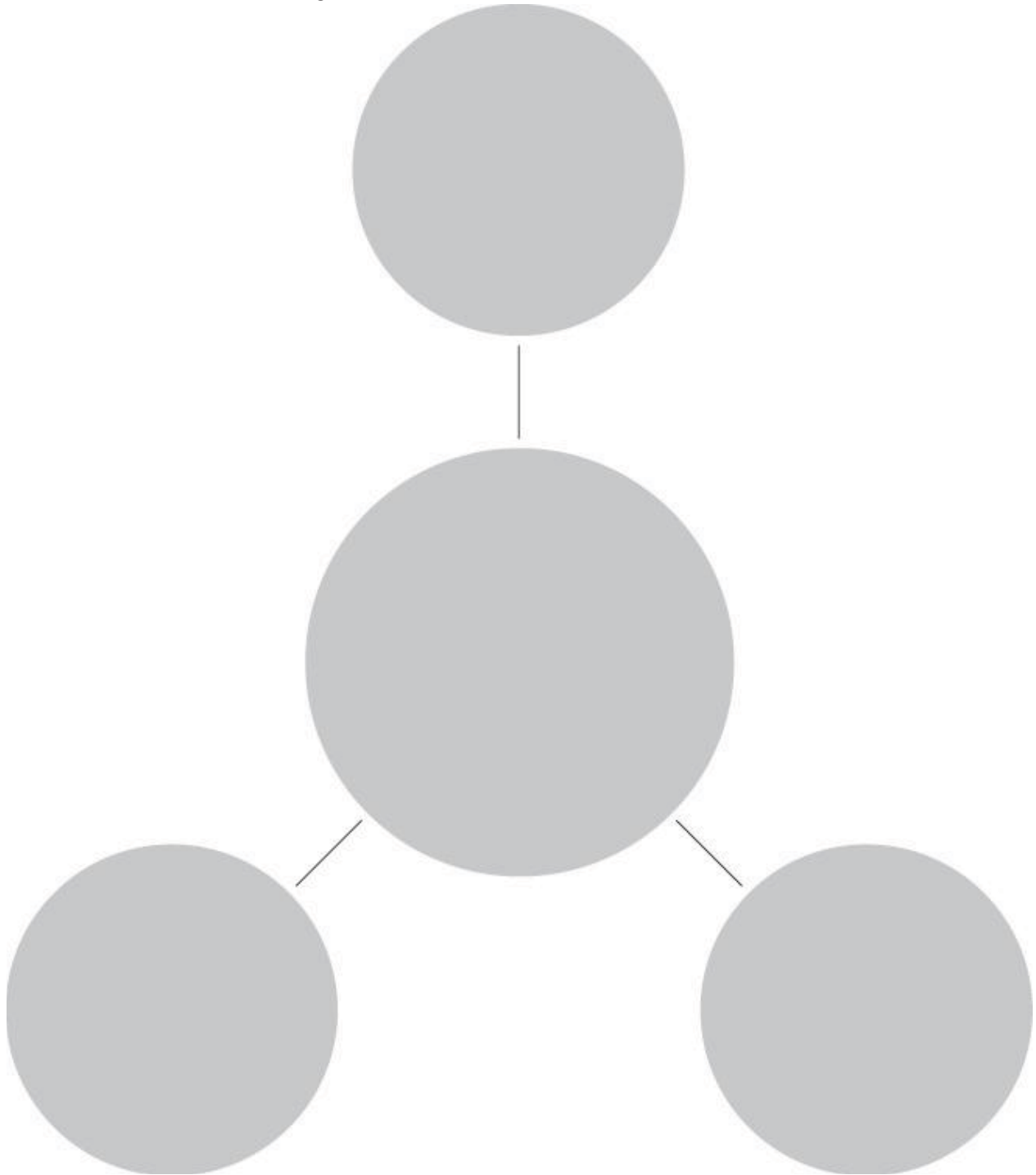
role of the Church in the world

convocation or assembly



## Mind Map

First, write the class prompt word or phrase in the center circle. Then in the other circles, write a word or phrase you associate with the center word or phrase. Extend even more circles from the center and from the other circles for brainstorming.



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## Part 2: The Holy Spirit and the Church

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In this section the students will see the Holy Spirit's action in the Church. Although the Holy Spirit is revealed throughout Scripture, he was not fully revealed until Pentecost, after Jesus had died, risen from the dead, and ascended into Heaven. The significance of Pentecost, sometimes called the birthday of the Church, cannot be overemphasized, as the Holy Spirit animates, sanctifies, and builds the Church.

The students will explore these concepts in the following articles in their books:

- Article 4: Introducing the Holy Spirit (page 21)
- Article 5: Pentecost: The Church Revealed to the World (page 23)
- Article 6: The Meaning of Pentecost (page 25)
- Article 7: The Holy Spirit Animates, Sanctifies, and Builds the Church (page 27)
- Article 8: Life according to the Holy Spirit (page 30)
- Article 9: The Holy Spirit Gifts the Church (page 32)

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### Part 2 At a Glance

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#### Learning Objectives

Upon completing part 2, the students will understand the following concepts:

- The Holy Spirit first appears in Genesis at the Creation.
- Through the power of the Holy Spirit, the Church carries out its mission to bring all people into union with the Trinity.
- At Pentecost, God as Trinity was fully revealed for the first time.
- The Holy Spirit animates, sanctifies, and builds the Church.
- The Gifts of the Holy Spirit are separate from the charisms spoken of by Saint Paul.

#### Resources at [smp.org/LivinginChrist](http://smp.org/LivinginChrist)

Visit [smp.org/LivinginChrist](http://smp.org/LivinginChrist) for the following resources related to this part of the guide.

#### Background Reading for the Teacher

- "The Holy Spirit" (Document #: TX001519)
- "Biblical Covenants" (Document #: TX001518)







### PowerPoint Presentations

- “The Acts of the Apostles and Saint Paul” (Document #: TX001083) *This PowerPoint from the Living in Christ course The Bible reviews and illustrates article 4, “Introducing the Holy Spirit”; article 5, “Pentecost: The Church Revealed to the World”; article 6, “The Meaning of Pentecost”; and article 7, “The Holy Spirit Animates, Sanctifies, and Builds the Church,” relating to the Holy Spirit, the Pentecost event, and the mission of the Apostles.*

## Teaching Resources in This Part of the Teacher Guide

### Opening Prayer: Come, Holy Spirit

### Suggested Primary Source Readings

### Resources for Student Book Articles

For Review

Key Terms

Homework Ideas

### Part 2 Activities

- Activity 1: “Newspaper Account of Pentecost” (use with articles 5 and 6)
- Activity 2: “Holy Spirit High School” (use with articles 7, 8, and 9)

### Part 2 Quiz



## Opening Prayer

### Pray It! “Come, Holy Spirit”

The Pray It! “Come, Holy Spirit” on page 27 of the student book calls upon the Holy Spirit to bring about change: in illness, in poverty, in labor, and in sorrow. The Holy Spirit is entreated to send down his light. What is this light? It is knowledge, warmth, and inspiration. Then he is praised for what he does: giver of gifts, light of hearts, best consoler.

Choose ten students, one to read each line of the prayer. After each line, give the students time to think about what the Holy Spirit is being called or what he is being asked to do. Point out to the students the reference to the “sevenfold” Gifts of the Holy Spirit in line 9 and the final petition to be granted eternal life. After praying together, complete the following reflection.

**Reflection:** Direct the students to think about what they would want the power of the Holy Spirit to accomplish in their life, to breathe quietly in silence and know the presence of the Holy Spirit within them.

## Suggested Primary Source Readings

If you are using the Saint Mary's Press primary source reader corresponding with this framework course, titled *Christ's Mission Through the Church: A Primary Source Reader*, see the following chapters for readings related to this part:

- Chapter 1: The Church Proclaims Jesus Christ
  - Excerpt from the Acts of the Apostles, Chapter 2
- Chapter 3: The Church Expands
  - Excerpt from *The City of God*, by Saint Augustine of Hippo
- Chapter 4: The Body of the Church
  - Excerpt from *The Book of the Lord Be with You*, by Saint Peter Damian

See appendix B in this guide for more detailed information about correlating the student book articles with primary source readings.

Student Book  
Pages 21–23

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## Article 4: Introducing the Holy Spirit

### For Review

**Question:** What does it mean to say that the works of Jesus and the Holy Spirit are inseparable?

**Answer:** *The mission of Jesus and the Holy Spirit are inseparable because whenever God sends his Son, he also sends his Spirit. Jesus' birth, life, death, Resurrection, and Ascension—as described in the Nicene Creed—are part of his mission of salvation shared with the Holy Spirit. They have shared this mission since the beginning of time, although the Holy Spirit was not fully revealed until Jesus poured out the Spirit on the Church at Pentecost.*

**Question:** Where does the Holy Spirit lead the Church?

**Answer:** *The power of the Holy Spirit enables the Church to carry out its mission to unite all people with the Holy Trinity and thus with one another. Through the Holy Spirit, the Church is both a sign and an instrument of eventual unity among human beings.*

**Question:** Where do we first encounter the Holy Spirit in Scripture?

**Answer:** *We first see the Holy Spirit in the Book of Genesis. He is the mighty wind that sweeps over the waters in Creation.*

---

### Homework Idea

The homework idea “The Power of the Holy Spirit in the Acts of the Apostles” following article 6 is designed to work with articles 4, 5, and 6. See page 28 in this guide.

## Article 5: Pentecost: The Church Revealed to the World

### For Review

**Question:** Describe the events of Pentecost.

**Answer:** *After Jesus' Ascension his disciples gathered in Jerusalem during the Jewish festival called Pentecost, the Feast of Weeks, celebrated fifty days after Passover. The sound of a strong wind suddenly filled the house where the Apostles gathered. Tongues of fire rested on them, and they were filled with the Holy Spirit. They began to preach in different languages to the crowd gathered in Jerusalem. Even though the crowd came from many different lands, all understood the message in their own languages. Peter explained that these events fulfilled the prophecies of the Old Testament—the glorified Christ had poured his Holy Spirit onto the disciples and allowed them to preach to all peoples.*

**Question:** What did Peter say would happen to those people who repented and were baptized on the day of Pentecost?

**Answer:** *Peter told the crowd to repent and be baptized to obtain forgiveness of their sins and likewise receive the Holy Spirit.*

**Question:** How did Pentecost further God's plan for humanity?

**Answer:** *God made human beings to live in harmony with him and with one another. The Church, revealed on Pentecost, is a means to this communion.*

### Key Terms

**Communion** Refers to receiving the Body and Blood of Christ. In general, your companionship and union with Jesus and other baptized Christians in the Church. This union has its origin and high point in the celebration of the Eucharist. In this sense the deepest vocation of the Church is Communion.

**Pentecost** The fiftieth day following Easter, which commemorates the descent of the Holy Spirit on the early Apostles and disciples.

### Homework Idea

The homework idea “The Power of the Holy Spirit in the Acts of the Apostles” following article 6 is designed to work with articles 4, 5, and 6. See page 28 in this guide.

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## Article 6: The Meaning of Pentecost

### For Review

**Question:** Why is it appropriate to say that the Church is revealed rather than born on Pentecost?

**Answer:** *The Holy Spirit revealed the Church to the world for the first time, but the Church had been in God's plan before the creation of the world and was fulfilled through Christ's total sacrifice for our salvation. The Church was anticipated when Jesus instituted the Eucharist at the Last Supper and was fulfilled in his death on the cross. Thus the Church existed before Pentecost, but Pentecost revealed it.*

**Question:** Why was Pentecost the Revelation of the Holy Trinity as well as the Church?

**Answer:** *Jewish followers of Christ before Pentecost worshipped God the Father as the God of Abraham, Isaac, and Jacob. As followers of Christ, they also worshipped him as the Divine Son of God. But the pouring out of the Holy Spirit on Pentecost made them aware of this Third Divine Person of the Trinity for the first time.*

**Question:** How does Jesus stay united to his Church?

**Answer:** *No longer present on earth in the same way, Christ now lives and acts through his Church and through his sending of the Holy Spirit.*

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### Homework Idea

#### The Power of the Holy Spirit in the Acts of the Apostles

In this homework assignment, the students will interpret the symbolism of the Holy Spirit as a dove, a mighty wind, and as tongues of flame.

Explain to the students that although the presence of the Holy Spirit was evident in the events of Pentecost, there are other occasions in Scripture when the Spirit was present. Mention the Creation account and the appearance of a dove at Jesus' Baptism by John the Baptist.

Prepare and distribute photocopies of the handout "The Power of the Holy Spirit in the Acts of the Apostles" (Document #: TX001449). Refer to the symbols in the blocks: the fire, the wind, and the new languages. Then explain the assignment:

- Read the chapters and verses from the Acts of the Apostles. Then write down in the block to the right the meaning of the symbol in relation to the action of the event. Be as thorough as you can. Then in the last column list the effect of the Holy Spirit today.
- After you complete the chart, write a two-paragraph essay telling about ways you might fulfill or are fulfilling one of the Holy Spirit's actions in your own life. How are you making a difference in the world? Or how are you preparing now to make a difference in the future?



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## Article 7: The Holy Spirit Animates, Sanctifies, and Builds the Church

### For Review

**Question:** What are three important elements of the Church's mission?

**Answer:** *Christ sent the Holy Spirit to animate, sanctify, and build the Church. The Holy Spirit animates the Church, giving life to her members so that they may proclaim their faith in the Risen Christ. The Holy Spirit sanctifies the Church, building up her holiness through the Sacraments, virtues, and Gifts of the Holy Spirit. Finally, the Holy Spirit builds the Church through Baptism and the mission to unite people in the Trinity.*

**Question:** How did the Holy Spirit transform Jesus' disciples?

**Answer:** *Before Pentecost Christ's followers were hiding behind closed doors in fear. When they received the Holy Spirit, they were transformed into courageous missionaries who set out to proclaim their faith in Christ and baptize new members, helping to build the Church.*

**Question:** What is the mission of the Church?

**Answer:** *The mission of the Church is to bring people into communion with the Trinity. The Holy Spirit builds individuals' faith lives, builds community, and attracts new members to join the Church.*

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### Key Terms

**animate** To give life to.

**sanctify, sanctification** To make holy; sanctification is the process of becoming closer to God and growing in holiness, taking on the righteousness of Jesus Christ with the gift of sanctifying grace.

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### Homework Idea

The homework idea "Gifts of the Holy Spirit" following article 8 is designed to work with articles 7 and 8. See page 30 in this guide.

### ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish adjective *santo*, which means "holy or blessed." Explain that *sanctify* comes from the same root and means "to make holy, to bless."

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## Article 8: Life according to the Holy Spirit

### For Review

**Question:** Contrast a life lived ignoring the Holy Spirit and one lived in the Holy Spirit.

**Answer:** *People who ignore the Holy Spirit may focus on meeting their immediate desires, living a selfish life according to desires of the flesh, with no time to consider the needs and welfare of other people. In contrast, those who live in the Holy Spirit focus on the needs and welfare of others through the fruits of the Holy Spirit.*

**Question:** How does the Holy Spirit help us to pray?

**Answer:** *The Holy Spirit, the “master of prayer,” teaches us to pray even when we don’t know what to say. The Spirit, operating through the Church’s Tradition, inspires us to pray creatively in new forms of basic prayer types: blessings, petitions, intercessions, thanksgiving, and praise.*

### ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish verb *interceder*, which means “to intervene or speak on behalf of someone.” Explain that an *intercession*, from the same Latin roots, is a prayer to God asking for something on behalf of another person.

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### Key Terms

**petition** A prayer form in which one asks God for help and forgiveness.

**intercession** A prayer on behalf of another person or group.

**charism** A special gift or grace of the Holy Spirit given to an individual Christian or community, commonly for the benefit and building up of the entire Church.

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### Homework Idea

#### Gifts of the Holy Spirit (use with articles 7 and 8)

In this homework assignment, the students will appreciate the meaning of the Gifts of the Holy Spirit by putting them into language they understand.

Prepare and distribute photocopies of the handout “Gifts of the Holy Spirit” (Document #: TX002691). Explain to the students that at their Baptism they received the Gifts of the Holy Spirit. These gifts help them to lead good lives. Ask the students to complete the handout, providing definitions for the Gifts of the Holy Spirit in their own words, followed by a two-paragraph essay detailing two instances in which at least one of the gifts aided them in an important action.



## Article 9: The Holy Spirit Gifts the Church

### For Review

**Question:** What is the subtle difference between charisms and the Gifts of the Holy Spirit?

**Answer:** *Charisms are special skills or graces given by the Holy Spirit to a Christian individual or community to benefit and build up the entire Church and the whole world. Saint Paul mentioned charisms such as skills in healing, mighty deeds, prophecy, discernment of spirits, the gift of tongues, and so on. In contrast, the seven Gifts of the Holy Spirit are dispositions or prevailing tendencies, not specific skills: wisdom, understanding, right judgment (counsel), courage (fortitude), knowledge, reverence (piety), and wonder and awe (fear of the Lord).*

**Question:** Describe how founders of religious orders often had specific charisms that their followers also pursued.

**Answer:** *Charisms of leadership in the Church allow leaders to benefit the whole Church. Two examples of founders with specific charisms are Saint Benedict and Saint Francis. Saint Benedict's charism combined work and prayer, a combination that vowed Benedictines have continued for centuries. Saint Francis's charism was to embrace a life of poverty and simplicity, and Franciscans today also embrace a simple life.*

### Key Terms

**charismatic** The word refers to a person gifted with the charism or graces of the Holy Spirit such as healing, prophecy, and speaking in tongues. Because self-deception is always possible, the charisms claimed by such a person must be verified by the Church.

**Magisterium** The Church's living teaching office, which consists of all bishops, in communion with the Pope, the Bishop of Rome.

**infallibility** The gift given by the Holy Spirit to the Pope and the bishops in union with him to teach on matters of faith and morals without error.

### Homework Idea

#### My Charisms

In this homework assignment, the students will see what charisms people around them and they themselves possess.

Prepare and distribute the handout "My Charisms" (Document #: TX002693). In introducing the assignment, explain as follows:

- On this handout, identify people who manifest ordinary charisms and what those charisms are (for example, coach: leadership). Then identify people who manifest religious charisms and what those charisms are (for example, Father Mark: good preacher).

#### ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish word *carisma*, which means "a special ability to attract or fascinate." Explain that a *charism*, from the same root, is a special ability or gift that God gives to a person or community to help build up the entire Church. In the Church someone who is *charismatic* has special ability or grace through the power of the Holy Spirit.



- Then list the charisms you have or are working on to benefit and build up the Church. For example, can you sing or play a musical instrument? Do you use your computer skills to help others? In what way? Do not overlook the value of “everyday charisms,” such as friendliness to all, helping out at home, and “holding your tongue” when you’d like to say something demeaning or rude.
- Last, in one hundred words describe a person in your life who exhibits charisms that combine the ordinary and the religious. Look for someone who is trying hard to use her or his God-given charisms to help others.

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## Part 2 Activities

### Activity 1: Newspaper Report on Pentecost (use with articles 5 and 6)

In this activity the students will explore the Pentecost event as seen through the eyes of various people present at Pentecost.

1. Prepare by gathering fine-point markers (black), one for each group of six, and sheets of newsprint, two for each group of six. Also have available a roll of masking tape.
2. Organize the class into groups of six. Invite a volunteer to read aloud the Acts of the Apostles 2:1–13. Then have each group of six divide into three pairs. In each pair one person will be the interviewer and the other the interviewee. Explain that the interviewers are news reporters who are interested in learning more about the Pentecost event through answers to the “five W’s”: Who? What? Where? When? and Why?
3. Direct the students who are the interviewers to ask questions of either an Apostle (name him), a Pharisee, or a bystander visiting Jerusalem.
4. Allow 5 minutes for the interviewers to prepare their questions and for interviewees to “get into” their roles. Then allow about 10 minutes for the interviews to take place. Advise the interviewers to write down the answers to their questions.
5. Ask the pairs, when interviews have finished, to gather in their groups of six again. Distribute the markers and newsprint, and instruct the groups to produce a one- or two-page newspaper with compelling headlines about the Pentecost event. Encourage the students to organize their articles in columns, as in a newspaper, and to add other elements found in a newspaper, including “photos” (drawings), editorials, and perhaps letters to the editor.
6. Allow time for groups to finish, and then ask them to post their newspapers around the classroom.
7. Invite all the students to take time to read one another’s news accounts.



## Activity 2: Holy Spirit High School (use with articles 7, 8, and 9)

In this activity the students will apply their knowledge of the work of the Holy Spirit to the philosophy, prayer life, and attitude of a fictional high school.

1. Prepare by gathering sheets of newsprint and markers for each group of five.
2. Organize the students into groups of five. If possible, have someone with artistic talent in each group.
3. Introduce the activity in these or similar words:
  - ▶ You are going to set up your own Catholic high school called Holy Spirit High School. Let's brainstorm for awhile. What would a brand new high school need? What would a typical day at this school be like?

Write ideas on the board. With direction, the terms *philosophy*, *emblem*, *teachers*, etc., should be written on the board. Include the term *opening prayer* as the beginning of a typical day.

4. Distribute a sheet of newsprint and several markers to each group. Explain that each group will formulate a plan for this new high school, including the school's philosophy, based on the information found in articles 7, 8, and 9. Remind the students to use the words *animate*, *sanctify*, and *build* in the philosophy. Based on the philosophy the groups develop, they should also design a school emblem. They should then plan a typical school day, beginning with an opening prayer. This opening prayer should be planned in detail and is meant to sum up the important ideas discussed, so should be worked on last.
5. Allow the students about 30 minutes to complete the activity. Then invite each group to read its philosophy, explain its emblem, and share its opening prayer.

## Part 2 Quiz



Prepare and distribute photocopies of the handout "Part 2 Quiz" (Document #: TX002695), one for each student. Visit [smp.org/LivinginChrist](http://smp.org/LivinginChrist) for additional quiz questions.

### Answer Key

#### Sentence Completion

- |                   |                  |
|-------------------|------------------|
| 1. intercession   | 5. infallibility |
| 2. flesh          | 6. Creation      |
| 3. Feast of Weeks | 7. spirit        |
| 4. Communion      | 8. Heaven        |

### Short Answer

Through the power of the Holy Spirit, the Church carries out its mission to bring all people into union with the Trinity. The Church is a sign and an instrument of the full realization of this unity.

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### Part 2 Review

If you are assigning the part review on page 37 of the student book, see appendix A in this guide for the part review answer key (Document #: TX002482).

# The Power of the Holy Spirit in the Acts of the Apostles

Refer to the New Testament to complete the parts of the chart that refer to the sections of the Acts of the Apostles.

Power of the Holy Spirit	Acts of the Apostles	Effect of the Holy Spirit in the Acts of the Apostles	Effect of the Holy Spirit Today
<b>The “fire”: the Spirit in the inner life</b>	4:8,31 5:32 6:10 16:6,7		
<b>The “wind”: the Spirit around communities and in the world</b>	6:3,5,10 8:29,40 10:19,44–47 11:12–16 15:8		
<b>The “new languages”: being led by the Spirit in relationships</b>	2:14,33 10:38 11:27 13:2 20:23 21:11		

After reviewing the experiences of the Holy Spirit in the Acts of the Apostles and filling in the chart, select one of the three areas of the Holy Spirit’s effect (inner life, world around us, or relationships), and give an example of where you believe the Spirit is at work today and explain why.



## Gifts of the Holy Spirit

The Gifts of the Holy Spirit are graces given to us by the Holy Spirit to help us to respond to God's call to holiness. They empower humanity with grace, power, and tools that support spiritual growth, happiness, and the wisdom to build just societies. In ancient times the Gifts of the Holy Spirit were recognized as understanding, knowledge, counsel, piety, fortitude, wisdom, and fear of the Lord.

On the lines below, write words or phrases to explain each of the seven Gifts of the Holy Spirit. Use language that is part of your own vocabulary. Then compose a two-paragraph essay on two instances where at least one of the gifts helped you in a difficult situation.

Piety

Counsel

Understanding

Fortitude

Fear of the Lord

Wisdom

Knowledge

Write a two-paragraph essay describing two occasions when the Holy Spirit helped you.



# My Charisms

Define *charism*:

List five people who have what might be called ordinary charisms. Identify each person and her or his charism.

List five people who have what might be called religious charisms. Identify each person and his or her charism.



In two or three paragraphs, describe a person in your life who exhibits charisms that combine the ordinary and the religious. Look for someone who is trying hard to use her or his God-given charisms to help others.



## Part 3: The Work of the Early Church

In this part the students will see how the Apostles, sent by Jesus and empowered by the Holy Spirit, participated in the universal mission of the Church by spreading the Gospel throughout the Mediterranean world. Christ's love and the presence of the Holy Spirit gave these Apostles and other disciples the motivation and energy to share the truth of Christ with those they encountered. Saint Paul was chief among the disciples for bringing the message to both Jews and Gentiles. Opposition to the message led to persecution and martyrdom.

The students will explore these concepts in the following articles in their books:

- Article 10: The Mission of the Apostles (page 39)
- Article 11: Spreading the Gospel (page 42)
- Article 12: Persecution and Martyrdom (page 45)

### Part 3 At a Glance

#### Learning Objectives

Upon completing part 3, the students will understand the following concepts:

- The Holy Spirit aided the disciples in the spread of Christianity.
- The work of the Church is Trinitarian, involving Father, Son, and Holy Spirit.
- Saint Paul preached to both Jews and Gentiles, using imagery that would appeal to both groups.
- Persecution by Roman and Jewish authorities led many people to die for their faith in Christ.

#### Resources at [smp.org/LivinginChrist](http://smp.org/LivinginChrist)

Visit [smp.org/LivinginChrist](http://smp.org/LivinginChrist) for the following resources related to this part of the guide.

#### Background Reading for the Teacher

- "The Church" (Document #: TX001514)
- "The Two Basic Sacraments of Christ and Church" (Document #: TX001515)

#### PowerPoint Presentations

- "Paul's Journeys" (Document#: TX001506). *This PowerPoint illustrates the content in article 10, "The Mission of the Apostles," and article 11, "Spreading the Gospel."*



## Teaching Resources in This Part of the Teacher Guide

Opening Prayer: A Martyr's Prayer

Suggested Primary Source Readings

Resources for Student Book Articles

For Review

Key Terms

Homework Ideas

Part 3 Activities

- Activity 1: “Evangelization Today” (use with articles 10, 11, and 12)
- Activity 2: “A Summary of Paul’s Work of Evangelization” (use with article 11)

Part 3 Quiz



### Opening Prayer

#### Pray It! “A Martyr’s Prayer”

The Pray It! “A Martyr’s Prayer” on page 46 of the student book are the words of Bishop Polycarp of Smyrna. His opening line, in which he thanks God for having judged him “worthy” to die, is unusual. Before praying this prayer together, remind the students that Polycarp could die as a Christian because he had truly lived as a Christian. Even though his earthly life was coming to an end, he could be grateful for it and celebrate it. Ask the students to read over the prayer silently. Then invite them to pray the prayer together. After praying together complete the following reflection with the class.

**Reflection:** Talk with the students about “little deaths” that can occur in our lives: things not going well at school or at home, rejection by friends, public embarrassments, and so on. These things can bring us up short. We think: Life is not so great right now. Life hurts. Life is painful. Where is God now? Yet life is more than pain. God leads us through pain to the next step. In times of pain, pray to know the next step toward all the good gifts from God that life offers.

### Suggested Primary Source Readings

If you are using the Saint Mary’s Press primary source reader corresponding with this framework course, titled *Christ’s Mission Through the Church: A Primary Source Reader*, see the following chapters for readings related to this part:

- Chapter 1: The Church Proclaims Jesus Christ
  - Excerpt from the Acts of the Apostles, Chapter 2



- Chapter 2: Witness to Christ
  - Excerpt from *The Epistle to the Romans*, by Saint Ignatius of Antioch
- Chapter 3: The Church Expands
  - Excerpt from *The City of God*, by Saint Augustine of Hippo
- Chapter 9: A Church in Exile
  - Excerpt taken from the *Dogmatic Constitution on the Church*, by the Second Vatican Council

See appendix B in this guide for more detailed information about correlating the student book articles with primary source readings.

**Student Book**  
Pages 39–42

## Article 10: The Mission of the Apostles

### For Review

**Question:** Why did the Apostles and early disciples travel so far and work so hard to spread the Good News?

**Answer:** *The Apostles and early disciples did so much to spread the Good News because they were motivated and energized by the universal love of God, who desires that all be saved. The Church needed to be missionary so that all people could hear the truth they longed for.*

**Question:** In what ways was the Holy Spirit involved in the missionary spread of Christianity?

**Answer:** *The Holy Spirit was involved in every aspect of the missionary spread of Christianity. The Spirit came to repentant sinners who were baptized to help them make decisions, assigned Paul and Barnabas to a certain task, ruled on what laws Gentile Christians were required to follow, and directed where Paul and Timothy were to preach.*

**Question:** What does it mean to say that the Church’s mission is Trinitarian?

**Answer:** *The Church’s mission is Trinitarian because it involves all the Persons of the Trinity: Father, Son, and Holy Spirit.*

**Question:** What is meant by evangelization?

**Answer:** *Evangelization is the proclamation of the Good News of Jesus Christ through words and witness.*

**Question:** What aspects of the structure of the Roman Empire aided evangelization?

**Answer:** *The construction of good roads in the Roman Empire, facilitating travel and offering protection for travelers against criminals, aided the spread of Christianity.*

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## Key Terms

**Trinitarian** Of or relating to the Trinity or the doctrine of the Trinity.

**evangelization** The proclamation of the Good News of Jesus Christ through words and witness.

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## Homework Idea

The homework idea “Fitting the Message to the Audience” following article 11 is designed to work with articles 10 and 11. See page 44 in this guide.

## ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish word *Evangelio*, which means “Gospel.” Explain that *evangelization* means spreading the Gospel by sharing it with others.

**Student Book**  
**Pages 42–44**

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## Article 11: Spreading the Gospel

### For Review

**Question:** Explain how Paul’s preaching to the Jews differed from his preaching to the Gentiles.

**Answer:** *When Paul preached to the Jews, his teaching focused on the Old Testament, showing how the Hebrew Scriptures prophesied Jesus’ life, death, and Resurrection. In contrast, when Paul preached to Gentile Christians, he tried to relate the Good News to contexts familiar to Gentile audiences. For example, when preaching to Greek Christians, he quoted from Greek poets and pointed out the altar dedicated to an “unknown God,” which he said was the one true God, the Creator of all things.*

**Question:** Explain how Paul made his message more understandable to an urban audience.

**Answer:** *Paul appealed to a largely urban audience by preaching with examples like athletes competing in a stadium, military armor and weapons, musical instruments, and images of temples.*

**Question:** What makes for effective evangelization?

**Answer:** *Effective evangelization includes a presentation that is appropriate for those who are learning or listening, but it does not distort the message.*

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## Key Terms

**Gentile** A non-Jewish person. In the Scriptures the Gentiles were the uncircumcised, those who did not honor the God of the Torah. In the New Testament, Saint Paul and other evangelists reached out to the Gentiles, baptizing them into the family of God.

**Hellenistic** Of or relating to Greek history, culture, or art after Alexander the Great.

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## Homework Idea

### Fitting the Message to the Audience (use with articles 10 and 11)

In this homework assignment, the students will appreciate the ways that, without sacrificing the integrity of the message, Bible passages were framed with the needs of particular audiences in mind.

Tell the students to read the Parable of the Prodigal Son (Luke 15:11–32). Then write on the board these situations:

- teenager whose brother is getting out of rehab
- runaway
- person away from the Sacrament of Penance and Reconciliation

Ask the students to copy this list. Explain that they are to write three paragraphs, one for each situation, saying what part of the parable they would emphasize with each audience type and why. How would they change parts of the story (working with hogs can be changed to collecting garbage, cleaning bathrooms, or some other kind of work considered unappealing in our culture) to fit the audience?

Ask them to write a fourth paragraph, retelling the parable to fit one of the situations.

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Student Book  
Pages 45–47

## Article 12: Persecution and Martyrdom

### For Review

**Question:** Explain why the early Christians were often persecuted.

**Answer:** *The early Christians faced persecution from Jewish leaders who did not recognize Jesus as the Messiah—these leaders believed that only God could be fully divine, so they viewed claims about Jesus' divinity as blasphemous and sought to destroy those who taught this. Meanwhile the Roman leaders persecuted the early Christians who refused to sacrifice to the Roman emperor. The Christians considered this practice to be idolatrous, but the Roman officials saw their refusal as disloyalty, punishable by death.*

**Question:** Identify some martyrs of the early Church. Describe the attitude of these Christians toward martyrdom.

**Answer:** *The first martyr of the Church was Stephen, who was tried and stoned for blasphemy by the Jewish leaders. Other early martyrs included James, Peter, Paul, and Ignatius of Antioch. Early Christians accepted suffering and martyrdom with joy, honored to die for Christ and convinced that sharing in his suffering allowed them also to share in his Resurrection.*

**Question:** What is meant by the Church's final trial?

**Answer:** *Scripture and Tradition teach us that before Christ's second coming, the Church will undergo a final persecution. Some believe that an antichrist, pretending to be the Messiah, will lead people astray.*

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## Key Terms

**blasphemy** Speaking, acting, or thinking about God, Jesus Christ, the Virgin Mary, or the saints in a way that is irreverent, mocking, or offensive.

**martyr** A person who suffers death because of his or her beliefs. The Church has canonized many martyrs as saints.

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## Homework Idea

### Persecution of Christians Today

In this homework assignment, the students will research the persecution of Christians in the twentieth and twenty-first centuries.

Ask the students to each find and read one article online or in print on this topic and write a short summary of it. These articles can then be shared with the entire class.

Encourage the students to use reliable news sources, either from the Catholic or secular press. Remind them that not everything presented as fact on the Internet is true or reliable. Provide names of reliable Catholic sources online, such as the Catholic News Service, with many current articles, the Vatican Web site, and Catholic magazines like *America Magazine* and *Commonweal*.

Have the students consider these questions in their reports: In what countries of the world does persecution of Christians exist? What form does persecution take? What are the reasons for these persecutions? What can we do to help bring an end to this persecution?

Invite the students to share some of their findings the next time the class meets. The pooling of the information the students uncover can help to bring about an awareness that, in many places, it is not so easy to be Christian!

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## Part 3 Activities

### Activity 1: Evangelization Today (use with articles 10, 11, and 12)

In this activity the students will consider how Catholic media presents the mission and work of the Church.

1. Prepare by bringing in copies of your local diocesan newspaper or another general Catholic newspaper. If possible, provide one newspaper per student. (They may each be a different issue.)
2. Organize the class into groups of four.
3. Write the following on the board:
  - teaching and preaching the Good News
  - being personally committed to live the Gospel
  - helping others in loving and practical ways
  - meeting obstacles to living the faith and overcoming them
4. Direct each group to have each of its members focus on a different aspect of evangelization today.

5. Allow the students about 20 minutes to read through the diocesan newspaper with a particular aspect of evangelization in mind. Ask them to identify at least one story that illustrates the aspect they chose. (Sometimes these aspects will overlap. In that case, ask the students to identify all of the aspects mentioned in the story.) Ask them to record the title of the story, the aspect of evangelization as listed on the board, how it is represented in the article, and to prepare a fifty-word summary of the article.
6. Conclude by asking group members to present their findings, one aspect of evangelization at a time.

### **Activity 2: A Summary of Paul’s Work of Evangelization (use with article 11)**

In this activity the students will read about Paul’s journeys in the Acts of the Apostles and work in groups to summarize Paul’s work of evangelization.

1. Make Bibles available, at least one for each of eight groups, or ask the students to bring their Bibles to class.
2. Organize the class into eight groups, and assign each group one of the following pairs of chapters from the Acts of the Apostles: 13–14, 15–16, 17–18, 19–20, 21–22, 23–24, 25–26, 27–28.
3. Direct each group to choose a note taker. Instruct the groups to read their assigned chapters attentively and to work together to identify the key events related to Paul’s missionary travels and evangelization noted in those chapters. The note taker should keep a record of all these events and details. Explain to the students that they will be sharing their summaries with the class and that they should write their notes in a clear manner, with sufficient details for sharing. Allow about 25 minutes for this step.
4. Invite all the groups to present their summaries to the class, proceeding in sequential order, from chapters 13 and 14 to 27 and 28. Allow time for the rest of the students to ask questions following each presentation.
5. Engage the students in a discussion of what they learned from the summaries they prepared and heard about Paul’s work in spreading the Gospel. Ask the following questions:
  - ▶ What successes did Paul have in his work of evangelization?
  - ▶ What were some challenges he faced?
  - ▶ How did Paul’s approach differ when he spoke to a Gentile audience versus a Jewish audience?
  - ▶ What are some ways in which the Church today can use Paul as a model in its work of evangelization?
  - ▶ What are some struggles the Church today faces that were not a factor in Paul’s time? What are some resources the Church today has that were not available to Paul?
6. Reinforce what the students have learned from this activity by having them write a one-page reflection on how learning about Paul’s missionary travels and work of evangelization can be an example for them, both in what they do and how they might go about doing it.



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## Part 3 Quiz

Prepare and distribute photocopies of the handout “Part 3 Quiz” (Document #: TX002689), one for each student. Visit [smp.org/LivinginChrist](http://smp.org/LivinginChrist) for additional quiz questions.

### Answer Key

#### Sentence Completion

- |                |                          |
|----------------|--------------------------|
| 1. witness     | 5. evangelization        |
| 2. unknown god | 6. universal love of God |
| 3. Saint Paul  | 7. Saint Francis Xavier  |
| 4. Final Trial | 8. martyrs               |

#### Short Answer

According to the Father’s plan, the Church continues the mission of the Son and Holy Spirit. The ultimate purpose of the Apostles’ mission was to invite people to share in the communion of Father and Son in the Holy Spirit.

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## Part 3 Review

If you are assigning the part review on page 48 of the student book, see appendix A in this guide for the part review answer key (Document #: TX002482).

## Part 4: Images of the Church

In this part the students will explore the mystery of the Church through several important images from Sacred Scripture: the People of God, the Body of Christ, and the Temple of the Holy Spirit. The Church is the People of God. Jesus invites all people to have faith in him and be baptized. The Body of Christ reveals the extremely close relationship between Christ and believers. The Church as Temple of the Holy Spirit emphasizes that the Holy Spirit lives within the Church.

The students will explore these concepts in the following articles in their books:

- Article 13: The Church Is the People of God (page 50)
- Article 14: The Church Is the Body of Christ (page 53)
- Article 15: The Church Is the Temple of the Holy Spirit (page 57)

### Part 4 At a Glance

#### Learning Objectives

Upon completing part 4, the students will understand the following concepts:

- The new People of God enter the Church at Baptism.
- The Church's community is spread throughout the whole world.
- The Body of Christ means that, as members of the Church, we are members of Christ's Body.
- The union of Christ and his Church is like a bridegroom to his bride.
- The Holy Spirit connects us with the Mystical Body of Christ.

#### Resources at [smp.org/LivinginChrist](http://smp.org/LivinginChrist)

Visit [smp.org/LivinginChrist](http://smp.org/LivinginChrist) for the following resources related to this part of the guide.

#### Background Reading for the Teacher

- "The Church" (Document #: TX001514)
- "The Two Basic Sacraments of Christ and Church" (Document #: TX001515)

#### PowerPoint Presentations

- "Images of the Church" (Document #: TX001503). *This PowerPoint presents the content in article 13, "The Church Is the People of God"; article 14, "The Church Is the Body of Christ"; and article 15, "The Church Is the Temple of the Holy Spirit."*
- "Models of the Church" (Document #: TX001504). *This PowerPoint summarizes the five models of the Church as formulated by the late theologian Cardinal Avery Dulles, SJ, and complements articles 13, 14, and 15.*



## Teaching Resources in This Part of the Teacher Guide

Opening Prayer: Prayers of Petition

Suggested Primary Source Readings

Resources for Student Book Articles

For Review

Key Terms

Homework Ideas

**Part 4 Activities**

- Activity 1: “Models of the Church” (use with articles 13, 14, and 15)
- Activity 2: “Key Events in Church History” (use with articles 13, 14, and 15)

**Part 4 Quiz**



### Opening Prayer

#### Pray It! “Prayers of Petition”

The Pray It! “Prayers of Petition” on page 56 of the student book gives the students a unique opportunity to pray communally. Ask two volunteers to read these paragraphs aloud. Then take a few minutes to compose a communal prayer. On the board, write the following four categories:

- World
- Church
- Local Parish or School
- Those Who Suffer

Gather suggestions for prayer, and write them under the appropriate category.

Then ask the students to stand in a circle. If it is customary, ask them to hold hands. Formulate each of the prayer suggestions into a petition, and ask the students to respond: *Lord, hear our prayer*. After praying together ask the students to return to their seats for a silent reflection.

**Reflection:** Share the following reflection with the students:

- Prayer is an act of trust in God. It is a choice to care. We often have a sense of our interconnectedness to those we love and even to people we have never met. Prayer is one way to express that, to choose to trust our lives and the lives of those we care about to the infinite love of God.



## Suggested Primary Source Readings

If you are using the Saint Mary's Press primary source reader corresponding with this framework course, titled *Christ's Mission Through the Church: A Primary Source Reader*, see the following chapters for readings related to this part:

- Chapter 4: The Body of the Church
  - Excerpt from *The Book of the Lord Be with You*, by Saint Peter Damien
- Chapter 8: The Church as Body
  - Excerpt from the First Letter to the Corinthians, by Saint Paul the Apostle
- Chapter 9: A Church in Exile
  - Excerpt taken from the *Dogmatic Constitution on the Church*, by the Second Vatican Council
- Chapter 25: Living Liturgically
  - Excerpt taken from *The Spirit of the Liturgy*, by Romano Guardini

See appendix B in this guide for more detailed information about correlating the student book articles with primary source readings.

**Student Book**  
**Pages 50–52**

### Article 13: The Church Is the People of God

#### For Review

**Question:** How can someone become a member of the People of God?

**Answer:** *One becomes a member of the People of God through the spiritual birth of Baptism and through faith in Christ, who invites all human beings into the People of God.*

**Question:** How is the Church, numbering more than one billion people globally, unified?

**Answer:** *The Church is unified through the unity of the Trinity: Father, Son, and Holy Spirit.*

**Question:** What do we mean when we say God wants all people to be his?

**Answer:** *God creates every human being with a desire for him and continuously calls each person to himself. By nature we are religious beings. God made people to live in communion with him and find happiness.*

#### Key Terms

**community** A body of individuals that is unified.

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## Article 14: The Church Is the Body of Christ

### For Review

**Question:** How does belonging to the Body of Christ make us grow in holiness?

**Answer:** *Belonging to the Body of Christ helps us to grow in holiness because we are in intimate communion with Christ and with one another. In communion with Christ, we grow in love and virtue, becoming more sensitive to one another's joys, sorrows, and needs. Christ united us with his life so that we may come to resemble him, bring our suffering to him, and allow him to transform our suffering to bring us new life.*

**Question:** Explain why the Church is the Bride of Christ.

**Answer:** *Saint Paul explained that Christ loved the Church and sacrificed himself to make her holy and to join her to himself in an eternal covenant (see Ephesians 5:25–26,32). The image reflects the intimate relationship between Christ and his Church, the two becoming one flesh just as a husband and wife do in Christian Marriage.*

**Question:** How does exploring the nature of the Church as the Body of Christ help us to understand ourselves as members of this body?

**Answer:** *With Christ as the Head of the Body of Christ, he helps us to grow toward him. Just as the head and the members make one body, Christ and the Church are one.*

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### Key Terms

#### ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish word *cáliz*, a cognate for *chalice*.

**Transubstantiation** In the Sacrament of the Eucharist, this is the name given to the action of changing the bread and wine into the Body and Blood of Jesus Christ.

**chalice** The cup used during the Mass that holds the wine before the Consecration and the Blood of Christ after the Consecration. It represents the cup used at the Last Supper and is a symbol of Jesus' sacrifice and eternal life.

**Theology of the Body** The name given to Pope John Paul II's teachings on the human body and sexuality delivered via 129 short lectures between September 1979 and November 1984.

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### Homework Idea

The homework idea "Faithful People Who Live as the Body of Christ" following article 15 is designed to work with articles 14 and 15. See page 52 in this guide.

## Article 15: The Church Is the Temple of the Holy Spirit

### For Review

**Question:** What connection is there between the Temple of the Old Testament and the Church as the Temple of the Holy Spirit?

**Answer:** *In Jewish history (reflected in the Old Testament), the Temple was the building in which God was present to the people of Israel in a special or unique way. Saint Paul explains that the Church is the Temple of God because the Holy Spirit is present in a unique way in the Church, as the center and source of the Church's life, the soul of the Mystical Body of Christ.*

**Question:** How is the Holy Spirit the source of the Church's life?

**Answer:** *The Holy Spirit is the source of the Church's life because Christ poured out the Spirit onto all the Church's members, making the Holy Spirit part of everything the Church is and does. The Holy Spirit is especially active in the liturgy, revealing Christ's presence, making his saving work real to us, and bringing us into communion with Christ. The Holy Spirit also enables the members of the Church to develop human virtues, especially the cardinal virtues of prudence, justice, fortitude, and temperance.*

**Question:** What do we mean when we say that the Holy Spirit is the soul of the Church?

**Answer:** *The Holy Spirit is the center of the Church's life. Another way to say that is that the Holy Spirit is the soul of the mystical Body of Christ and is the source of the Church's life, unity, gifts, and charisms.*

### Key Terms

**mystical** Having a spiritual meaning or reality that is neither apparent to the senses nor obvious to the intelligence; the visible sign of the hidden reality of salvation.

**virtue** A habitual and firm disposition to do good.

### Homework Idea

**Faithful People Who Live as the Body of Christ (use with articles 14 and 15)**

In this homework assignment, the students will describe a person or group whose example is a model of living as the Body of Christ and the Temple of the Holy Spirit.

Introduce the homework assignment by asking the students to spend 5 minutes in class brainstorming individually about faith-filled groups or individuals who embody the Church as the Body of Christ and the Temple of the Holy Spirit. They can include people who are living or dead and whom they know personally or have read or heard about. Explain to the students that for homework they are to choose one person or group from the list and reflect on how that person or group embodies the unity of the Church's members and that unity shows that the Holy Spirit animates or empowers the members of

### ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish word *virtud*, which means "virtue," or to the Spanish adjective *virtuoso*, which means "virtuous."

the Church. Allow the students to write about their person or group in a reflection page or to create their report visually (such as a collage or mind map).

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## Part 4 Activities

### Activity 1: Models of the Church (use with articles 13, 14, and 15)

In this activity the students will examine and discuss five models of the Church.



1. Prepare and distribute photocopies of the handout “Models of the Church” (Document #: TX001441), one for each student.
2. Write the term *model* on the board, and invite the students to offer definitions for the word. Make sure the concepts of a *representation*, an *example*, and a *symbol* are addressed.
3. Organize the students into five groups. Assign one of the models on the handout to each group. Share the following instructions:
  - ▶ On this handout five models of the Church are described. In this activity we will get acquainted with each of these models. First, find and circle on the chart these models of the Church: Institution (box 1); Mystical Body / Communion (box 6); Herald (box 12); Servant (box 18); Sacrament (box 24).
  - ▶ Find the model your group was assigned. Below the model box, choose a volunteer to read aloud the Key Words, Signs and Functions, and Members connected to that model. Assign group members to look up the Scripture quotations given for the model (one person for each quote) and read each quotation aloud.
  - ▶ After you have studied your model in this way, discuss these questions:
    - Can you recognize or see this model in the Church you know?
    - What are the strengths of the model of the Church you studied?
    - What would the Church be like if this model were the *only* aspect of the Church’s life?
    - What would be missing?

(Write these questions on the board for reference.)
4. Bring the class back together, and ask each group to share its responses to the questions on the board. Encourage the rest of the students to comment and ask questions.

### Activity 2: Key Events in Church History (use with articles 13, 14, and 15)

In this activity the students will get an overview of the expansiveness of Church history. Knowing “where the Church has been” will prepare the students to understand that, no matter what the ups and downs of history, the Church, in God’s providence, has endured with trust in God’s providential care.



1. Prepare by arranging access to computers or a computer lab. Also prepare photocopies of the handout “Key Events in Church History” (Document#: TX001443), one for each student, and gather forty sheets of writing paper.
2. Organize the students into five groups. Distribute the handout, along with eight sheets of writing paper to each group.
3. Note that the forty topics on the handout are grouped into segments of eight. Assign one of these segments to each group. Explain the activity as follows:
  - Each group will research each event or person in its assigned segment of topics. Each person in the group will research one person or event and write out the exact or approximate dates of the event or the person’s life and death, along with a short summary of the event or the person’s life. At the end each group will have eight short reports, each on a separate sheet of paper. You will have 30 minutes to complete these reports.

Explain that if there are more topics than students in a group, each group member should take a second topic. Alternatively, pairs of students can work on the remaining topics.

4. Ask each group to report its findings, with each group member reporting on his or her topic(s) in chronological order, from the earliest-dated person or event in the group’s segment to the most recent. Alternatively, bring the class back together and have the students present all forty topics in chronological order, rather than by group. To ensure order in this process, you may wish to name the order of the topics for the students ahead of the readings, rather than have the students organize the chronological presentations themselves.

**Optional:** Post the reports in chronological order around the classroom, creating a time line for the students to review independently.

## Part 4 Quiz



Prepare and distribute photocopies of the handout “Part 4 Quiz” (Document #: TX002694), one for each student. Visit [smp.org/LivinginChrist](http://smp.org/LivinginChrist) for additional quiz questions.

### Answer Key

#### Matching

- |      |      |
|------|------|
| 1. d | 5. b |
| 2. a | 6. g |
| 3. f | 7. e |
| 4. h | 8. c |

### Short Answer

The Theology of the Body is the name given to Pope John Paul II's teachings on the human body and sexuality delivered in 129 short lectures between September 1979 and November 1984.

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### Part 4 Review

If you are assigning the part review on page 60 of the student book, see appendix A in this guide for the part review answer key (Document #: TX002482).

## Models of the Church

MODEL	INSTITUTION
<b>Key Words</b>	teach, sanctify, govern Magisterium The Church authority comes from Apostolic Tradition.
<b>Signs and Functions</b>	Pope, bishops, priests <i>Catechism of the Catholic Church</i> Canon Law diocesan directories
<b>Members</b>	all those who formally recognize themselves in relationship to an official Church community and Church teachings
<b>Connection to Jesus</b>	Matthew 16:13–20
<b>Early Church</b>	Acts of the Apostles 6:1–7
MODEL	MYSTICAL BODY / COMMUNION
<b>Key Words</b>	People of God fellowship unity and diversity of gifts in community Christ is the Head Church is the Body
<b>Signs and Functions</b>	prayer groups intimate relationship
<b>Members</b>	all who share in the body of Christ through the grace of the Holy Spirit
<b>Connection to Jesus</b>	John 15:5
<b>Early Church</b>	Acts of the Apostles 4:32–37
MODEL	HERALD
<b>Key Words</b>	Word of God conversion witness salvation
<b>Signs and Functions</b>	Bible studies evangelization missions media



<b>Members</b>	all those who give witness to their life in Christ and see the Word of God as key
<b>Connection to Jesus</b>	Matthew 28:16–20
<b>Early Church</b>	Acts of the Apostles 2:37–41
<b>MODEL</b>	<b>SERVANT</b>
<b>Key Words</b>	service to the world dialogue justice peace prophetic
<b>Signs and Functions</b>	hospitals Saint Vincent de Paul Society Catholic Campaign for Human Development Habitat for Humanity Catholic Relief Services
<b>Members</b>	all who serve the needs of others as Christ did; “Whatever you did for one of these least brothers of mine, you did for me.” (Matthew 25:40)
<b>Connection to Jesus</b>	John 13:3–15
<b>Early Church</b>	Acts of the Apostles 5:12–16
<b>MODEL</b>	<b>SACRAMENT</b>
<b>Key Words</b>	grace nourished by the Sacraments “Be what you have received.”
<b>Signs and Functions</b>	liturgy light and salt for the world (to be a sign of Christ) communal prayer source of grace
<b>Members</b>	all who share in the liturgical life of the Church so as to be transformed by grace to be a sign of Christ in the world
<b>Connection to Jesus</b>	Luke 21:19–20
<b>Early Church</b>	Acts of the Apostles 2:42–47

(This handout is adapted from notes provided by Dr. Philip Verhalen, STL, based on *Models of the Church*, by Avery Dulles, SJ [Garden City, NY: Doubleday, 1974]. The scriptural quotation is from the *New American Bible with Revised New Testament and Revised Psalms*. Copyright © 1991, 1986, and 1970 by the Confraternity of Christian Doctrine, Washington, D.C. Used by the permission of the copyright owner. All Rights Reserved. No part of the *New American Bible* may be reproduced in any form without permission in writing from the copyright owner.)





## Key Events in Church History

- Council of Constantinople
- Pope John Paul II
- Arian Controversy
- Council of Jerusalem
- *filioque* controversy
- Pentecost
- Saint Catherine of Siena
- Charlemagne
- the Crusades
- Saint Augustine
- Council of Nicaea
- Pope Leo XIII
- Great Schism
- Protestant Reformation
- suppression of Jesuits
- Gutenberg Bible
- Avignon Papacy
- John Henry Newman
- *Dogmatic Constitution on the Church (Lumen Gentium, 1964)*
- *Baltimore Catechism*
- Saint Columba
- Saint Thomas Aquinas
- conversion of Paul
- Saint Jerome
- early persecutions
- Pope Benedict XVI
- Emperor Nero's persecutions
- Saint Bernard of Clairvaux
- Council of Trent
- Saint Augustine of Canterbury
- Constantine
- Vatican Council I
- Epistles
- mendicant orders
- Book of Kells
- Spanish Inquisition
- Council of Chalcedon
- Pope John XXIII
- Vatican Council II
- Saint Thomas More

