

saint mary's press

THE
Catholic Youth Bible

NEW TESTAMENT TEACHER GUIDE

For Use with NABRE and NRSV Translations

PRAY IT
STUDY IT
LIVE IT®

Mary Kathleen Glavich, SND

The Catholic Youth Bible[®]

TEACHER GUIDE

New Testament

The Catholic Youth Bible[®] Teacher Guide: New Testament

The Catholic Youth Bible[®] Teacher Guide: Old Testament

Mary Kathleen Glavich, SND



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

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Introduction to *The Catholic Youth Bible*[®] Teacher Guide: New Testament

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

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

The Teacher Guide Format

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

- **The teacher guide provides you with ideas about how to teach with the *CYB* as well as other resources and additional handouts.** The teacher guide works as a command center for the course, providing ways for you to teach key concepts to the students by bringing in a wide variety of resources.
- **The teacher guide invites you as teacher to develop your abilities to facilitate learning.** This guide asks you to become an expert about your own students, discern how they learn best, and then lead them to understand the main concepts in a way that speaks to their lived experiences and the issues of the day.
- **The teacher guide provides learning experiences that invite the students to be more engaged in their own learning.** The outline of this material encourages the students to take charge of their learning process and to practice what it will mean to be adult Catholics who must translate scriptural and Church teaching into their real world.

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

Using *The Catholic Youth Bible*®

Within eight units, this teacher guide uses all of the major groupings of content found in the New Testament. The course opens with an introductory unit providing an overview of the New Testament, including the formation of the Gospels and the centrality of the Gospels in Scripture, followed by seven units exploring the books of the New Testament. The eight units are as follows:

- Unit 1: Introducing the New Testament
- Unit 2: The Gospel of Mark
- Unit 3: The Gospel of Matthew
- Unit 4: The Gospel of Luke
- Unit 5: The Gospel of John
- Unit 6: The Acts of the Apostles
- Unit 7: The Epistles
- Unit 8: The Book of Revelation

The Structure of Each Unit in This Teacher Guide

This teacher guide offers the teacher one path through each unit, referring the students to the *CYB* and to additional handouts that are provided within this guide.

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

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

Overview

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

- the concepts the students should understand by the end of the unit
- the questions the students should be able to answer by the end of the unit
- a brief description of the summary assessments (final performance tasks) offered, which will show that the students understand the most important concepts
- a summary of the steps in the Learning Experiences section (Each step in the unit builds on the one before but must be adjusted to fit your schedule and the needs of the students. The use of steps is more flexible than is a structure based on 60-minute periods, for example.)
- a list of Scripture passages used
- a list of vocabulary that comes from the *CYB* and from the learning experiences in the teacher guide

Learning Experiences

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

Preassess Student Knowledge of the Concepts

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

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

Present the Final Performance Tasks to the Students

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

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

For example, the four understandings for unit 1 are:

- The New Testament is Divine Revelation that shows how God fulfilled his Old Testament promises by sending Jesus to save us by his life, death, and Resurrection and through his Church.
- The New Testament is rooted in the teachings of Jesus handed down by the Apostles as a guide for Christian life. The Church compiled its books and interprets them.
- The Gospels, our primary sources about Jesus, are not history but testimonies of faith. Matthew, Mark, and Luke are “synoptic,” or similar. John is more theological. Matthew and Luke used Mark and the Q Source.
- In order to discern the divine messages in the Bible, it is necessary to know the writers' opinions, biases, intentions, culture, and history as well as the languages and symbols of the books.

The handout “Final Performance Task Options for Unit 1” (Document #: TX001711) in the teacher guide outlines the assignment options. Note that for all the options, the students must show their understanding of these concepts. The first final performance task option has the students create a RCIA brochure to explain the relationship between the Old and New Testaments, the formation of the New Testament, interpretation of Scripture, and tips for reading and understanding the New Testament. The second final performance task option has the students create a game that questions players on the key understandings of the unit. The third final performance task option has the students create a skit that depicts a Catholic being interviewed about the formation of the New Testament, the books in the New Testament, the development of and relationship between the Gospels, and what needs to be considered when interpreting Scripture. Though a quiz or test might directly ask what the concepts mean, the

performance tasks provide another way to get a picture of what the students do and do not understand. A traditional unit test is also provided.

We suggest that you explain the performance task options early in the unit so the students can focus on the knowledge and skills they can use for the final performance task they choose. This also helps to decrease the number of “Are we learning anything today?” or “Why do we have to learn this?” questions by giving the students the big picture of where they are headed and how they will get there.

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

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

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

Throughout the steps references are made to the *CYB* and corresponding hand-outs. Often the teacher guide addresses the content in *The Catholic Youth Bible* early in the unit and then asks the students to uncover a deeper meaning with various learning experiences throughout.

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

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

Explain

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

Interpret

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

Apply

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

Perceive

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

Empathize

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

Reflect

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

(P. 84)

Understand

Note that Saint Mary's Press has created icons for each facet of understanding. When three or more facets are present, there will be an "understand" icon. When relevant, all facets of understanding should be addressed in each unit. If you are used to Bloom's Taxonomy, see smp.org/LivinginChrist for a comparison of both models of understanding and learning.

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

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

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

The handout "Learning about Learning" (Document #: TX001923; see Appendix) is a generic way to help the students think about what they have learned during the entire unit. This process, whether done this way or in another fashion, is valuable for several reasons:

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

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

Handouts

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

Appendix

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

Thank You

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

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

Unit 1

Introducing the New Testament

Overview

This unit examines the New Testament as literature and as a vehicle through which God and humanity communicate. The students consider the origin, purpose, and significance of the New Testament books, in particular, the Gospels. The unit also prepares the students to study the individual New Testament books and helps them to see how God’s Word speaks to their everyday lives.

Key Understandings and Questions

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

- The New Testament is Divine Revelation that shows how God fulfilled his Old Testament promises by sending Jesus to save us by his life, death, and Resurrection and through his Church.
- The New Testament is rooted in the teachings of Jesus handed down by the Apostles as a guide for Christian life. The Church compiled its books and interprets them.
- The Gospels, our primary sources about Jesus, are not histories but testimonies of faith. Matthew, Mark, and Luke are “synoptic,” or similar. John is more theological. Matthew and Luke used Mark and the Q Source.
- In order to discern the divine messages in the Bible, it is necessary to know the writers’ opinions, biases, intentions, culture, and history as well as the languages and symbols of the books.

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

- What is the New Testament, and what types of literature are included within?
- Why were the Gospels written? What is a canonical Gospel and a synoptic Gospel?
- How does one read the New Testament both academically and spiritually?
- How can I come to know and understand Jesus better through the ways the New Testament stories portray him?

How Will You Know the Students Understand?

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

- handout “Final Performance Task Options for Unit 1” (Document #: TX001711)
- handout “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001712)
- handout “Unit 1 Test” (Document #: TX001720)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, to enable them to know the history and purpose of the New Testament and how to read it in order to learn about Jesus and his Church. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.

Step 1: Preassess what the students already know about the New Testament and how to read it.

Explain

Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX001711) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001712).

Understand

Step 3: Present the New Testament as God’s Word and explain how it is related to the Old Testament.

Perceive

Step 4: Introduce the books of the New Testament and review some helps for reading Scripture.

Explain

Step 5: Lead the students to see the importance of Scripture in their lives as Christians.

Apply

Step 6: Develop what the Church teaches about Scripture and Tradition.

Explain

Step 7: Explain how and when the New Testament was defined.

Explain

Step 8: Elaborate on how the Gospels came to be written.

Interpret

Step 9: Introduce biblical exegesis and a method for meditating on the Scriptures.

Apply

Step 10: Teach that the four Gospels differ, but they all provide insight into who Jesus is.

Perceive

Step 11: Give a quiz to assess student understanding.

Understand

Step 12: Make sure the students are all on track with their final performance tasks, if you have assigned them.

Understand

Step 13: Provide the students with a tool to use for reflecting about what they learned in the unit and how they learned.

Reflect

Scripture Passages

The Scripture passages featured in this unit are as follows:

- Psalm 119:105 (God's Word as light)
- Jeremiah 15:15–16 (the joy God's Word brings)
- Matthew 5:29 (plucking out an eye)
- Matthew 7:24–27 (the house built on rock)
- Matthew 9:9–13 (the call of Matthew)
- Mark 10:46–52 (the cure of Bartimaeus)
- Luke 10:29–37 (the Good Samaritan)
- Luke 11:27–28 (the blessedness of keeping God's Word)
- John 1:29 (Jesus, the Lamb of God)
- 1 Corinthians 11:4–6 (worship practices for women)
- Ephesians 6:5 (slaves being obedient)
- 1 Thessalonians 2:13 (gratitude for God's Word)
- 2 Timothy 3:16–17 (Scripture is useful for instruction)
- Hebrews 4:12 (God's Word is living and effective)
- 1 Peter 1:23–25 (God's Word is eternal)

Vocabulary

The Catholic Youth Bible® (CYB) and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, make copies of the handout “Vocabulary for Unit 1” (Document #: TX001713), one for each student.

apocalyptic literature	Gospel
apocryphal	New Testament
Bible commentary	Old Testament
biblical inspiration	oral tradition
canon	Q source
canonical	revelation
concordance	Scripture
covenant	synoptic Gospels
deuterocanonical books	Tradition
Evangelist	Vulgate
exegesis	

Learning Experiences

Explain

Step 1

Preassess what the students already know about the New Testament and how to read it.

Teacher Note

You might play a recording of the song “Day by Day” from *Godspell*, or invite the students to echo in their hearts the prayer on which the song is based as you read it aloud. This prayer, by the thirteenth-century bishop Saint Richard of Chichester, states three things that Christians want to do regarding Jesus, and the New Testament helps us to do all three:

Thanks be to thee, my
Lord Jesus Christ,
for all the benefits
thou has given me,
for all the pains and
insults you have borne
for me.

O most merciful
redeemer, friend and
brother,
may I know thee more
clearly,
love thee more dearly,
and follow thee more
nearly,
day by day.

Option 1: Informal Survey

By indicating how familiar the students are with the New Testament, this survey will guide you in choosing learning experiences for this unit. It will also alert you to students who may require extra help in reading the Bible.

1. **Tell** the students that you will ask ten questions. For each question, they are to raise their right hand if the answer is yes, their left hand if the answer is no, and keep their hands down if they aren't sure of or don't know the answer.
2. **Ask** the following questions, and after each one take note of how many students know the right answer and how many students are consistently wrong or keep their hands down. Do not take time now to reveal and explain the correct answers, but for your own information they are given here:
 - Did an angel dictate the Bible to its writers?
no
 - Do Catholic Bibles have more books than Protestant Bibles?
yes
 - Has the New Testament replaced the Old Testament?
no
 - In the Scripture reference 2 Peter 3:17–18, does the number three stand for the chapter?
yes
 - As Catholics do we take every word of the Bible as literally true?
no
 - Was one of the Gospels written by Saint Peter?
no
 - Did the Church decide which books belong in the Bible?
yes
 - Does the New Testament tell about the growth of the Church after Pentecost?
yes

- Are most of the Epistles letters from the popes to Christians?
no
- Can we look to the Book of Revelation to learn the specific details about the end of the world?
no

3. **Inform** the students that by the end of the unit they should know the correct answers to the questions.

Option 2: Personal Reflection

Prompting the students to reflect on the role of the New Testament in their lives and surfacing questions they have about this part of the Bible will provide direction for what needs to be covered in this unit.

1. **Prepare** by writing these two questions on the board and by distributing a sheet of paper and a pen or pencil to each student:
 - What has been your experience with the New Testament?
 - What questions do you have about this part of the Bible?
2. **Allow** about 5 minutes for the students, working independently, to write answers to these questions.
3. **Invite** the students to share their answers to the first question with the class.
4. **Find** two volunteers to take notes in the form of key words on the board, and then ask the students what questions they have about the New Testament.

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX001711) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001712).

This unit provides you with three ways to assess whether the students have a deep understanding of the most important concepts in the unit: creating a brochure for RCIA candidates, designing a game, or writing an interview of a Christian by a Jewish interviewer. Refer to the handouts “Using Final Performance Tasks to Assess Understanding” (Document #: TX001917; see Appendix) and “Using Rubrics to Assess Work” (Document #: TX001918; see Appendix) for background information.

1. **Prepare** by making copies of the handouts “Final Performance Task Options for Unit 1” (Document #: TX001711) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX001712), one of each for each student.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.



Teacher Note

Involve the students in the learning process by letting them write down key phrases on the board and take on other tasks teachers tend to assume.

Understand



Teacher Note

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

3. **Review** the directions, expectations, and rubric in class, allowing the students to ask questions. This allows the students to concretely understand what you are looking for in the final project and to comprehend the directions in full. You may refer to successful examples of past projects that are on display in the classroom.
4. **Explain** the types of tools and knowledge the students will gain throughout the unit so they can successfully complete the final performance task.
5. **Help** the students to establish a work timeline by announcing the due date for the final performance tasks and illustrating on a calendar the unit breakdown so they may begin preparing their project prior to the in-class workday.
6. **Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need to understand and appreciate the New Testament.

Step 3

Present the New Testament as God's Word and explain how it is related to the Old Testament.

Perceive

Draw on the students' past experiences to review what the Bible is, the relationship between the Old and New Testaments, and how to locate Scripture references within the Bible.

1. **Review** basic information about the Bible. Because the students are probably familiar with this material, you might ask questions that cover the following points:
 - We call the Bible holy because it is the Word of God in the words of human beings. God reveals himself and his saving love to us through Scripture. Human beings, inspired by God, wrote what God wanted made known. Therefore God is the author of the Bible, but he made full use of the powers of the human writers. This is called biblical inspiration.
 - Because Scripture is God's Word, we meet God when we read it or hear it proclaimed. In a document on the Bible, the Church tells us that whenever we read Scripture, our loving Father in heaven talks with us.
 - The Bible is a collection of seventy-three books that contain the story of salvation history. These books have different literary forms, for example, poetry, letters, histories, prophecies, short stories, or a mix of forms. The Bible has two parts: the forty-six books of the Old Testament, which originated with the Israelites, and the twenty-seven books of the New Testament, which are Christian literature. *Testament* is another word for *covenant*. A covenant is a solemn agreement between two parties. The Old Testament tells

Teacher Note

You might ask the students if God's Word in Scripture has ever directly spoken to a situation in their lives, or you might share about a time when you experienced this.

of God's Covenant with the Israelites, his Chosen People. The New Testament tells of the New Covenant instituted by Jesus.

- The Old Testament begins with the account of Creation and God's promise to send a Savior. It traces the history of the Israelites and recounts God's Covenant with Abraham, God's saving action of the Exodus, the Covenant made with the Israelites through Moses, and the prophets who called people to be faithful to the Covenant.
 - The New Testament presents the life, death, and Resurrection of Jesus as well as the beginning and growth of his Church, the People of God. It concludes with humankind's ultimate destiny in eternity.
 - Most of the literature in both the Old Testament and the New Testament began as oral tradition that was eventually written down and edited.
2. **Use** a diagram to illustrate the relationship between the Old and New Testaments. On the board have two sets of lines drawn: a row of vertical lines from the letters in JESUS above a row of horizontal lines from these letters. For an example, see the handout "Jesus Diagram" (Document #: TX001714). Ask the students to merge the two sets of lines either in their mind or on paper to see what they spell. (You might overlay these two sets of lines and show the class how they spell the word.) Then explain:
- The vertical lines stand for the Old Testament, and the horizontal lines stand for the New Testament. Together the two parts of the Bible reveal Jesus to us. The Old Testament contains foreshadowing of the Messiah in symbols and prophecies. For example, the Paschal lamb, whose blood saved the Israelites in Egypt from death, foreshadows Jesus, the Lamb whose blood saved the world from sin and death. The New Testament has the story of the fulfillment of the Old Testament: Jesus Christ. One way of saying this is that the New Testament lies hidden within the Old Testament, and the Old Testament is manifested in the New Testament.
 - Because the word *old* may suggest to some people that the Old Testament is out of date and not important, a better term might be *First Testament*. Sometimes the Old Testament is called the Hebrew Scriptures, and the New Testament is called the Christian Scriptures. The New Testament does not replace the Old Testament but brings it to completion. Both are the holy Word of God.

Explain

Step 4**Introduce the books of the New Testament and review some helps for reading Scripture.**

Present an overview of the New Testament books to prepare the students for studying each book in depth throughout the course. Review biblical references and features of their Bibles that help in locating verses.

1. **Instruct** the students to turn to the table of contents on pages 4 and 5 in the *CYB*, and ask them to locate the list of New Testament books. Explain the following in your own words:

- The first four books are the Gospels, which are accounts of the life and teachings of Jesus. The word *gospel* means “good or important news.” Traditionally the Gospel writers, or Evangelists, are known as Matthew, Mark, Luke, and John.
- The Acts of the Apostles is a narrative about the early Church and its growth, in particular its outreach to the Gentiles. It is thought to be written by Luke as the second volume of his Gospel.
- The rest of the books, except the last one, are Epistles, or letters, usually named for the people to whom they were addressed. Most of them were written to early churches, but a few were written to individuals. Saint Paul, who is called the Apostle to the Gentiles, or his colleagues and followers wrote the first thirteen letters.
- The Book of Revelation is a unique genre called apocalyptic literature, which is highly symbolic. Through visions it encourages Christians to be faithful despite persecution, because God’s Kingdom will triumph at the end of time.

2. **Familiarize** the students with the more difficult names of the Epistles, and simultaneously give them a tool for locating them in the Bible by having them memorize the jingle that follows. It is a device for remembering the order of the first fourteen Epistles so as to more easily locate verses.

Ro-Co-Co

Gal-Eph-Phi (rhymes with “eye”)

Col-Thess-Thess

Tim-Tim-Ti

Phil-Heb (Think of “Philip.”)

3. **Review** how to read the notation for a Scripture reference. Write “Matthew 6:9–13” and “2 Timothy 6:17” on the board, and ask for volunteers to read the references aloud and explain the meaning of their parts. You might mention that some Bibles use a comma instead of a colon to separate the chapter from the verse.

Teacher Note

Take time for prayer services because these afford the students an opportunity to assimilate the messages of the lessons. They also teach them different forms of prayer.

4. **Instruct** the students to search the *CYB* for features that serve as aids for finding Scripture passages. List their findings on the board. Make sure the list includes the following:
- The last page of *The CYB* contains an alphabetical list of Bible books with their abbreviations and page numbers.
 - Tabs on the edges of the pages for each book indicate the name of the book.
 - The citations (book, chapter, and verse) for the first and last Scripture passages on a two-page spread appear at the top of each page. The citation for the first passage appears on the left-hand side, and the citation for the last passage appears on the right-hand side.
 - The footnotes at the bottom of each page include references to related verses in other books of the Bible.
 - The indexes in the back of the Bible help the reader to locate Scripture passages related to certain topics.
5. **Review** or introduce reference material that will help the students as they study and try to understand the Bible. If possible, have the following on hand for demonstration purposes and to keep in the room for future reference:
- A concordance lists key words from the Bible alphabetically and is used for locating the Scripture passages where the words appear.
 - A Bible commentary offers in-depth explanations of Bible passages.
 - A Bible dictionary contains definitions for people, places, events, and things in the Bible.
 - The Internet is another source of reference. For example, the New American Bible is available on the Web site for the United States Catholic Conference of Bishops.
6. **Conduct** a prayer service to honor the Bible as God's Word using the handout "The Gift of God's Word" (Document #: TX001715). Prepare a table on which the Bible can be enthroned. Decorate the table with an attractive cloth, a candle, and a plant or floral arrangement. If possible, procure a large Bible. Choose a song that focuses on God's Word or Jesus for the beginning of the service. Prepare the class for the service by doing the following:
- **Ask** for two volunteers to process to the table for the enthronement of the Bible; one will carry the Bible to the table and the other will carry the lighted candle (if fire regulations allow).
 - **Choose** a student to do the Scripture reading and give him or her time to practice.
 - **Divide** the class into two groups, side 1 and side 2, and have them take turns reading during the prayer of thanksgiving.


Teacher Note

The students may need practice looking up Scripture references. If so, direct them to choose a brief passage in the New Testament and write down the Scripture reference for it. Then ask the students to exchange their Scripture passages with one another and look up the passage they receive.


Teacher Note

Throughout the course maintain the prayer table where the Bible is enthroned. Involve the students in changing the objects and cloth to reflect the seasons and feasts of the Church year.

Apply

Step 5

Lead the students to see the importance of Scripture in their lives as Christians.

Use the handout, “Scripture on Scripture” (Document #: TX001716) and the story of Matthew’s call (Matthew 9:9–13) as a springboard for discussing the responsibilities of being a Christian (vocation, discipleship, and constant conversion) and the role of Scripture in the life of a Christian.

1. **Make** copies of the handout “Scripture on Scripture” (Document #: TX001716), one for each student, and distribute them. Have available sturdy strips of 3-x-8-inch cardstock and colored markers. Remark that several passages in the Bible are about Scripture. Direct the students to look up the references on the handout and write a short explanation for each one. If time is short, divide the references among small groups of students. When the students are finished, ask for volunteers to share their explanations.
2. **Explain** that God’s Word in Scripture is like a GPS guiding us to the Kingdom. The Gospels in particular reveal how Christians are to live, because they show how Jesus, our model, lived, and they contain his teachings. As we read the Bible, we can reflect on what God is saying to us through it.
3. **Instruct** a student to read aloud the story of the call of Matthew (9:9–13). Then have the students discuss Matthew’s call and its implication for them by asking these questions:
 - God calls all of us to be holy. How has God revealed to us the way to holiness?
 - What special calls, or vocations, besides Matthew’s call are recorded in the Bible?
 - How has God called you to become a disciple of Jesus?
 - How can reading the Bible make you a better disciple?
 - Matthew was a tax collector, which implied that he was a sinner because tax collectors often cheated people. What other Bible accounts reveal that God saves sinners?
 - As Christians we can always repent and make a U-turn, that is, make a complete change in the direction we’re heading in life. How is God calling you to change?
4. **Direct** the students to create bookmarks using words from the verses on the handout “Scripture on Scripture” (Document #: TX001716) either in class or as homework. They can keep these bookmarks in their Bibles throughout their study of the New Testament. Distribute the strips of cardstock and the colored markers. Encourage the students to be creative in designing and lettering their bookmarks. You might laminate the bookmarks to make them last longer.

Step 6

Develop what the Church teaches about Scripture and Tradition.

Use the section “Core Catholic Teachings on the Scriptures and Tradition” on page C3 in The *CYB* to lay a foundation for the students’ study of the New Testament.

1. **Direct** the students to read page C3 to learn how God’s Revelation has been handed down to us.
2. **Write** *Holy Spirit, Apostles, Tradition, Scripture, and Church* on the board. Have the students explain how God has revealed Jesus to us, using each word in order. Share the following points if the student explanations do not include them:
 - The Scriptures and Tradition form a single sacred deposit of truth.
 - The bishops in union with the Pope are responsible for interpreting the Scriptures.
3. **Explain** to the students that one of the documents to come out of the Second Vatican Council was the *Dogmatic Constitution on Divine Revelation (Dei Verbum, 1965)*. This document develops at length what they have just read about God’s Revelation.

Explain

Teacher Note

You might challenge the students to earn extra credit by finding *Dogmatic Constitution on Divine Revelation* on the Internet, reading it, and writing a paper in which they state and elaborate on five things that impressed them in the document.

Step 7

Explain how and when the New Testament was defined.

The process used to select books to be included in the Bible provides a good example of how Catholics are not strictly a “people of the book” but are also rooted in Tradition.

1. **Help** the students to understand how the canon was formed by stating the following:
 - The list of books that the Church officially accepts as divinely inspired is called the canon of Scripture. At the Council of Rome, in AD 382, the Church first defined the canon as we know it today. They did so partly as a reaction against a heretic named Marcion, who accepted only ten Pauline letters and parts of the Gospel of Luke, and against other heretics who added more books than we have today. The criteria for a book to be included in the canon apparently was threefold:
 - The book had to reflect Christian teachings.
 - The book had to be associated with the Apostles.
 - The book had to be used in liturgy and accepted by the Churches.

Explain

Teacher Note

You might wish to add that the Old Testament in Protestant Bibles does not include the books of Tobit, Judith, First and Second Maccabees, Wisdom, Sirach, Baruch, and parts of Daniel and Esther. These books were not part of the Hebrew Bible but part of the Septuagint, which is an ancient Greek translation of the Hebrew Bible, so they were not included in the Protestant canon. Catholics call these deuterocanonical books (second canon) while Protestants call them apocryphal (noncanonical).

- Around AD 382, Pope Damasus I commissioned Saint Jerome to translate the Bible into Latin, the language of the people. This version of the Bible, called the Vulgate, reinforced the canon. The New Testament, which had been written in Greek, became available to all.
- After Martin Luther rejected the books of Hebrews, James, Jude, and Revelation, the Council of Trent in 1546 affirmed the original Catholic canon. Later various Protestant faiths also confirmed that these books should be included. Today all Christian New Testaments have the same books.

Interpret

Step 8

Elaborate on how the Gospels came to be written.

1. **Ask** the students which actions that take place before, during, and after the proclamation of the Gospel during Mass show that we believe Christ is present in the Gospel. Add the following points if the students fail to mention them:
 - The Alleluia or another chant is sung before the Gospel is proclaimed.
 - Everyone stands out of respect for the Gospel that is to be proclaimed.
 - Candles and incense may accompany the reader to the ambo, and the Book of the Gospels may be incensed.
 - After the reader announces the Gospel to be read, each person makes the Sign of the Cross on her or his forehead, lips, and heart.
 - The priest or deacon kisses the Book of the Gospels before proclaiming it.
 - After the Gospel has been proclaimed, the assembly responds “Praise to you, Lord Jesus Christ.”
2. **State** the following:
 - The Gospels are the heart of the Bible and our primary source of information about Jesus Christ, the Son of God, our Savior, who is the perfect revelation of God.
3. **Direct** the students to close their eyes, and lead them into a relaxed state. For example, you might invite the students to imagine that they are floating on a cloud. Then use the following imaginative experience, based on Matthew 14:22–33, to help the students understand how God’s Revelation has been handed down through oral tradition:
 - Imagine a group of about fifteen Christians gathered with Saint Peter in a first-century home to celebrate the Eucharist.
 - At one point Saint Peter speaks to the community about the night he and the other Apostles were fishing on the Sea of Galilee when Jesus came toward them, walking on the water. Peter, with great emotion, relates to the Christians how he asked Jesus to

prove who he was by commanding him to walk on the water too. As Peter shared his experience of how he walked on the water, became frightened and sank, and how Jesus rescued him, the people present were hearing the story for the first time. Other Christians, who were not present, would hear Peter's story from one of the other Apostles who had been in the boat and was an eyewitness. And some others would hear the story from other Christians who had heard the story and then passed it on.

- This handing on of the accounts and teachings of Jesus by word of mouth is called oral tradition.

4. Explain how the Gospels were chosen and why it was necessary that they be written down. Make the following points, using these or similar words:

- As time went on, the Apostles and other eyewitnesses to the saving acts of Jesus were dying. People realized that it was important to have a written record of the oral tradition. Two other factors that prompted the writing of the Gospels were the need to instruct converts and the need to combat heresies, which were teachings that arose contrary to the teachings of Jesus and the Apostles.
- In the early Church, many gospels were being circulated. The Gospel of Luke confirms this: "Since many have undertaken to compile a narrative of the events that have been fulfilled among us, . . . I too have decided, . . . to write it down" (Luke 1:1–3). Some of the gospels circulating were not included in the canon, such as the Gospel of Thomas and the Gospel of Peter. Copies of some of these still exist today. Other early writings about Jesus were redacted, or edited, to form the Gospels that are included in the Bible.
- The Church chose to include four Gospels due to the persuasion of Saint Irenaeus, an early bishop, who pointed out that there are four corners of the earth, four winds, and that the prophet Ezekiel had a vision in which God's throne rested on cherubim with four faces: those of a lion, an ox, a man, and an eagle. Irenaeus bluntly declared that those who say the Gospels should be more or few in number are futile, ignorant, and presumptuous! Thus the Gospels of Matthew, Mark, Luke, and John were included in the canon. The gospels that were rejected are known as apocryphal or noncanonical. These gospels contain strange stories like Jesus striking dead a playmate who jostled him, or they omit the account of the Passion, death, and Resurrection of Jesus that won our salvation.

Apply

Step 9

Introduce biblical exegesis and a method for meditating on the Scriptures.

Teacher Note

Pose a hypothetical situation to lead the students to see that in order to understand the messages of a specific book in the Bible we need to know the context in which it was written—the culture, history, and language of its author(s) and audience. We also need to be aware that the inspired author was human, and his expressions, opinions, and prejudices affected his presentation of the truth. Finally, explain a method for meditating on the Scriptures.

Teacher Note

As an assignment, ask the students to research archaeological discoveries in the Holy Land and report to the class.

1. **Make** copies of the handout “Influences on the Writing of Scripture” (Document #: TX001717), one for each small group of three students.
2. **Form** small groups of three students, and give each group a handout. Ask each group to choose a recorder to take notes on the handout. Give the groups about 10 minutes to discuss the questions on the handout.
3. **Invite** the groups to report to the class the insights about reading the New Testament that they gained from this learning experience. Then explain the following:
 - In 1943, Pope Pius XII wrote an encyclical, a letter to the Church, called *Divino Afflante Spiritu* (*Inspired by the Divine Spirit*). In this document the Pope encouraged Catholics to study the Bible using modern methods of criticism. Here *criticism* means “analysis.” The more we know about a biblical book’s literary form, its original wording, the cultural and historical background, and the intention of the person who wrote it, the better we will be able to interpret God’s Word.
 - The technical term for analyzing the Scriptures is exegesis.
 - The research and discoveries of archaeologists, historians, and linguists often shed light on the Scriptures. For example, the Dead Sea Scrolls, discovered in Israel in 1947, give us a deeper understanding of the Scripture texts.
4. **Familiarize** the students with several forms of exegesis by having them read “Understanding God’s Revelation” on pages C6 to C7 in the CYB and then ask the students to complete the handout “Biblical Study” (Document #: TX001718), which is a study guide for these two pages.
5. **Introduce** the following method for meditation on the Scriptures, using these or similar words:
 - It is one thing to know all about the Scriptures and how to understand them. It is another thing to encounter God through the Scriptures.
 - God communicates with us, both as a Church and personally as individuals, through the Scriptures. Communicating with God is prayer. Today you will practice a form of prayer taught by Saint Ignatius, the founder of the Jesuits. Ignatius taught that while meditating on a biblical account, we should imagine ourselves in the story and draw on all our senses to make it come to life.
6. **Share** the following slowly to prepare the students for the meditation:
 - To ready ourselves to experience meditation as Saint Ignatius taught it, let’s recall that God is present with us in this room.
 - Close your eyes, be quiet, and focus on your breathing. Now breathe deeply three times.

7. **Read** the account of Bartimaeus (Mark 10:46–52) aloud slowly. Then retell the account in a way that draws on the senses, as presented here:
- Picture Jesus walking down a rocky path with a large crowd around him. Perhaps you are one of the disciples with him. The day is hot, and the people are noisy. Suddenly you hear someone shouting, “Jesus, son of David, have pity on me” (Mark 10:48). You look in the direction of the voice and see a beggar sitting on the side of the road. His eyes have the blank stare of a blind person. Maybe he has a clay jar for money at his side. Some people yell at the blind man to be quiet. What do they say? But the man calls louder. What does his voice sound like? Is it full of pleading? Is it raspy? Jesus stops and you stop too. You hear Jesus say, “Call him” (49). Does Jesus gesture? To whom is he speaking? Maybe you approach the blind man to bring him to Jesus. People tell the man to take courage, get up, and go to Jesus. Picture the blind man springing up from the ground and throwing off his cloak, probably one of the few items he owns. You watch as the man staggers to Jesus. Perhaps you grab his elbow and help him find the way. You see Bartimaeus standing before Jesus, trembling with excitement. Jesus asks him, “What do you want me to do for you?” (51). What is his tone of voice? Hear the longing in the voice of the blind man as he states, “Master, I want to see” (51). Jesus tells Bartimaeus, “Go your way; your faith has saved you” (52). Picture the blind man blinking and rubbing his eyes as he looks into the face of Jesus. Maybe you hand Bartimaeus his cloak, and he walks next to you, following Jesus.
8. **Guide** the students to reflect on the account. Pause after each question to allow the students to ponder the answer:
- Let’s reflect on what happened. Why do you think Jesus cured this man? What symbolic meaning can there be to Bartimaeus’s throwing off his cloak? Why does Jesus ask Bartimaeus what he wants when it’s obvious what he needs? Notice that Bartimaeus disobeys Jesus and doesn’t go on his way. Why not?
 - What is God saying to you personally in this Gospel account? Are you blind in some ways? Or do you have another disability that keeps you from living fully—deaf ears, a sharp tongue, or feet that take you in the wrong direction? How can you be as persistent as Bartimaeus in going to Jesus with your problems? What cloak in your life might you need to cast off to be closer to Jesus? What resolution can you make based on insights you received during these moments with the Lord?
9. **Lead** the students to evaluate their experience of meditation by asking the following questions:
- What do you think about Ignatius’s way of praying?
 - Would you be likely to pray this way on your own sometime? Why or why not?
 - If you continue to meditate like this, you will come to know Jesus better and feel closer to him.

Perceive

Step 10

Teach that the four Gospels differ, but they all provide insight into who Jesus is.

Explain to the students what the Gospels are and how they are different, referring to the chart “Gospel Comparisons” on page C32 of the *CYB*. Whet their appetite for learning more about Jesus by sharing what they already know from the Gospels, and encourage them to form the habit of reading the New Testament.

1. Present the following concepts about the Gospels:

- The Gospels are not historical documents or biographies as we know them. Rather, they are four testimonies of faith written from four different perspectives. As such, they are not meant to give us facts, so we shouldn’t be surprised if at times the Gospels contradict one another. They are more like portraits of Jesus than photographs.
- Although traditionally the four authors are Matthew, Mark, Luke, and John, today biblical scholars question this.
- Whomever the real Gospel authors are, we know they have different backgrounds, viewpoints, and purposes. They each wrote their accounts for different audiences. Therefore they show different facets of Jesus, arrange events differently, and include different details. For example, in looking at Jesus’ seven last words—three are mentioned in Luke, one is shared by Matthew and Mark, and three others are listed in John. Only Luke includes the account of the birth of Jesus, and only John doesn’t include the account of the institution of the Eucharist.

2. Refer the students to the chart “Gospel Comparisons” on page C32 that illustrates how the Gospels differ. The students will be mastering the material on the chart as they study each Gospel in depth during the course, but for now invite a student to read aloud the theological themes for each Gospel.

3. Explain the symbols that appear in the Scriptures and that are used in Christian art to represent each of the four Evangelists:

- The four creatures in the Prophet Ezekiel’s vision are often used as symbols for the Evangelists, perhaps because of the way each one’s Gospel opens:
 - The image of the lion is used to represent Mark because Mark’s Gospel opens with the voice of John roaring in the wilderness.
 - The image of the man represents Matthew because Matthew’s Gospel begins with the human genealogy of Jesus.
 - The image of the ox represents Luke because Luke’s Gospel starts with the priest Zechariah’s offering a sacrificial animal.
 - The image of the eagle represents John because John’s Gospel opens with sublime, theological thoughts—the Divine Word that existed in the beginning with God—so his symbol is



Teacher Note

As an additional exercise on how the Gospels differ, have the students compare the two versions of the Lord’s Prayer (Matthew 6:9–13 and Luke 11:1–4) and the two versions of the Beatitudes (Matthew 5:3–11 and Luke 6:20–26).

the eagle that soars high and according to legend is the only creature able to look into the sun.

- ▶ Another explanation for why the various images represent each Gospel is how the specific Gospel presents Jesus:
 - Mark shows Jesus as king, so his symbol is the king of beasts, the lion.
 - Matthew points to the human nature of Jesus, so he is represented by a man.
 - Luke focuses on Jesus as priest and sacrifice, so his symbol is the ox, a sacrificial victim.
 - John stresses the divine nature of Jesus, so he is paired with the eagle.
- 4. **Discuss** how the different views of Jesus that the Gospels offer help us to know him better:
 - ▶ If someone were to write an article about you, would you want the person to interview just one of your friends or several of your friends? Why?
 - ▶ Why is it good that we have four different Gospels instead of just one?
- 5. **Direct** the students to individually list what they know about Jesus as a person, based on what they know of the Gospel accounts. You might give them an example similar to the following:
 - ▶ Because Jesus sent Peter, a fisherman, to get a coin from a fish to pay a tax, he must have had a sense of humor.
- 6. **Form** the students into small groups and let them share their impressions of Jesus from their lists. Conclude by commenting that as the students study the Gospels during this course, they will come to know Jesus even better.
- 7. **Invite** the students to reflect on the role of the New Testament in their lives and to share ideas for how they might use it more. The hoped-for outcome is that the students will plan to give the New Testament more prominence in their daily lives. Use the following comments and questions as discussion starters, or create your own:
 - ▶ Pope Benedict XVI states that the privileged place to encounter God is in Scripture, falling in love with God through prayerful reading of it.
 - ▶ Is the New Testament read in your home? When? If it hasn't been, how might you initiate this?
 - ▶ Do you ever read the New Testament on your own? If not, how could you make it a habit? (One idea is to leave the Bible on your pillow and every night read just one or two verses, which may lead to reading more.)
 - ▶ Sunday Mass includes readings from the New Testament. How could you open your heart more to them?
 - ▶ What Scripture verses do you know by heart? How can you memorize key verses?

8. **Teach** the relationship of the four Gospels and introduce the term *synoptic* by sharing the following points, using these or similar words:
- The Gospels of Matthew, Mark, and Luke are similar in style and much of their content is the same. For this reason they are called synoptic Gospels. The word *synoptic* is from the Greek for “seeing things together.” Formerly it was thought that Matthew was the first Gospel written. Today it’s generally accepted that the Gospel of Mark appeared first, and that Matthew and Luke relied on Mark’s Gospel to write their Gospels. Of the 622 verses in Mark, 406 of them appear in both Matthew and Luke. Only sixty verses are unique to Mark.
 - However, Matthew and Luke also share material that is not found in Mark’s Gospel. This gave rise to the hypothesis that Matthew and Luke both drew from a collection of sayings of Jesus that scholars call the Q source. Q stands for *quelle*, the German word for *source*.
 - The Gospel of John, the last Gospel written, is in a class by itself. John’s Gospel reflects the conflict that caused Jews to ban Christians from the synagogues. To the Jews, the belief that Jesus was the Messiah was heresy. Moreover, after the destruction of the Temple, the Jews were refashioning Judaism and emphasizing its laws, while the Christians were converting Gentiles and teaching that it was not necessary to keep the Jewish laws. Consequently, John’s Gospel is more theological than historical and stresses the divinity of Jesus.

Understand

Step 11

Give a quiz to assess student understanding.

Teacher Note

The answers to the quiz are the following: (1) B, (2) C, (3) C, (4) C, (5) A, (6) B, (7) A, (8) B. Answers to the things it is helpful to know when studying the Bible will vary and may include historical context, literary context, cultural context, unity of the whole Scripture, audience, author’s intention, author’s biases. The four Evangelists are Matthew, Mark, Luke, and John.

1. **Prepare** by making copies of the handout “Unit 1 Quiz” (Document #: TX001719), one for each student. The quiz will enable you and the students to assess their knowledge of the material in this unit in preparation for a test or the final performance tasks.
2. **Provide** 5 to 10 minutes for the students to review their notes on the day of the quiz. Then distribute the quiz and ask the students to begin. If time remains when the students are finished, have the students exchange papers. Go through the quiz, allowing the students to correct one another’s work and giving them an opportunity to affirm or change their understanding of concepts. Collect the quizzes and analyze them to determine topics that need to be taught again or clarified.

Step 12

Understand

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

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

1. **Remind** the students to bring to class any work they have already prepared so they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Make extra copies of the handouts “Final Performance Task Options for Unit 1” (Document # TX: 001711) and “Rubric for Final Performance Tasks for Unit 1” (Document # TX: 001712), one of each for each student. Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
2. **Provide** some class time for the students to work on their performance tasks. This allows you to work with the students who need additional guidance with the task.

Step 13

Reflect

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

This learning experience provides the students with an excellent means to determine how they learn best and to what extent they have increased their understanding of the New Testament and how to read it.

1. **Prepare** for this learning experience by making copies of the handout “Learning about Learning” (Document #: TX001923; see Appendix), one for each student.
2. **Distribute** the handout and give the students about 15 minutes to answer the questions quietly. Invite them to share any reflections they have about the content they learned as well as their insights into the way they learned.

Final Performance Task Options for Unit 1

Important Information for All Three Options

The following are the main ideas that you are to understand from this unit. They should appear in this final performance task so your teacher can assess whether you learned the most essential content:

- The New Testament is Divine Revelation that shows how God fulfilled his Old Testament promises by sending Jesus to save us by his life, death, and Resurrection and through his Church.
- The New Testament is rooted in the teachings of Jesus handed down by the Apostles as a guide for Christian life. The Church compiled its books and interprets them.
- The Gospels, our primary sources about Jesus, are not history but testimonies of faith. Matthew, Mark, and Luke are “synoptic,” or similar. John is more theological. Matthew and Luke used Mark and the Q Source.
- To discern the divine messages in the Bible it is necessary to know the writers’ opinions, biases, intentions, culture, and history as well as the languages and symbols of the books.

Option 1: RCIA Brochure

Individually or with a partner, create a brochure on the New Testament for RCIA candidates, people who are preparing to become Catholic. Your brochure should contain the following:

- a definition of the *New Testament* that explains its relationship to the Old Testament and the books it includes along with their literary type
- how the New Testament came to be
- how to interpret a Scripture reference
- why the Gospels were written and how they are different
- how Catholics read the Scriptures
- tips for reading and understanding the New Testament
- examples of biblical interpretation using the principles learned in the unit

Incorporate art to make your brochure appealing. You can use either original art or art from the Internet. In addition to the brochure, you are to include a one- to two-page paper explaining what you learned in this unit and how it is applicable to your life.

Option 2: A Game Based on the New Testament

Individually or with a partner, design a game that incorporates concepts learned in this unit. For example, you might make a board game with cards that have questions related to the New Testament. Or you might model your game on a familiar one like *Jeopardy*.



Make sure your game allows the players to review what they've learned by covering the main concepts of this unit, such as these:

- a definition of the *New Testament* that explains its relationship to the Old Testament and the books it includes along with their literary type
- how the New Testament came to be
- how to interpret a Scripture reference
- why the Gospels were written and how they are different
- how Catholics read the Scriptures
- tips for reading and understanding the New Testament

Also make sure your game includes the following:

- At least two of your questions should require the players to look up a verse in the New Testament.
- Provide a leaflet or card that gives directions for playing the game and includes the answers to the questions.
- If you have a theme song for your game, choose music that is tied in with God's Word.
- Be sure the physical construction of the game and its decorations use symbols related to the New Testament.
- Think of an appropriate name for your game.

Option 3: An Interview about the New Testament

Individually or with a partner, write a 10-minute skit about a person interviewing a Catholic about the New Testament on a talk show. Prepare questions for the interviewer based on the main ideas you learned in this unit. Then provide the Catholic's responses.

Make sure to include the following:

- the relationship of the New Testament to the Old Testament
- the kinds of books included in the New Testament
- why and how the Gospels were written
- how the Gospels are related to one another
- what needs to be taken into consideration to understand God's Word



Rubric for Final Performance Tasks for Unit 1

Criteria	4	3	2	1
Assignment includes all items requested in the instructions.	Assignment includes all items requested, and they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the concept: <i>the New Testament is Divine Revelation that shows how God fulfilled his Old Testament promises by sending Jesus to save us by his life, death, and Resurrection, and through his Church.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the concept: <i>the New Testament is rooted in the teachings of Jesus handed down by the Apostles as a guide for Christian life. The Church compiled its books and interprets them.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the concept: <i>the Gospels, our primary sources about Jesus, are not history but testimonies of faith. Matthew, Mark, and Luke are “synoptic,” or similar. John is more theological. Matthew and Luke used Mark and the Q Source.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.



<p>Assignment shows understanding of this concept: to discern the divine messages in the Bible, it is necessary to know the writers' opinions, biases, intentions, culture, and history as well as the languages and symbols of the books.</p>	<p>Assignment shows unusually insightful understanding of this concept.</p>	<p>Assignment shows good understanding of this concept.</p>	<p>Assignment shows adequate understanding of this concept.</p>	<p>Assignment shows little understanding of this concept.</p>
<p>Assignment uses proper grammar and spelling.</p>	<p>Assignment has no grammar or spelling errors.</p>	<p>Assignment has one grammar or spelling error.</p>	<p>Assignment has two grammar or spelling errors.</p>	<p>Assignment has more than two grammar or spelling errors.</p>
<p>Assignment is neatly done.</p>	<p>Assignment not only is neat but is exceptionally creative.</p>	<p>Assignment is neatly done.</p>	<p>Assignment is neat for the most part.</p>	<p>Assignment is not neat.</p>



Vocabulary for Unit 1

Apocalyptic literature: A literary form associated with the end times or the last things that anticipates the time of Last Judgment when Jesus returns. It generally appears in times of turmoil and uses symbols and images to communicate a message to the intended audience while preventing enemies from understanding its true meaning.

apocryphal: For Catholics, it means books that were not included in the official list of books (noncanonical) because they were not in complete agreement theologically with the Apostolic Tradition. For Protestants, additional books Catholics include in the Bible.

Bible commentary: A book that offers background information to help in interpreting Bible passages.

biblical inspiration: The guidance of the Holy Spirit in the development of the Scriptures, whereby the Spirit guided the human authors to teach without error those truths of God that are necessary for our salvation.

canon: The official list of books that the Church declares are part of the Bible, the inspired Word of God.

canonical: Approved by the Church as a book to be included in the Bible.

concordance: A reference book that lists words and the biblical verses in which the words are included.

covenant: A solemn agreement between human beings or between God and human beings in which mutual commitments are made.

deuterocanonical books: The seven Old Testament books that Catholics include in the Bible but Protestants do not.

Evangelist: One of the four Gospel writers: Matthew, Mark, Luke, or John.

exegesis: The study of the Bible that uses a number of methods and criticisms to interpret the Scriptures.

Gospel: One of the four accounts of the life and teachings of Jesus in the Bible written by Matthew, Mark, Luke, and John, respectively.

New Testament: The second part of the Bible that tells how God's promise of salvation made in the Old Testament is fulfilled in the saving acts of Jesus. It was written by Christians and contains twenty-seven books: the Gospels, the Acts of the Apostles, the epistles, and the Book of Revelation.

Old Testament: The first part of the Bible composed of forty-six books written by the Israelites. It records salvation history prior to Jesus.

oral tradition: The passing down of sacred wisdom, parables, regulations, and rules of life revealed to the ancestors from generation to generation by telling them. Many stories and teachings in the Bible were passed on by oral tradition before they were written down.

Q Source: A document that biblical scholars believe was used by Matthew and Luke as they wrote their Gospels. It is named for the German word *quelle*, which means "source."



revelation: God's self-communication and disclosure of the divine plan to humankind through creation, events, people, and, most fully, in Jesus Christ.

Scriptures: The Old and New Testaments that make up the Bible and are recognized as the Word of God.

synoptic Gospels: The Gospels of Matthew, Mark, and Luke; *synoptic* ("seen together") means that these Gospels follow a similar pattern in both their overall structure and individual narratives.

Tradition: The central content of Catholic faith contained in both the Scriptures and in Church doctrines and dogmas, as well as the process by which that content is faithfully passed on from generation to generation, under the guidance of the Holy Spirit.

Vulgate: Saint Jerome's Latin translation of the Bible.



Jesus Diagram

Make copies of the following vertical and horizontal lines on two separate sheets to present to the class. Copy the vertical lines on one sheet and the horizontal lines on another. Place one sheet over the other on an overhead projector or related device and slide the top sheet down until the letters of “Jesus” appear as depicted below.

Horizontal lines:



Vertical lines:



Vertical and horizontal lines merge to spell *Jesus*:



The Gift of God's Word

Leader: God's Word is powerful. At the beginning of time, God said the Word, and the universe came into being: sun, water, earth, all sorts of creatures, and human beings. When Jesus, God's Son, walked the earth, his words brought about marvelous things. They healed the sick, forgave sinners, stilled storms, and even brought the dead back to life. Today God still speaks. In the Bible, God reveals himself and brings forth life. Let us thank God for this gift.

Enthronement of the Bible

Prayer of Thanksgiving

Side 1: Thank you, God, for letting us know you through the Scriptures.

Side 2: You reveal yourself as good and loving.

Side 1: Thank you, God, for your promise of salvation recorded in the Old Testament.

Side 2: It tells us you are merciful and kind, slow to anger.

Side 1: Thank you, God, for the New Testament, which reveals the fulfillment of your promise in Jesus Christ.

Side 2: We read it with hearts filled with gratitude and joy.

Side 1: Thank you, God, for the Gospels that enable us to know Jesus.

Side 2: His saving acts and his teachings bring us life here and hereafter.

Side 1: Thank you, God, for the Bible's stories of the early Church and its letters that help us to live as Christians.

Side 2: Reading them inspires us to follow you with stronger faith.

Side 1: And thank you, God for the Book of Revelation's vision of the fulfillment of your Kingdom at the end of time.

Side 2: Help us to promote this Kingdom of peace, justice, and love on earth.

Scripture Reading from the Enthroned Bible

Matthew 7:24–27 (the Parable of the House Built on Rock)



Quiet Reflection

- How familiar are you with God's Word?
- What is your life grounded on?

All: Jesus, you are the Word of God and the perfect revelation. We come to know about you and to know you personally through the Scriptures. May the Holy Spirit open our ears and our hearts to your Word. May we make our life choices based on it. And may we cherish the Bible as one of our greatest treasures.



Scripture on Scripture

Look up each Scripture reference about God's Word and explain it briefly.

2 Timothy 3:16–17

Hebrews 4:12

1 Thessalonians 2:13

Psalms 119:105

1 Peter 1:23–25

Luke 11:27–28

Matthew 7:24–27

Jeremiah 15:15–16



Influences on the Writing of Scripture

Suppose you are to write a biography of your principal, pastor, or neighbor. What kinds of information would you include in your book?

If the mother of that person were to write the biography, how would it be different from yours?

Suppose that two thousand years from now a person from another country (perhaps another planet!) tries to read the biography you wrote. Why would that person find it difficult? What knowledge would be needed to understand what you wrote?

As you begin your study of the New Testament, which was written in Greek some two thousand years ago, what knowledge would help you better understand it?



Biblical Study

Read “Understanding God’s Revelation” on pages C6 and C7 in *The Catholic Youth Bible*® and complete this guide by answering the questions or following the directions that are given.

1. Why is it important to follow good rules of biblical interpretation?

2. Read each of the following Scripture passages, reflect on its context, and then answer the question:

Historical Context

- *Luke 10:29–37* There was age-old antipathy between Jews and Samaritans. It was deepened during the Exile when some of the Samaritans who remained in Israel intermarried with pagans. The Jews regarded the Samaritans as heretics and avoided passing through Samaria. What impact did Jesus have on his Jewish audience when he made a Samaritan the hero of this account?

- *John 1:29* At the time of the Exodus, the blood of the Passover lamb marking the houses of the Israelites saved them from the death of their firstborn. Why did John call Jesus the Lamb of God?

Literary Context

- *Revelation 16:3–4* The Book of Revelation is apocalyptic writing. Why then would you not expect the action described in this passage to actually occur at the end of the world?



Cultural Context

- *1 Corinthians 11:4–6* During Paul's time, Jewish, Greek, and Roman women wore veils as a sign of modesty, especially during worship. Should women wear hats to Mass today? Explain your answer.

 - *Ephesians 6:5* In biblical times the immorality of slavery had not yet been recognized. Why is it incorrect to use this verse to say that the Bible teaches that slavery is permissible?

 - *Matthew 5:29* Jews often used hyperbole (exaggeration) in their speech. What is Jesus really saying in this verse?
3. According to the article, besides considering the human author's intention in writing a particular book or passage, what question should we ask about it?
4. What two elements comprise our single deposit of faith?
5. What is meant by "the analogy of faith"?

