

UNIT 5

Prayer and Holiness

How does prayer bring us closer to God and one another?

OVERVIEW

Unit Summary

In this unit, the students will explore the meaning and invitation of the universal call to holiness and prayer as a means to growing in relationship with God. In addition to examining and expanding their personal practice of prayer, in its various forms and expressions, the students will study how liturgical prayer celebrates the Paschal Mystery, most especially in the liturgies of the Easter Triduum.

Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Articulate and live out their call to holiness, examine and expand their personal practice of prayer, and connect the public prayer in the liturgies of the Easter Triduum with their study of the Paschal Mystery.	USCCB Framework The Mission of Jesus Christ (The Paschal Mystery): V.B-C; VI

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The call to holiness asks us to cooperate with God's grace, live out our faith daily, and practice Christian discipleship in our actions and words.</p> <p>U2. Developing a personal practice of prayer, in all its forms and expressions, is an essential part of a relationship with God.</p> <p>U3. We remember the events of the Paschal Mystery and their meaning in every liturgy, most especially in the liturgies of the Easter Triduum.</p>	<p>Q1. What does it mean to be holy?</p> <p>Q2. How does prayer bring us closer to God?</p> <p>Q3. How will celebrating the Triduum help us understand the Paschal Mystery?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. All people are called to holiness to share in the life of God and to reveal God's love to the world through acts of loving service in daily life.</p> <p>K2. The universal call to holiness is rooted in the saving events of the Paschal Mystery and, through God's grace, makes it possible for us to follow a path of holiness and authentic discipleship.</p> <p>K3. Authentic discipleship is more than believing that Jesus is the Son of God; it is actually living out one's faith by putting it into practice in all areas of one's life.</p> <p>K4. The Church has a rich tradition of faithful disciples who witness to the grace of the Paschal Mystery in their lives through prayer and mysticism.</p> <p>K5. Personal, prayerful communication is essential to a relationship with God.</p> <p>K6. Different forms and expressions of prayer are appropriate in different times and situations in life, each strengthening our relationship with God.</p> <p>K7. Ignatian Gospel meditation is a method of praying with Scripture that invites us to engage our intellect and our imagination.</p> <p>K8. The Easter Triduum designates the three holiest days of the Liturgical Year, beginning on Holy Thursday and continuing until Easter Sunday, as it intentionally and prayerfully recalls the events of the Paschal Mystery.</p> <p>K9. During the extended intercessory prayers offered at the Good Friday liturgy, we lift up the spiritual and physical needs of the whole world, remembering that Jesus' suffering and death has redeemed the world.</p>	<p>S1. Read, understand, and apply insights from an apostolic exhortation on the universal call to holiness.</p> <p>S2. Articulate the ways in which role models of prayer and holiness can teach us to seek union with God.</p> <p>S3. Describe the merits of a saint's prayer using concepts and vocabulary introduced in the student book.</p> <p>S4. Utilize Ignatian Gospel meditation as one method of scripturally focused prayer.</p> <p>S5. Identify the distinct features in the liturgical celebration of the Sacred Triduum.</p> <p>S6. Demonstrate concern for the suffering throughout the world and a desire to respond to that suffering with prayer.</p>

Vocabulary

The student book covers the following list of terms for this unit. To provide the students with a list of the terms and their definitions that you choose to feature in your class, customize, download, and print the handout “Unit 5 Vocabulary” (TX006411), on pages 275–277, one for each student.

Terms for Mastery

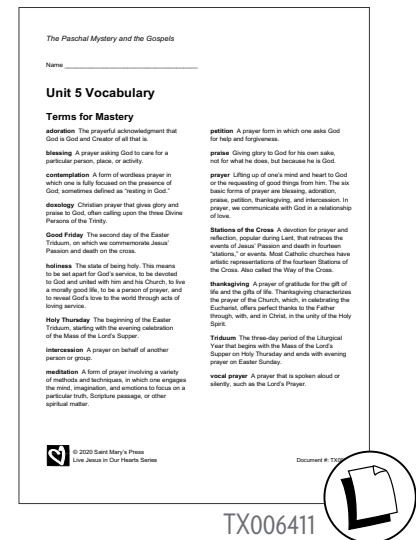
adoration	meditation
blessing	petition
contemplation	praise
doxology	prayer
Good Friday	Stations of the Cross
holiness	thanksgiving
Holy Thursday	Triduum
intercession	vocal prayer

Terms Introduced for Later Mastery

catechumen	consecrate
chalice	Litany of the Saints
charism	sacrament
ciborium	

Terms Previously Mastered or for General Knowledge

Amen	mystical
asceticism	mysticism
genuflect	Oil of the Catechumens
interiority	Oil of the Sick
<i>lectio divina</i>	Sacred Chrism
Liturgical Year	venerate
liturgy	



TX006411

Student Book Chapters

This unit draws on material from the *Paschal Mystery and the Gospels* student book and incorporates it into the unit instruction. The chapters covered in the unit are as follows:

Chapter 11: Holiness and Union with God (pp. 316–337)

- Article 43: Being Holy
 - Pre-read: Colossians 3:5–17
- Article 44: Discipleship: The Path to Holiness
 - Pre-read: Matthew 5:17–7:29
- Article 45: Mysticism: Seeking Union with God
 - Pre-read: John 17:17–23
- Article 46: The Church's Sacramental Life Unites Us
 - Pre-read: John 6:51–58

Chapter 12: Communing with God (pp. 338–359)

- Article 47: What Is Prayer?
 - Pre-read: James 5:13–18
- Article 48: Forms of Prayer
 - Pre-read: Luke 11:9–13
 - Pre-read: 2 Timothy 3:14–17
- Article 49: Expressions of Prayer
- Article 50: Scripture: A Source and Guide
 - Pre-read: Matthew 6:5–15
 - Pre-read: Luke 11:1–4

Chapter 13: Praying with the Triduum (pp. 360–381)

- Article 51: The Paschal Mystery and the Triduum
 - Pre-read: Matthew 12:38–42
- Article 52: Holy Thursday
 - Pre-read: Matthew 26:17–56
 - Pre-read: Luke 22:7–46
- Article 53: Good Friday
 - Pre-read: Mark 14:43–15:47
 - Pre-read: John 18:1–19:42
- Article 54: Easter Vigil
 - Pre-read: John 20:1–21:25

Additional Online Resources for Teaching This Unit

Visit www.smp.org/livejesus_paschalmystery for additional resources for teaching the content of this unit. Support materials include:

- full PDF of this teacher guide
- PowerPoint presentations
- web-based resources
- reading guides
- quizzes and test bank
- downloadable handouts
- links to app-based games and quizzes

Quizlet is a unique online feature that allows students to practice and master the content of each chapter. Each Quizlet provides engaging activities that can be customized to suit your classroom. Use these SMP-created activities to encourage student participation.

Assessing Student Understanding

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

- handout “Unit 5 Preassessment” (TX006410), on pages 271–274
- handout “Unit 5 Vocabulary” (TX006411), on pages 275–277
- handout “Unit 5 Final Performance Task Options” (TX006420), on pages 292–293
- handout “Unit 5 Final Performance Task Rubrics” (TX006421), on pages 294–295
- handout “Unit 5 Test” (TX006422), on pages 296–302
- handout “Unit 5 Test Answer Key” (TX006423), on pages 303–304
- downloadable quizzes for each chapter
(see www.smp.org/livejesus_paschalmystery)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, enabling them to begin their study of the Paschal Mystery and the Gospels. 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.

UNIT 5

Explain

LEARNING EXPERIENCE 1: Preassessment

Preassess what the students already know about a redemptive view of personal and communal suffering to assist you in identifying points to emphasize in this unit.

Apply

LEARNING EXPERIENCE 2: Final Performance Task Preview

Preview the final performance tasks and their rubrics.

CHAPTER 11

Apply

**LEARNING EXPERIENCE 3: “Rejoice and Be Glad”
 (“*Gaudete et Exsultate*”)**

Examine sections of Pope Francis’s 2018 apostolic exhortation “Rejoice and Be Glad” (“*Gaudete et Exsultate*”), on the universal call to holiness, and determine how to apply insights on cultivating holiness in our daily lives. (U1, Q1, K1, K2, K3, S1)

Interpret

LEARNING EXPERIENCE 4: Heroes of Holiness

Guide the students in conducting research on the lives of people who might serve as examples of “heroes of holiness.” (U1, Q1, K3, K4, S3)

CHAPTER 12

Apply

LEARNING EXPERIENCE 5: Elevator Prayer Pitch

Guide the students in using the vocabulary words and the concepts on the forms and expressions of prayer to describe why a saint’s prayer should be everyone’s favorite. (U2, Q2, K5, K6, S4)

Reflect

LEARNING EXPERIENCE 6: Ignatian Gospel Meditation

Provide the students with an experience of an Ignatian Gospel meditation on Jesus’ washing the feet of the disciples. (U2, Q2, K7, S5)

CHAPTER 13

Explain

LEARNING EXPERIENCE 7: Highlighting the Triduum

Guide the students in verbally and visually explaining the distinct features of the celebration of the Sacred Triduum. (U3, Q3, K8, S6)

Empathize

LEARNING EXPERIENCE 8: The Suffering Body of Christ around the World

Lead the students in learning about and praying for the suffering Body of Christ throughout the world. (U3, Q3, K9, S7)

LEARNING EXPERIENCES

The following learning experiences support the key learning objectives for this unit. They are designed to take place over the course of several weeks, but it will be important for you to choose how they will best fit into your unique learning environment and how they will combine with other material you wish to use, as you prepare your lesson plans. Typically, each learning experience takes a day or two of class time. The handouts referred to in various learning experiences are available as reproducible handouts at the end of the unit. They are also available as part of the additional online resources at see www.smp.org/livejesus_paschalmystry.



LEARNING EXPERIENCE 1 (Unit) Preassessment

Preassess what the students already know about holiness, prayer, and the Paschal Mystery to assist you in identifying points to emphasize in this unit.

- Prepare** by ensuring that all the students will have access to their Bibles (print or digital) during class. Photocopy or download and print the handout “Unit 5 Preassessment” (TX006410), on pages 271–274. Make enough copies so that each student will get one half of a Scripture quotation. The left column has the first part of each quotation and the right column completes it. Cut apart the passages so that the first part of the Scripture passage is on one slip of paper and the second part is on another. Write or project these or similar questions on the board:
 - What does your Scripture passage say about the call to holiness or the importance of prayer?
 - What does this passage communicate—directly or indirectly—about how Scripture can help us to pray or understand the call to holiness?
 - What instructions or suggestions does this passage give us about the call to holiness or how to pray?
 - What questions does this passage raise about the call to holiness or prayer?
- Begin** by explaining to the students that in this unit they will explore the universal call to holiness and how we experience God’s grace through prayer. Tell them that they will receive a piece of paper with half of a Scripture passage. Their task is to find the person who has the other half of that passage.

The Paschal Mystery and the Gospels

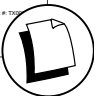
Unit 5 Preassessment
Partner Mix and Match

"Be holy, for	I, the Lord, your God, am holy." (Leviticus 20:7)
"But when you pray, go to your inner room,	close the door, and pray to your Father in secret." (Matthew 6:6)
"Not everyone who says to me, 'Lord, Lord,' will enter the kingdom of heaven,	but only the one who does the will of my Father in heaven." (Matthew 7:21)

©2020 Saint Mary's Press
Live Jesus in Our Hearts Series

Document # TX006410

TX006410



TEACHER NOTE

If you have an odd number of students, split the second part of Matthew 6:9–13 so that there will be a group of three for that quotation.

3. **Distribute** the Scripture quotation slips.
4. **Circulate** around the room to assist the students as they search for their partners. If they have difficulty, they may refer to their Bibles.
5. **Direct** the students to sit with their partner once they find each other. Each partner should write down the entire Scripture quote. Then the pairs should discuss the questions listed on the board, keeping notes of their responses in order to share them with the class. Allow 10–15 minutes for this discussion.
6. **Reconvene** the class as a large group to share responses. Engage the students in further discussion, using these or similar questions:
 - How might these Scripture passages help us to understand (or define) prayer and/or holiness more deeply?
 - How can we live out the call to holiness?
 - How might prayer help us to interpret and understand the events of our lives?
 - Why are both the call to holiness and prayer essential to a life of discipleship?

Allow this conversation to continue as long as time permits or as seems productive. To the greatest extent possible, create an open and trusting atmosphere by encouraging the students to share their experiences of holiness and prayer and to ask any questions about holiness or prayer freely and honestly. For your own information, note the students' questions, confusion, or potential misunderstandings about prayer and holiness so you can address these topics throughout the unit.

7. **Conclude** by projecting or writing the following questions on the board, and then direct the students to journal about them:
 - What is one core belief you have about prayer? about holiness?
 - What would you most like to know about prayer? about holiness?
 - What role does prayer have in your life? What role does holiness have?

- Direct** the students to keep both their notes from their partner conversation and their journal entries to refer back to at the conclusion of this unit.

TEACHER NOTE

Depending on time, you may use the journaling as in-class work or assign it as homework.

Apply

LEARNING EXPERIENCE 2 (Unit)

Final Performance Task Preview

Preview the final performance tasks and their rubrics.

- Prepare** by photocopying or downloading and printing the handouts “Unit 5 Final Performance Task Options” (TX006420), on pages 292–293, and “Unit 5 Final Performance Task Rubrics” (TX006421), on pages 294–295, one of each for each student.
- Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
- Review** the directions, expectations, and rubrics in class, allowing the students to ask questions. You may want to say something to this effect:
 - If you wish to work alone, you may choose option 1 or option 2.
 - If you wish to work with a partner, choose option 2.
 - Keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit.
- Explain** the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.
- Allow** one full class period, near the end of the unit, for the students to work on the final performance task. This will allow you to work with any students who need additional guidance with their project.

TEACHER NOTE

If these final performance tasks, or similar ones, have been completed by a prior class, place examples of this work in the classroom. This allows the students to understand how they might effectively approach the final performance tasks and realize that there is more than one way to successfully complete the tasks.

The Paschal Mystery and the Gospels

Name _____

Unit 5 Final Performance Task Options

The following is a list of the unit's understandings for unit 5. Demonstrating your grasp of one or more of these understandings will be essential to successfully completing your chosen final performance task. See the descriptions below to understand the specific elements that will be required for each performance task option.

- The call to holiness asks us to cooperate with God's grace, live out our faith daily, and practice Christian discipline in our actions and words.
- Developing a personal practice of prayer, in all its forms and expressions, is an essential part of a relationship with God.
- We remember the events of the Paschal Mystery and their meaning in every liturgy, most especially in the liturgies of the Easter Triduum.

Option 1: Prayer Experience Reflections

Engage in at least three different forms or expressions of prayer studied in this unit.

After each experience, write a reflection that includes the following:

- what the prayer meant for you
- how this particular form or expression of prayer has done the following:
 - sharpened your insight into the call to holiness
 - deepened your commitment to perseverance through obstacles
 - furthered the understanding that prayer sometimes gives you greater hope for new life
- at least two Scripture passages that are used responsibly and accurately

You may complete your reflection in one of the following formats:

- a series of three one-page typed reflections
- a series of three 2- to 4-minute podcasts or video commentaries

You may add visuals to your written or video reflections if you wish to supplement or complement (not replace) your commentary.

Option 2: Service-Learning Project—Reflective Synthesis

Note: If you are completing the Service-Learning Project, you must choose this option for units 4 and 5.

In this unit, you have learned about the meaning and invitation of the universal call to holiness and prayer as means of growing in a relationship with God. In unit 4, you developed a proposal for doing a service-learning project in response to communal suffering. Now you will complete and reflect upon that service-learning project.

© 2020 Saint Mary's Press
Unit 5: Jesus in Our Hearts Series

Document # TX006420

TX006420

The Paschal Mystery and the Gospels

Name _____

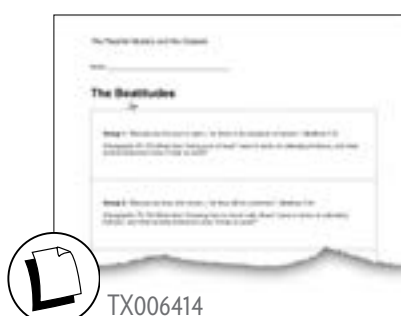
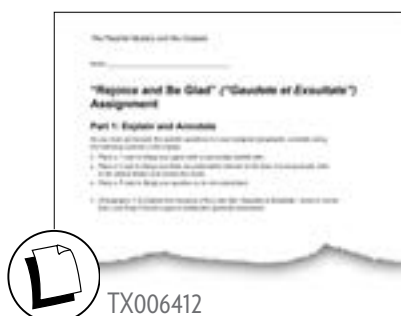
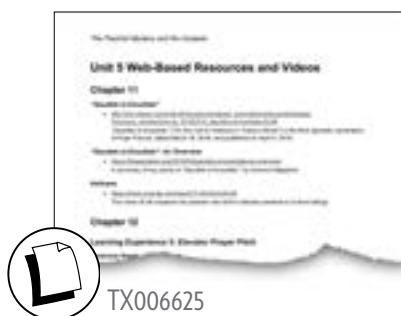
Unit 5 Final Performance Task Rubrics

Criteria	4	Option 1	3	2	1
Reflection demonstrates understanding of the unit's understandings for unit 5.	Reflection demonstrates a deep understanding of the unit's understandings for unit 5.	Reflection demonstrates a solid understanding of the unit's understandings for unit 5.	Reflection demonstrates a basic understanding of the unit's understandings for unit 5.	Reflection demonstrates a limited understanding of the unit's understandings for unit 5.	Reflection demonstrates a minimal understanding of the unit's understandings for unit 5.
Reflection demonstrates an effort to develop a personal practice of prayer.	Reflection demonstrates a deep effort to develop a personal practice of prayer.	Reflection demonstrates a solid effort to develop a personal practice of prayer.	Reflection demonstrates a basic effort to develop a personal practice of prayer.	Reflection demonstrates a limited effort to develop a personal practice of prayer.	Reflection demonstrates a minimal effort to develop a personal practice of prayer.
Reflection demonstrates an effort to develop a personal practice of prayer.	Reflection demonstrates a deep effort to develop a personal practice of prayer.	Reflection demonstrates a solid effort to develop a personal practice of prayer.	Reflection demonstrates a basic effort to develop a personal practice of prayer.	Reflection demonstrates a limited effort to develop a personal practice of prayer.	Reflection demonstrates a minimal effort to develop a personal practice of prayer.
Reflection demonstrates an effort to develop a personal practice of prayer.	Reflection demonstrates a deep effort to develop a personal practice of prayer.	Reflection demonstrates a solid effort to develop a personal practice of prayer.	Reflection demonstrates a basic effort to develop a personal practice of prayer.	Reflection demonstrates a limited effort to develop a personal practice of prayer.	Reflection demonstrates a minimal effort to develop a personal practice of prayer.

© 2020 Saint Mary's Press
Unit 5: Jesus in Our Hearts Series

Document # TX006421

TX006421



Apply

LEARNING EXPERIENCE 3 (Chapter 11)

“Rejoice and Be Glad” (“*Gaudete et Exsultate*”)

Examine sections of Pope Francis’s 2018 apostolic exhortation “Rejoice and Be Glad” (“*Gaudete et Exsultate*”), on the universal call to holiness, and determine how to apply insights on cultivating holiness in our daily lives.

(U1, Q1, K1, K2, S1)

1. **Prepare** by ensuring that all the students have read articles 43–45 in the student book prior to this learning experience. Make packets of the following paragraphs from “Rejoice and Be Glad”: 1–24 and 63–94. A link to this document is available on the resource “Unit 5 Web-Based Resources and Videos” (TX006625), at www.smp.org/livejesus_paschalmystery. Photocopy or download and print the handout ““Rejoice and Be Glad” (*Gaudete et Exsultate*) Assignment” (TX006412), on pages 278–280. Photocopy or download and print the handout “The Beatitudes” (TX006414), on pages 283–284, and cut it apart as indicated. (If you have between seventeen and twenty-four students in your class, you will need three copies of this handout, cut into twenty-four pieces).

TEACHER NOTE

Learning experience 3 will take up to two full class sessions to complete. Please plan accordingly.

TEACHER NOTE

If your school has access to laptops or tablets, the students can go online to find their respective section of “Rejoice and Be Glad.”

2. **Begin** by telling the students that they will be reading and applying insights from Pope Francis’s 2018 apostolic exhortation “Rejoice and Be Glad.” Distribute the assignment handout and the packets of selected paragraphs from “Rejoice and Be Glad.”
3. **Explain** that part 1 of the assignment is intended to ground them in Pope Francis’s explanation of the call to holiness and what it means for us in everyday life. The students should annotate the text as they read (this will assist them in discussion and choosing a quote in part 3). Allow 20–30 minutes for the students to complete this portion of the handout independently.

TEACHER NOTE

As an alternative to doing part 1 of this assignment in class, you may assign the students to read, annotate, and answer the six questions as homework prior to this class session. Then you can simply begin the learning experience with step 4.

4. **Arrange** the students into eight small groups. Before proceeding with part 2 of the assignment, instruct the groups to discuss their annotations and compare answers for the six questions in part 1. This should ensure that all the students have a good understanding of the call to holiness. Allow about 10–15 minutes for this discussion. Circulate to offer clarification and assistance as needed.

TEACHER NOTE

Note the handout “‘Rejoice and Be Glad’ (*Gaudete et Exsultate*) Assignment Answer Key” (TX006413), on pages 281–282.

5. **Distribute** the slips of paper with the Beatitudes and questions from “The Beatitudes” handout to the eight groups, giving each group a different beatitude to focus on. Give directions using these or similar words:

- For “Part 2: The Beatitudes,” you will read and continue to annotate the section of the document that corresponds with your assigned beatitude.
- Each question essentially asks you to explain how following your assigned beatitude can help a person to grow in holiness.
- You have 10 minutes to complete this portion of the activity as a group, after which each group will offer its explanation to the class.

TEACHER NOTE

Note the handout “The Beatitudes Answer Key” (TX006415), on pages 285–286.

6. **Reconvene** the large group after giving the students time to complete the activity. For these brief and informal presentations, the rest of the class should follow along in the “Rejoice and Be Glad” document. Each student should continue to annotate her or his copy of the document, noting at least one interesting point made by the other beatitude groups.

The Paschal Mystery and the Gospels

Rejoice and Be Glad! (*Gaudete et Exsultate*)

Assignment Answer Key

Part 1: Explain and Annotate

1. (Paragraphs 1–2) Explain the meaning of the Latin title <i>Gaudete et Exsultate</i> , where it comes from, and Pope Francis's goal in writing this apostolic exhortation.	Gaudete et Exsultate means "rejoice and be glad" (Matthew 5:12) and comes from the words Jesus in the Beatitudes (1). Pope Francis says, "My modest goal is to repropose the call to holiness as a practical way for our own time, with all its risks, challenges and opportunities" (2).
2. (Paragraphs 3–9) In addition to the examples in Scripture and among the beatified and canonized, who else does Pope Francis specifically recognize as part of the saints who encourage and accompany us? In your answer, be sure to explain what is meant by "the middle class of holiness" (7).	<ul style="list-style-type: none"> • "These witnesses may include our own mothers, grand-mothers or other loved ones" (3). "...to those parents who raise their children with immense love, in those men and women who work hard to support their families, in the sick, in elderly religious who never lose their smile" (7). • "The middle class of holiness" refers to the ordinary people in our midst, the lay, the not-read-the-magazines and "those who, living in our midst, reflect God's presence" (7).
3. (Paragraphs 10–13) Copy the quote from paragraph 10 in Second Vatican Council's Dogmatic Constitution on the Church (Lumen Gentium, 1984) and explain what it means.	<ul style="list-style-type: none"> • "Strengthened by so many and such great means of salvation, all the faithful, whatever their condition or state, are called by the Lord—each in his or her own way—to that perfect holiness by which the Father himself is glorified" (70). (The Church, 11). • "Everyone is called to holiness, 'each in his or her own way,' meaning that each believer discerns his or her own path, that they bring out the very best of themselves, the most personal gifts that God has placed in their hearts (cf. 1 Corinthians 12:7), rather than hopelessly trying to imitate something not meant for them" (13).
4. (Paragraphs 14–15) How does Pope Francis explain what being holy does and does not require of us?	<ul style="list-style-type: none"> • DOES: "We are all called to be holy by living our lives with love and by bearing witness in everything we do, wherever we find ourselves" (14). • DOES NOT: "We do not have to be as holiness is to be holy, holiness is not 'holiness' for those who are withdrawn from ordinary affairs to spend much time in prayer" (14).

© 2020 Saint Mary's Press
Live Jesus in Our Hearts Series

Document # TX006413

The Paschal Mystery and the Gospels

The Beatitudes Answer Key

Group 1: "Blessed are the poor in spirit, / for theirs is the kingdom of heaven." (Matthew 5:3)

(Paragraphs 67–70) What does "being poor of heart" mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

"Usually the rich feel secure in their wealth, and think that, if that wealth is threatened, the whole meaning of their earthly life can collapse" (67). Usually often leads to being "so self-satisfied that we have no room for God" (68). Being poor in heart allows an attitude of "helping holiness" to all created things (69).

Group 2: "Blessed are they who mourn, / for they will be comforted." (Matthew 5:4)

(Paragraphs 71–74) What does "mourning how to mourn with others" mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

"In a world where we constantly perpetrate offenses on the basis of their ideas, their customs and even their way of speaking or dressing" (71), our pride and vanity have us thinking that we have the right to dominate others. If instead, "let's regard the faults and limitations of others with tenderness and meekness, without an air of superiority, we can actually help them and stop wasting our energy on useless complaining" (72). Meekness helps us put our trust in God alone.

Group 3: "Blessed are the meek, / for they will inherit the land." (Matthew 5:5)

(Paragraphs 75–76) What does "reacting with meekness and humility" mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

"In a world where we constantly perpetrate offenses on the basis of their ideas, their customs and even their way of speaking or dressing" (71), our pride and vanity have us thinking that we have the right to dominate others. If instead, "let's regard the faults and limitations of others with tenderness and meekness, without an air of superiority, we can actually help them and stop wasting our energy on useless complaining" (72). Meekness helps us put our trust in God alone.

Group 4: "Blessed are they who hunger and thirst for righteousness, / for they will be satisfied." (Matthew 5:6)

(Paragraphs 77–79) What does "yearning and thinking for righteousness" mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

"We can intensely desire justice and peace for righteousness" (77) knowing that only Jesus can satisfy that desire. We can cooperate with Jesus in making justice and righteousness possible, "even if we may not always see the full of our efforts" (77). Helps us avoid becoming "tired in corruption, enslaved in the daily politics of quiet egoism, where everything becomes business" (78). True justice comes about when people are just in their own decisions and pursue justice for the poor and the weak" (79).

Group 5: "Blessed are the merciful, / for they will be shown mercy." (Matthew 5:7)

(Paragraphs 80–82) What does "seeing and acting with mercy" mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

Mercy has two aspects: giving, helping and saving others, and forgiveness and understanding (see 80). "Giving and forgiving means responding in our lives some small measure of God's perfection, which gives and forgives abundantly" (81). Rather than judging wrong, judging, and condemning others.

© 2020 Saint Mary's Press
Live Jesus in Our Hearts Series

Document # TX006415



Page 318



Articles 43-46

The Paschal Mystery and the Gospels

Name _____

Heroes of Holiness

Part 1: Research

I am researching _____

- When and where did this hero of holiness live?
- Why might this hero of holiness be considered a model of holiness, discipleship, and prayer?
- What prayers are attributed to this hero of holiness? (You may also look for meaningful quotes about prayer from this person.)
- What doubts or obstacles to prayer did this hero of holiness face? To your knowledge, how did she or he overcome these doubts or obstacles? If this information is not readily available, you might surmise this based on what you have learned about this person.)

© 2020 Saint Mary's Press
 Live Jesus in Our Hearts Series
 Document #: TX006416



TX006416

- Transition** to the “Part 3: Personal Response” portion of the assignment. This section is to be done by each individual student, not as a group. Explain, using these or similar words:
 - Choose your inspirational quote and develop your plan of action before the next class meeting.
 - Because everyone is called to cultivate holiness “each in his or her own way” (“Rejoice and Be Glad,” no. 11), you are free to choose actions that authentically fit your own path.
- Clarify** the due date for the one-page typed reflection paper and encourage the students to talk with you if they have any difficulty with the assignment.
- Conclude** by praying the “Take It to God” prayer on page 318 in the student book.



LEARNING EXPERIENCE 4 (Chapter 11)

Heroes of Holiness

Guide the students in conducting research on the lives of people who might serve as examples of “heroes of holiness.” (U1, Q1, K3, K4, S3)

- Prepare** by ensuring that all the students have read articles 43–46 in the student book prior to this learning experience and that they will have access to the internet during class. Photocopy or download and print the handout “Heroes of Holiness” (TX006416), on pages 287–288, one for each student.
- Distribute** the handout. You may choose to designate from the list below which “hero of holiness” each student will research, or you may allow the students to choose. In order to have balanced groups, it is preferable that approximately the same number of students choose the same “hero of holiness,” (i.e., two or three students per hero, depending on your class size).
 - Thomas Merton
 - Saint Teresa of Ávila
 - Brother Lawrence
 - Saint John of the Cross
 - Saint Oscar Romero
 - Saint John Cassian
 - Saint Catherine of Siena
 - Meister Eckhart
 - Julian of Norwich
 - Saint Padre Pio
 - Saint Faustina Kowalska
 - Dorothy Day
 - Saint Teresa of Kolkata (Calcutta)
 - Saint Francis of Assisi

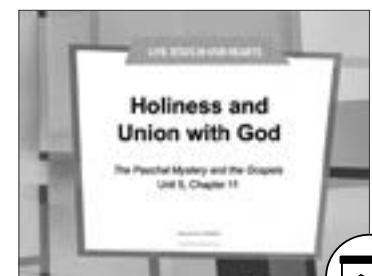
TEACHER NOTE

As an option, you may assign the handout as homework prior to this class session. Then you can begin the learning experience with step 5.

3. **Remind** the students, prior to their conducting research, of this unit's first enduring understanding: *The call to holiness asks us to cooperate with God's grace, live out our faith daily, and practice Christian discipleship in our actions and words.* Explain that one way to find the strength and inspiration to practice discipleship is by studying the lives of various "heroes of holiness." These holy women and men often experienced the same challenges, even in prayer—distractions, dryness, and darkness—that afflict all of us.
4. **Arrange** the students in groups according to which hero they researched. Allow approximately 10–15 minutes for the small groups to share their findings and to ask any questions they may have about their hero. Circulate among the groups to answer any questions and to ensure that all the groups are on task.
5. **Jigsaw** the small groups so that each new group of about five students has a representative who researched a different hero. Allow approximately 20 minutes for the members of these new groups to share what they have learned about their respective heroes and to respond to question 8 on the handout.
6. **Reconvene** the class as a large group and lead a discussion, asking these or similar questions:
 - What have you learned about seeking union with God from these "heroes of holiness"?
 - What have you learned about how to persist in prayer and discipleship, despite challenges and obstacles? What have you learned about the importance, even the necessity, of such persistence?
 - What surprised you about these heroes?
 - Which hero do you most admire? Why?
7. **Conclude** by directing the students to write a one-page reflection paper about the doubts, challenges, or obstacles to holiness, discipleship, and prayer they have experienced and how they hope to grow as disciples of Christ.

TEACHER NOTE

You may want to emphasize the chapter teaching points by using the PowerPoint presentation "Chapter 11 Overview: Holiness and Union with God" (TX006612) (see www.smp.org/livejesus_paschalmystery).



TX006612



The Paschal Mystery and the Gospels

Name _____

Chapter 11 Quiz

Write the number of the correct answer in the space provided.


1. _____ When do we become holy?
 - a. We are not holy until we die and go to Heaven.
 - b. Holiness is an impossible goal; only God is holy.
 - c. We become holy at the moment of conception, at the moment of Baptism, and whenever we read and serve others.
 - d. We are always holy. It is a given fact of being human.

2. _____ What is God's supernatural gift to help us respond to his love, to relate to his original holiness and justice, and to help us live holy lives?
 - a. grace
 - b. prayer
 - c. justice
 - d. truth

3. _____ What role do our intellect and free will play in the path to holiness?
 - a. They are gifts from God that help us weigh decisions, evaluate outcomes, and make good moral choices.
 - b. They lead us to a strict interpretation of the Law, which Jesus condemns.
 - c. They are corrupted; they lead us to rebel against God and sin.
 - d. They are true human reason wounded by sin.

4. _____ Who is called to holiness?
 - a. only saints and angels
 - b. priests, saints, and angels
 - c. those called to religious life, priests, saints, and angels
 - d. everyone

5. _____ What is needed to become a disciple of Christ?
 - a. Only the Twelve Apostles (plus Paul St. Peter) were called to be disciples by Jesus, who said to them, "Follow me."
 - b. Only angels, saints, and the Apostles are considered disciples.
 - c. Following Jesus' teachings as true and putting them into practice is what makes one a disciple.
 - d. Simply calling Jesus "Lord" makes a person a disciple.



© 2020 Saint Mary's Press
Diocese of San Francisco Series

Document # T000817



TX006617

Article 47

What Is Prayer?

Think about one of your New Year's Resolutions. What likelihood probably did you imagine actually fulfilling during that magic time in January. First, did your intention to do it?

In that case, you automatically gave up yourself! Really, didn't you? Because, this time, you gave up to fulfill the promise you made. You said you'd do it. But then the more you thought about it, you became afraid to do it. And then you forgot completely. You might disagree that you have the same problem. But you might want to experience just what it would be like to experience doing the one of your New Year's Resolutions that you failed to fulfill.

Here are some of the ways to develop good habits and also avoid trouble:

- Write down the new habit first.
- Tell others about it to encourage you to focus and do it.
- Overhaul everything in your living area.
- Clean up your house.
- Take pictures and improve them. Then take a break in the relationship.

There will be other times of building and keeping new habits that you apply to another important relationship, like personal relationships or doing your job. God thought of you.

TAKE-A-GOD

Dear God,
I desire you speak to my heart!
Help me to bring my faith into action,
and I shall know your love.
O God, be with me all the while,
in every place and in the silence,
I will draw to follow you more,
and I will feel you with me every day.
Amen.



Articles 47–49

The Paschal Mystery and the Gospels

Name _____


Elevator Prayer Pitch

Work with a partner to deliver an elevator pitch for a prayer you find particularly meaningful. An elevator pitch is a brief, persuasive speech used to spark interest in an idea, named as such because it should last no longer than an elevator ride, 30-60 seconds. Your teacher will assign you a saint and a prayer that is either authored by, attributed to, or written in honor of the saint.

Create a 30- to 60-second persuasive elevator pitch that properly uses at least five of the proper forms, expressions, and concepts below to explain why your saint's prayer brings us close to God and is so great that it should be everyone's favorite!

<ul style="list-style-type: none">• definition of prayer• overcoming obstacles in prayer• adoration• listening• theology• intercession	<ul style="list-style-type: none">• petition• grace• thanksgiving• vocal prayer• meditation• contemplation
---	---

Note: Before delivering your pitch, you will read the class in praying your prayer. This does not count as time for your 30- to 60-second pitch.



© 2020 Saint Mary's Press
Live Jesus in Our Hearts Series

Document #: TK056417



TX006417

TEACHER NOTE

Students can participate in self-assessments using several different types of Quizlet reviews for each chapter. These assist students in reviewing each chapter and receiving immediate feedback on the knowledge they have acquired. If you choose to administer the chapter 11 quiz (TX006617), do so now, before moving on to chapter 12. (See www.smp.org/livejesus_paschalmystery to access both of these resources.)

Apply

LEARNING EXPERIENCE 5 (Chapter 12)

Elevator Prayer Pitch

Guide the students in using the vocabulary words and the concepts on the forms and expressions of prayer to describe why a saint's prayer should be everyone's favorite. (U2, Q2, K5, K6, S4)

1. **Prepare** by ensuring that all the students have read articles 47–49 in the student book prior to this learning experience and that they will have access to their student books (print or digital) and the internet during class. Photocopy or download and print the handout “Elevator Prayer Pitch” (TX006417), on page 289, one for each student.
2. **Begin** by reminding the students of this unit’s second enduring understanding: *Developing a personal practice of prayer, in all its forms and expressions, is an essential part of a relationship with God.*
3. **Project** or write these or similar questions on the board:
 - What is prayer?
 - What do you say or do when you pray?
 - Why do you pray?
 - How do you pray?

Allow 2 minutes of silence for independent thinking and writing responses to the questions.

4. **Arrange** the students into pairs and have them discuss their responses to the questions with their partner.
5. **Post** or project the following descriptions of prayer from saints referenced in the *Catechism of the Catholic Church*, and have the pairs compare and contrast these with their own answers to “What is prayer?”
 - A surge of the heart; it is a simple look turned toward heaven, it is a cry of recognition and of love, embracing both trial and joy.¹
—Saint Thérèse of Lisieux (CCC, no. 2558)
 - The raising of one’s mind and heart to God or requesting good things from him.²
— Saint John Damascene (CCC, no. 2559)
 - A close sharing between friends; it means taking time frequently to be alone with him [God] who we know loves us.³ (CCC, no. 2709)
— Saint Teresa of Ávila

6. **Poll** the class by a show of hands, using these or similar words:
- Raise your hand if these definitions *affirmed* or *expanded* or did both with regard to your own thoughts on prayer.
 - Raise your hand if these definitions *contradicted* your own thoughts on prayer.

Encourage discussion on how the saints' definitions expand our previous understandings of prayer. Listen for comprehension of the definitions, especially if any students felt their understanding was contradicted.

7. **Ask** if any students have a favorite prayer. Share some of your own favorite prayers. As this discussion unfolds, try not to ask or explain *why* these prayers are favorites.
8. **Transition** to the next part of this learning experience by explaining to the students that they will remain in pairs and analyze and focus on a prayer authored by, attributed to, or written in honor of a saint.
9. **Distribute** the handout, and review the directions with the students.

TEACHER NOTE

An alternative to a live pitch is to have the students record their elevator pitch on their smartphone.

10. **Assign** each pair one of the following suggested saints or holy people and his or her corresponding prayer. A link to these saints and holy people can be found on the resource “Unit 5 Web-Based Resources and Videos” (TX006625), at www.smp.org/livejesus_paschalmystery. Print out the prayers and distribute them to their respective pair.

- Saint Francis de Sales—“Be at Peace”
- Saint Francis of Assisi—“Make Me an Instrument of Your Peace”
- Saint Ignatius of Loyola—“The Suscipe”
- Saint John of the Cross—“Prayer for Peace”
- Saint Teresa of Ávila—“Let Nothing Disturb You”
- Saint Jane de Chantal—“Christ Be within Me”
- Saint Augustine—“Prayer to the Holy Spirit”
- Saint Patrick—“The Breastplate”
- Saint Anselm—“In God’s Service”
- Saint Thomas Aquinas—“A Student’s Prayer”
- Saint Oscar Romero—“A Step along the Way”
- Thomas Merton—prayer from *Thoughts in Solitude* (New York: Farrar, Straus and Giroux, 1999)

11. **Remind** the students that they can find the prayer forms, expressions, and concepts in articles 47–49 in the student book. As they persuade others as to why their prayer should be everyone’s favorite, they should reference the various words. However, they do not need to recite the entire prayer in their 30- to 60-second pitch.



TX006625

12. **Circulate** among the pairs to offer any needed assistance, clarifying definitions and concepts as needed.
13. **Allow** 20–30 minutes for students to complete the content of their pitch and to practice the timing and delivery.
14. **Reconvene** the class as a large group for presentations and discussion. If possible, project the words of each prayer for the class to follow along as the pairs lead the class in prayer before delivering their pitch. Between each presentation, allow a couple minutes of silence for the students to reflect on the following:
 - What is one part of the prayer that stood out to you as particularly meaningful and why?
15. **Conclude** with an “exit ticket.” The students write a response to the enduring understanding and essential question for this chapter on a slip of paper:
 - What did you hear or learn in these elevator prayer pitches that you can integrate into your own personal practice of prayer?
 - How does prayer bring us closer to God?

Have the students hand their “exit ticket” to you before leaving the classroom.

TEACHER NOTE

Alternatively, you could create a simple form in Google Docs that students must complete online as an exit e-ticket.

Reflect

LEARNING EXPERIENCE 6 (Chapter 12)

Ignatian Gospel Meditation

Provide the students with an experience of an Ignatian Gospel meditation on Jesus’ washing the feet of the disciples. (U2, Q2, K7, S5)

1. **Prepare** by ensuring that all the students have read article 49 in the student book prior to this learning experience.
2. **Create** a meditative and prayerful atmosphere in the classroom or reserve your school’s chapel or similar space. If possible, have a candle and matches or a battery-operated candle available.
3. **Begin** by inviting the students to recall key points from article 49 regarding Ignatian Gospel meditation. Ensure that the following points are made:
 - This meditative method of prayer was developed in the sixteenth century by Saint Ignatius of Loyola, the founder of the Society of Jesus (Jesuits).
 - This method invites us to engage both our intellect and our imagination by immersing ourselves in a Gospel story. We seek to utilize all of our senses as we imagine the details of a particular story and try to see ourselves in that story.

100 Chapters 10: Learning with God

Article 49 Expressions of Prayer

Along with the forms of prayer, Ignatius teaches us about the three main expressions of prayer: contemplation, meditation, and recollection. The practices of prayer are both open and personal because we discover our relationship with God.

Recollection

When we have to go to Mass tomorrow, we might think of a conversation. We have to think about the things that we will do, the things that we will say, and the things that we will hear. We have to think about the things that we will do, the things that we will say, and the things that we will hear. We have to think about the things that we will do, the things that we will say, and the things that we will hear.

Contemplation

Ignatius teaches us that contemplation is a way of seeing God. It is a way of seeing God that is not based on the things that we see with our eyes. It is a way of seeing God that is not based on the things that we see with our eyes. It is a way of seeing God that is not based on the things that we see with our eyes.

Ignatius teaches us that contemplation is a way of seeing God. It is a way of seeing God that is not based on the things that we see with our eyes. It is a way of seeing God that is not based on the things that we see with our eyes. It is a way of seeing God that is not based on the things that we see with our eyes.

Article 49

- This method is rooted in our imagination. It is still very much real, just in a different way than other methods of prayer we may have experienced. God created imagination as a great gift to us, and, therefore, God can meet us through that doorway.
 - This method can deepen our relationship with Jesus and strengthen our commitment to follow him.
4. **Tell** the students that they will now have an opportunity to experience an Ignatian Gospel meditation. Invite them to assume a comfortable yet alert position, sitting at their desks or on the floor. Allow them a few moments to get comfortable, close their eyes, and become silent. You may wish to turn off the lights and light a candle.
 5. **Read** aloud John 13:1–15 (Jesus' washing the disciples' feet) one time, slowly.

TEACHER NOTE

The story of Jesus' washing the disciples' feet has been selected for this learning experience because of its connection with the material that occurs later in this unit (i.e., the liturgies of the Paschal Triduum). You may substitute a different Gospel passage that you feel is more suited to your students' learning needs at this time.

6. **Invite** the students to enter more deeply into both the setting and the story itself, in the same slow, intentional pace:
 - What does this scene look, feel, smell, and sound like?
 - Who is present?
 - Where are they sitting or standing, and what are they doing?
 - What is the atmosphere like in the room?
 - Imagine yourself in the room. Perhaps you are a particular person named in the story. Perhaps it is you who is present, either as a guest or as an observer.
7. **Read** the passage again, slowly and intentionally. As you finish this second reading, allow a minute of silence at the end.
8. **Explain** to the students that you will read the passage one more time. Encourage them to pay close attention to how they feel as they imagine themselves in the story. Invite them to pay particular attention to how they feel toward Jesus.
9. **Read** the passage through once more, slowly and intentionally. As you finish this third and final reading, pause before inviting the students to spend some time in silence considering what feelings have arisen as a result of this experience.
10. **Allow** 2–5 minutes for the students to continue meditating quietly. You may wish to play soft instrumental music at this time.

11. Invite the students to return to the present moment in the classroom. Ask them to write a reflection in their notebooks on what they just experienced:

- Whom in the story did you choose to be? Were you present as yourself or as someone else in the story?
- What details did you imagine about the setting?
- What emotions surfaced in the course of this experience?
- What did you learn from your encounter with Christ through your imagination?

12. Discuss the students' reactions, thoughts, and experiences as time permits.

13. Conclude by encouraging the students to continue to practice Ignatian Gospel meditation on their own, using the Gospel stories proclaimed at Sunday Mass or any other Gospel passage to which they feel drawn.



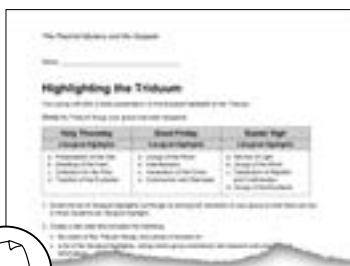
TX006613



TX006619



Articles 51-54



TX006418

TEACHER NOTE

You can also present the main chapter points using the PowerPoint presentation "Chapter 12 Overview: Communing with God" (TX006613) (see www.smp.org/livejesus_paschalmystery).

TEACHER NOTE

Students can participate in self-assessments using several different types of Quizlet reviews for each chapter. These assist students in reviewing each chapter and receiving immediate feedback on the knowledge they have acquired. If you choose to administer the chapter 12 quiz (TX006619), do so now, before moving on to chapter 13. (See www.smp.org/livejesus_paschalmystery to access both of these resources.)

Explain

LEARNING EXPERIENCE 7 (Chapter 13)

Highlighting the Triduum

Guide the students in verbally and visually explaining the distinct features of the celebration of the Sacred Triduum. (U3, Q3, K8, S6)

- 1. Prepare** by ensuring that all the students have read articles 51-54 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Also make sure the students will have access to computers or tablets (at least one for every two to three students) and the internet. Photocopy or download and print the handout "Highlighting the Triduum" (TX006418), on page 290, one for each student.

2. **Begin** by reminding the students of this unit's third enduring understanding: *We remember the events of the Paschal Mystery and their meaning in every liturgy, most especially in the liturgies of the Easter Triduum.* Review with the students the following points about the Sacred Triduum:
 - The Sacred Triduum designates the three holiest days of the Liturgical Year.
 - It takes place over three 24-hour periods, from Holy Thursday evening until Easter Sunday evening.
 - The liturgies of the Sacred Triduum occur over the course of these three days; however, they are not three separate liturgies. Rather, they constitute one continuous celebration of the central events of the Paschal Mystery.
 - The Triduum begins with the Mass of the Lord's Supper on Holy Thursday evening.
 - It continues with the celebration of the Lord's Passion on Good Friday.
 - It culminates with the joyous celebration of the Easter Vigil on Holy Saturday evening.
 - It concludes with evening prayer on Easter Sunday.
3. **Poll** the class, asking who has attended, served, or sung in the choir for one of the Triduum liturgies. Invite those students to share their impressions and experiences.
4. **Arrange** the students into three large groups, assigning each a day of the Triduum.
5. **Distribute** the handout. Assign each group one of the Triduum liturgies. Review the instructions with the students.
6. **Allow** about 20 minutes for students to create their slides and compile their presentations. Circulate to offer any needed assistance.
7. **Reconvene** the class as a large group for presentations and discussion. As the groups present, have the rest of the class consider the following questions:
 - What is one question you're wondering?
 - What is one comment you found interesting?

After each presentation, ask for volunteers to share their questions and comments.
8. **Check** for clarity. Make sure that in each group's presentation, and in the class discussion that follows, these points are clearly made:
 - **Holy Thursday Liturgical Highlights**
 - **Presentation of the Oils:** The oils are consecrated by the bishop at the Chrism Mass earlier in Holy Week, recalling the anointing of Jesus by Mary (sister of Lazarus).
 - **Washing of the Feet:** The priest washes the feet of some parishioners in memory of what Jesus did.

- **Collection for the Poor:** The call to serve (symbolized in the washing of the feet) is further carried out by a collection in service of those most in need.
- **Transfer of the Eucharist:** Extra hosts are consecrated (for Good Friday), then moved (or processed) to a smaller chapel, where Eucharistic Adoration may occur.
- Good Friday Liturgical Highlights
 - **Liturgy of the Word:** We hear about the Suffering Servant in the Book of Isaiah, the meaning of Christ's suffering and death the Book of Hebrews, and the Passion in the Gospel of John.
 - **Intercessions:** There are more than usual (ten total), chanted, with each asking the congregation to stand, then kneel, then stand.
 - **Veneration of the Cross:** A solemn procession of the cross with sung prayers and response. The congregation is invited to come forward and show a sign of respect and devotion.
 - **Communion and Dismissal:** No Liturgy of the Eucharist, but there are prayers and the reception of hosts that were consecrated on Holy Thursday.
- Easter Vigil Liturgical Highlights
 - **Service of Light:** Begins in dramatic darkness, outside the church, with a blessed bonfire that lights the Paschal candle, which lights individual taper candles held by the congregation, symbolizing the light of the Risen Christ, which spreads through the darkness. The Exsultet is sung.
 - **Liturgy of the Word:** Three to seven readings from the Old Testament and two from the New Testament that offer an overview of salvation history, concluding with the proclamation of the Resurrection and the empty tomb.
 - **Celebration of Baptism and Confirmation:** After the homily, those entering the Church receive the first two Sacraments of Initiation.
 - **Liturgy of the Eucharist:** Celebrated for all as the newly initiated receive their First Holy Communion.
- 9. **Conclude** by asking the students to articulate an answer to the chapter focus question as their exit ticket: *How will celebrating the Triduum help me understand the Paschal Mystery?*

Empathize

LEARNING EXPERIENCE 8 (Chapter 13)

The Suffering Body of Christ
around the World

Lead the students in learning about and praying for
the suffering Body of Christ throughout the world.
(U3, Q3, K9, S7)

1. **Prepare** by ensuring that all the students have read article 53 in the student book prior to this learning experience and that they will have access to computers or tablets (at least one for every two to three students) and the internet during class. Photocopy or download and print the handout “The Suffering Body of Christ around the World” (TX006419), on page 291, one for each student. Create a prayer space that includes a map of the world and a large cross or crucifix.
2. **Invite** the students to recall the intercessory prayer of the Good Friday liturgy, using these or similar words:
 - Although intercessions are offered at every Eucharistic liturgy (sometimes called the Prayers of the Faithful), the Good Friday intercessions are longer, more formal, and are sometimes sung or chanted.
 - In these prayers, we lift up the spiritual and physical needs of the whole world, remembering that Jesus’ suffering and death has redeemed that world.
3. **Explain** to the students that in this learning experience, they will engage in intercessory prayer in an informed and focused manner. Use these or similar words to explain:
 - If we are going to pray for the needs of others with authenticity, we must be truly aware of who they are, what is happening in their lives, and what is happening in the part of the world in which they live.
 - In this way, we come to embrace more deeply the reality of the Paschal Mystery as it is lived and experienced by our sisters and brothers around the globe.
4. **Arrange** the students into groups of three or four. Distribute the handout. Assign each small group one country from the following list of regions, served by Catholic Relief Services (CRS). Assign at least one group per region, but assign more groups to Africa, Asia, Central and South America, and the Caribbean, which have the most countries in need:
 - Africa: Democratic Republic of Congo, Ethiopia, Ghana, South Sudan, Sudan, Zimbabwe
 - Asia: Afghanistan, India, the Philippines, Pakistan, Sri Lanka, Vietnam



Article 53

The Paschal Mystery and the Gospels

Name _____

The Suffering Body of Christ around the World

Visit www.crs.org/our-work/where-we-work to respond to the following questions.

1. Name of the continent or region your group is assigned: _____
2. Name of the country or area your group is researching: _____
3. What are the current issues or major concerns in this area of the world? _____
4. How is CRS responding? (Scroll down to find the “Programming Areas,” and then click on one of those areas to find out how CRS is responding.) _____

As a group, write a prayer using the following guide:

The Body of Christ suffers in the land of _____, where _____ (print name of country)

(briefly describe the situation)

God of Compassion, we ask _____ (write a prayer of intercession for this group of people and the situation they are enduring)

Just as the people of _____ (print name of country) endure the suffering of the cross, may they also know the hope and joy of Resurrection.

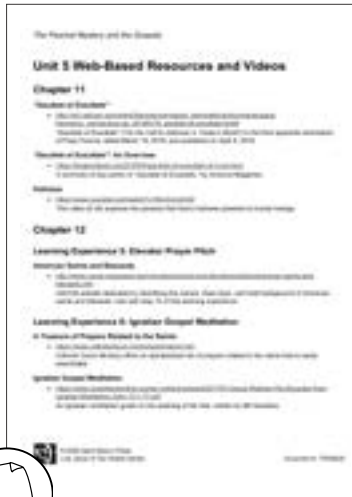
Note: Choose one or two members of your group to offer your intercessory prayer aloud and another member to indicate on the map where the country is located.

© 2020 Saint Mary's Press
Live Jesus in Our Hearts Series

Document # 174

TX006419

- Central America, South America, and the Caribbean: El Salvador, Guatemala, Honduras, Nicaragua; Peru; Dominican Republic, Haiti
- Europe: Albania, Bosnia, Serbia
- Middle East and North Africa: Iraq, Jordan; Egypt



TX006625

TEACHER NOTE

You may designate one or more countries not listed based on the current context or recent events. On the CRS website, you can find this information by clicking on “Our Work Overseas” then “Programming Areas” then “Emergency Response and Recovery” to access the “Global Emergency Update” newsletter, which will have information on the most current needs. A link to the website is available on the resource “Unit 5 Web-Based Resources and Videos” (TX006625), at www.smp.org/livejesus_paschalmystery.

5. **Direct** the students to spend the next 30 minutes navigating through the CRS website to read the background on their assigned region, respond to the questions on the handout, and write a prayer as directed on the handout. Circulate around the room to offer assistance and to ensure that the students are on task.
6. **Reconvene** the class as a large group, and ask the students to face the prayer space where the map and cross or crucifix are located. Tell them that the learning experience will conclude with prayer, utilizing the intercessory prayers they have written.

TEACHER NOTE

As an alternative to a printed map, you may choose to project a Google Earth map on a screen or interactive white board, zooming in on each country or region as prayers are offered for that area.

7. **Invite** the students to observe a moment of quiet, and then begin with the Sign of the Cross:
 - In the name of the Father, and of the Son, and of the Holy Spirit. Amen. Lord and Father of all, You are great and greatly to be praised. You give in abundant measure. You heal unseen wounds. You mend broken and contrite hearts. You are power for the powerless. You are our mighty God. Work through our hands in the World. (Adapted from “A Servant Prayer” Monthly Prayer, May 2019, CRS Voices)
 - We pray for the people of Africa. (*Invite each small group that researched a country from the continent of Africa to share their intercessory prayers.*)

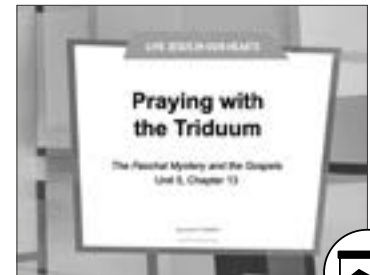
- We pray for the people of Asia. *(Invite each small group that researched a country from the continent of Asia to share their intercessory prayers.)*
- We pray for the people of Central America, South America, and the Caribbean. *(Invite each small group that researched a country from Central America, South America, and the Caribbean to share their intercessory prayers.)*
- We pray for the people of the Middle East and North Africa. *(Invite each small group that researched a country from the Middle East and North Africa to share their intercessory prayers.)*
- We pray for the people of Europe. *(Invite each small group that researched a country from the continent of Europe to share their intercessory prayers.)*
- Gracious God, thank you for listening to our prayers as we seek hope and justice for all our brothers and sisters throughout the world. Help us to remember that we are all members of the Body of Christ, united as one in the embrace of your redeeming love. We pray this in the name of Jesus, Friend of the Poor and Liberator of the Oppressed. In the name of the Father, and of the Son, and of the Holy Spirit. Amen.

TEACHER NOTE

You can also present the main chapter points using the PowerPoint presentation “Chapter 13 Overview: Praying with the Triduum” (TX006614) (see www.smp.org/livejesus_paschalmystery).

TEACHER NOTE

Students can participate in self-assessments using several different types of Quizlet reviews for each chapter. These assist students in reviewing each chapter and receiving immediate feedback on the knowledge they have acquired. If you choose to administer the chapter 13 quiz (TX006621), do so now, before moving on to “Concluding the Unit.” (See www.smp.org/livejesus_paschalmystery to access both of these resources.)



TX006614



The Paschal Mystery and the Gospels

Name _____

Chapter 13 Quiz

Match the terms with the descriptions by writing the letter of the correct answer in the space provided. All terms will be used more than once.

a. Holy Thursday b. Good Friday c. Easter Vigil d. Triduum

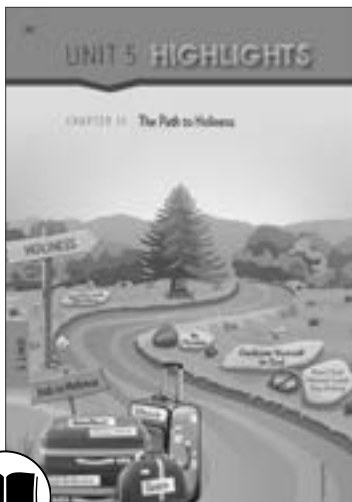
- ____ 1. This is the three 24-hour periods over four days that form one continuous celebration.
- ____ 2. The presentation of the oils occurs during this liturgy.
- ____ 3. This period is not meant to reenact the events of Jesus' Paschal journey but to help us to remember and celebrate them in a sacramental way.
- ____ 4. This is also called the "Mass of the Lord's Supper" because at this liturgy we recall how Christ instituted the Eucharist.
- ____ 5. This is also called "The Celebration of the Lord's Passion."
- ____ 6. Fasting is an especially important practice on this day as a way to maintain focus on Christ's sacrifice and to anticipate the celebration of the Resurrection.
- ____ 7. This liturgy includes the "washing of the feet."
- ____ 8. The readings at this liturgy give us an overview of salvation history, beginning with the creation of the world and culminating in the discovery of the empty tomb on Easter morning.
- ____ 9. We venerate the cross at this liturgy.
- ____ 10. At this liturgy, the people who are ready to be brought into the Body of Christ receive the Sacraments of Christian Initiation.

©2020 Saint Mary's Press
Live Jesus in Our Hearts Series

Document # TX006621

TX006621





Unit 5 Highlights

CONCLUDING THE UNIT

Using the Student Book “Unit 5 Highlights”

In the student book, the unit ends with a review section. In this section, the students can review graphic organizers that cover most main points in each chapter. In student testing, high school students noted that they would use these graphic organizers in the following ways:

- to study for quizzes and tests
- as a guide for writing summaries
- to assist with homework assignments
- to check their notes
- to review key points with peers
- to check for understanding
- to create flashcards

You may wish to review these pages with the students prior to the unit assessment or suggest they use the graphic organizers in any of the ways other students suggested in the list above.

Using the Preassessment

Consider spending a portion of a class period near the end of the unit to return to the questions the students discussed and answered in learning experience 1. Follow this process:

- Invite the students to locate their written responses to these questions:
 - What is one core belief you have about prayer? about holiness?
 - What would you most like to know about prayer? about holiness?
 - What role does prayer have in your life? What role does holiness have?
- Encourage the students to reflect on where their thoughts and feelings are now in relation to the topics of prayer and holiness. Ask these or similar questions:
 - To what extent do you still hold the core belief you wrote down? Would you amend it in any way?
 - What new insight(s) have you gained? Which learning experience(s) gave you this insight?
 - What additional information have you learned about holiness and prayer?
 - What role does prayer have in your life now?
 - What role does holiness have in your life now?
 - Has anything changed?
 - What are you still curious about?

- Invite the students to voice questions about the content of this unit that remain in their hearts and minds. Just because the unit is nearly over does not mean that their exploration of these topics will cease. Share with them the hope that they will engage with this material not only in the rest of this course but also throughout their lives. What questions or topics are still compelling, stimulating, challenging, or thought-provoking for them?

Using the Student Book “Bring It Home” Section

To conclude, remind the students of this unit’s focus question: *How does prayer bring us closer to God and one another?* Having nearly concluded this unit, ask the students how they would answer this question. You may invite them to journal quietly about this or to engage in conversation with a partner or small group.



Bring It Home

Answer Keys for Double-Check Questions

Each chapter in the student book ends with seven to eleven double-check questions. Here are the answer keys for those questions.

Answer Key for Chapter 11 Double-Check Questions

1. *Why are human beings called to holiness?*
Because each one of us is made in God's own image and likeness, all human life is sacred and potentially holy. However, our personal holiness is not a given; each of us must cooperate with God's grace to become the holy person God intends us to be.
2. *What are some of God's gifts that can help us grow in holiness?*
The gifts of intellect and free will allow us to make good choices. Sanctifying grace and actual grace help heal and encourage us. We have the ability for self-reflection that can strengthen our conscience. The Church is also there to support and guide us.
3. *List some of Jesus' key teachings.*
Be humble; do not judge; embrace sinners; forgive others; love everyone, especially enemies; do not let money lead you astray; care for those in need; serve others and be willing to make sacrifices in order to do so; dedicate yourself to God.
4. *Why are mystical experiences difficult to explain?*
Mystical experiences are hard to explain because they are typically spiritual events that are neither apparent to the senses nor obvious to the intellect. Still, this doesn't make a mystical experience any less real.
5. *What is mysticism?*
Mysticism refers to intense experiences of the presence and power of God, resulting in a deeper sense of union with God.
6. *What is a sacrament?*
A sacrament is an outward, visible expression of God's invisible grace that plays an essential role in connecting us with God.
7. *How do the Sacraments of Initiation bring about union among humanity and between humanity and God?*
The Sacraments of Initiation bring us entrance into the Church and make us one with the community and God. Baptism makes us members of the Body of Christ, and Confirmation brings us into full communion with the Church. When we the faithful receive the Eucharist, we are brought into union with Christ.

Answer Key for Chapter 12 Double-Check Questions

1. *What is prayer?*
Prayer is lifting up one's mind and heart to God or requesting good things from him.
2. *What obstacles can get in the way of prayer?*
Distraction, spiritual dryness, and feeling like you have to be an expert in prayer are common obstacles to prayer.
3. *Why is listening to God as important as talking to God?*
Listening to God is how we learn what his will is for our lives.
4. *Briefly describe the different forms of prayer.*
 - Blessing. Asking God to care for a particular person, place, or activity, and blessing God for the blessings he bestows on us.
 - Adoration. The prayerful acknowledgment that God is God and Creator of all that is. It's a recognition of the awesome power of God.
 - Petition. Asking God for something you need.
 - Intercession. Prayer on behalf of another person or group. When we offer intercessions, we join our love with God's love in prayerful concern for someone else.
 - Thanksgiving. A prayer of gratitude for the gift of life and the gifts of life.
 - Praise. A prayer of acknowledgment that God is God, giving him glory not for what he does, but simply because he is.
5. *What is vocal prayer? Give an example.*
Vocal prayer is prayer that is spoken aloud or silently. The Lord's Prayer and Hail Mary are examples.
6. *What is Ignatian Gospel meditation?*
In his Spiritual Exercises, Saint Ignatius developed a method of prayer in which we use our imagination to immerse ourselves in a story from the Bible. With this method, we visualize in our mind the details of a specific Gospel account. As the story comes to life in our imagination, we are brought to a personal and real encounter with Jesus in the present moment.
7. *Why is Sacred Scripture an important source for prayer?*
Sacred Scripture is an important source for prayer because many of our formal prayers come directly from, or are based on, passages from the Bible. When we celebrate Mass, much of the Liturgy of the Eucharist is taken from Sacred Scripture. The Lord's Prayer is taken from both the Gospel of Matthew and the Gospel of Luke.
8. *Why is the Lord's Prayer such an important prayer for Christians?*
The Lord's Prayer is like a summary of the whole Gospel. It is an essential prayer for Christians because it was taught to us by the Son of God.

Answer Key for Chapter 13 Double-Check Questions

1. *What is a liturgy?*
Liturgy refers to the Church's official, public, communal prayer.
2. *What are the six seasons of the Liturgical Year?*
The seasons of the Liturgical Year are Advent, Christmas, Ordinary Time, Lent, the Triduum, and Easter.
3. *What is the Triduum? What does the word mean?*
Triduum is a Latin word that means "three days." It refers to the period of the Liturgical Year that begins with the Mass of the Lord's Supper on Holy Thursday and ends with evening prayer on Easter Sunday.
4. *What is celebrated at the Holy Thursday liturgy?*
The Mass of the Lord's Supper is celebrated on Holy Thursday.
5. *What are the unique rituals of the Holy Thursday liturgy?*
The unique rituals celebrated at the Holy Thursday liturgy are the presentation of the oils, the washing of the feet, the collection for the poor, and the transfer of the Eucharist.
6. *What does Good Friday commemorate?*
Good Friday commemorates Jesus' Passion and death on the cross.
7. *What is the veneration of the cross?*
The veneration of the cross is a ritual in which we offer some sign of our respect and devotion for Christ's sacrifice. People genuflect or kneel before the cross, or even kiss or touch it.
8. *What is the Easter Vigil?*
The Easter Vigil is the liturgy celebrated on Holy Saturday night that celebrates the coming of the light of the Risen Christ into the world. It is also the time when adults and older children are received into the Church through the Sacraments of Christian Initiation.
9. *Describe the use of darkness and light in the Easter Vigil.*
The Easter Vigil begins in darkness outside the church. After a fire is lit, the priest blesses it, then lights the Easter candle, which symbolizes the light of the Risen Christ. The members of the congregation process by, light their individual candles from the Easter candle flame, and enter the darkened church. The church is slowly brightened by the glow of candles as everyone enters the church.
10. *Describe the Liturgy of the Word in the Easter Vigil.*
The Liturgy of the Word has five to nine readings that offer an overview of salvation history. There are three to seven readings from the Old Testament and two from the New Testament.

Unit 5 Preassessment

Partner Mix and Match



<p>"Be holy; for</p>	<p>I, the LORD, your God, am holy." (Leviticus 20:7)</p>
<p>"But when you pray, go to your inner room,</p>	<p>close the door, and pray to your Father in secret." (Matthew 6:6)</p>
<p>"Not everyone who says to me, 'Lord, Lord,' will enter the kingdom of heaven,</p>	<p>but only the one who does the will of my Father in heaven." (Matthew 7:21)</p>



"This is how you are to pray:

Our Father in heaven, / hallowed be your name, / your kingdom come, / your will be done, / on earth as in heaven. / Give us today our daily bread; / and forgive us our debts, / as we forgive our debtors; / and do not subject us to the final test, / but deliver us from the evil one." (Matthew 6:9–13)

"When you pray, do not be like the hypocrites,

who love to stand and pray in the synagogues and on street corners so that others may see them." (Matthew 6:5)

"You have heard that it was said, 'You shall love your neighbor and hate your enemy.'

But I say to you, love your enemies, and pray for those who persecute you." (Matthew 5:43–44)

"God created humankind in his image; /

in the image of God he created them; / male and female he created them." (Genesis 1:27)



<p>“Have no anxiety at all, but in everything,</p>	<p>by prayer and petition, with thanksgiving, make your requests known to God.” (Philippians 4:6)</p>
<p>“I raise my eyes toward the mountains. / From whence shall come my help? /</p>	<p>My help comes from the LORD, / the maker of heaven and earth.” (Psalm 121:1–2)</p>
<p>“In the same way, the Spirit too comes to the aid of our weakness; for we do not know how to pray as we ought,</p>	<p>but the Spirit itself intercedes with inexpressible groanings.” (Romans 8:26)</p>
<p>“Rejoice always. Pray without ceasing.</p>	<p>In all circumstances give thanks, for this is the will of God for you in Christ Jesus.” (1 Thessalonians 5:16–18)</p>



Unit 5 Preassessment

"The Lord came and stood there, calling out as before: Samuel! Samuel! Samuel answered,

'Speak, for your servant is listening.'"
(1 Samuel 3:10)

"You shall love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.

The second is this: 'You shall love your neighbor as yourself.' There is no other commandment greater than these."
(Mark 12:30-31)

(The scriptural quotations used on this handout are taken from the *New American Bible, revised edition* © 2010, 1991, 1986, 1970 Confraternity of Christian Doctrine, Inc., Washington, D.C. All Rights Reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the copyright owners.)



The Paschal Mystery and the Gospels

Name _____

Unit 5 Vocabulary

Terms for Mastery

adoration The prayerful acknowledgment that God is God and Creator of all that is.

blessing A prayer asking God to care for a particular person, place, or activity.

contemplation A form of wordless prayer in which one is fully focused on the presence of God; sometimes defined as “resting in God.”

doxology Christian prayer that gives glory and praise to God, often calling upon the three Divine Persons of the Trinity.

Good Friday The second day of the Easter Triduum, on which we commemorate Jesus’ Passion and death on the cross.

holiness The state of being holy. This means to be set apart for God’s service, to be devoted to God and united with him and his Church, to live a morally good life, to be a person of prayer, and to reveal God’s love to the world through acts of loving service.

Holy Thursday The beginning of the Easter Triduum, starting with the evening celebration of the Mass of the Lord’s Supper.

intercession A prayer on behalf of another person or group.

meditation A form of prayer involving a variety of methods and techniques, in which one engages the mind, imagination, and emotions to focus on a particular truth, Scripture passage, or other spiritual matter.

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

praise Giving glory to God for his own sake, not for what he does, but because he is God.

prayer Lifting up of one’s mind and heart to God or the requesting of good things from him. The six basic forms of prayer are blessing, adoration, praise, petition, thanksgiving, and intercession. In prayer, we communicate with God in a relationship of love.

Stations of the Cross A devotion for prayer and reflection, popular during Lent, that retraces the events of Jesus’ Passion and death in fourteen “stations,” or events. Most Catholic churches have artistic representations of the fourteen Stations of the Cross. Also called the Way of the Cross.

thanksgiving A prayer of gratitude for the gift of life and the gifts of life. Thanksgiving characterizes the prayer of the Church, which, in celebrating the Eucharist, offers perfect thanks to the Father through, with, and in Christ, in the unity of the Holy Spirit.

Triduum The three-day period of the Liturgical Year that begins with the Mass of the Lord’s Supper on Holy Thursday and ends with evening prayer on Easter Sunday.

vocal prayer A prayer that is spoken aloud or silently, such as the Lord’s Prayer.



Terms Introduced for Later Mastery

catechumen An unbaptized person who is preparing for full initiation into the Catholic Church by engaging in formal study, reflection, and prayer.

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.

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

ciborium From a Latin word for *cup*, a cup-shaped vessel for holding the consecrated hosts, the Body of Christ, at the Mass.

consecrate To declare or set apart as sacred or solemnly dedicated to God's service; to make holy.

Litany of the Saints A prayer in the form of a chant or a responsive petition in which the great saints of the Church are asked to pray for us.

sacrament An efficacious and visible sign of God's grace, instituted by Christ and entrusted to the Church, by which divine life is dispensed to us, bearing fruit in those who receive them with the proper disposition. The Seven Sacraments are Baptism, the Eucharist, Confirmation, Penance and Reconciliation, Anointing of the Sick, Matrimony, and Holy Orders.

Terms Previously Mastered or for General Knowledge

A–I

Amen A Hebrew word that expresses agreement. The word adds authority when Jesus uses it to introduce a teaching, because he is teaching Divine Truth.

asceticism The spiritual discipline in which a person leads a strict life of simplicity and self-denial.

genuflect To kneel on one knee as a sign of reverence for the Blessed Sacrament.

interiority The practice of developing a life of self-reflection and self-examination to attend to our spiritual life and call to holiness.

L

lectio divina A Latin term meaning “divine reading.” *Lectio divina* is a form of meditative prayer focused on a Scripture passage. It involves repetitive readings and periods of reflection and can serve as either private or communal prayer.

Liturgical Year The Church's annual cycle of feasts and seasons that celebrates the events and mysteries of Christ's birth, life, death, Resurrection, and Ascension, and forms the context for the Church's worship.

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.



M–O

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.

mysticism An intense experience of the presence and power of God, resulting in a deeper sense of union with God; those who regularly experience such union are called mystics.

Oil of the Catechumens Blessed olive oil used to anoint those preparing for Baptism.

Oil of the Sick Blessed olive oil used in the Sacrament of Anointing of the Sick to anoint the forehead and hands of people who are seriously ill or near death.

S–V

Sacred Chrism Perfumed olive oil consecrated by the bishop that is used for anointing in the Sacraments of Baptism, Confirmation, and Holy Orders.

venerate To show respect and devotion to someone or something.



Name _____

Part 1: Explain and Annotate

- Place a ✓ next to things you agree with or personally identify with.
- Place a ! next to things you think are particularly relevant to the lives of young people, both in the United States and around the world.
- Place a ? next to things you question or do not understand.

1. (Paragraphs 1–2) Explain the meaning of the Latin title “*Gaudete et Exsultate*,” where it comes from, and Pope Francis’s goal in writing this apostolic exhortation.
2. (Paragraphs 3–9) In addition to the examples in Scripture and among the beatified and canonized, who else does Pope Francis specifically recognize as part of the saints who encourage and accompany us? In your answer, be sure to explain what is meant by “the middle class of holiness” (paragraph 7).
3. (Paragraphs 10–13) Copy the quote from paragraph 10 in Second Vatican Council’s *Dogmatic Constitution on the Church (Lumen Gentium, 1964)* and explain what it means.

6. (Paragraphs 63–66) Why are the Beatitudes referenced in this discussion on holiness?

Part 2: The Beatitudes

In your small group, read your assigned beatitude and answer its corresponding question. You may write your response here.



Part 3: Personal Response

Inspire: Choose one of Pope Francis's quotes on cultivating holiness found in "Rejoice and Be Glad." Write the quote here, along with the paragraph number, and briefly explain why you find this quote so inspirational.

Act: Decide what concrete actions you can take this week to implement the words of Pope Francis and cultivate holiness.

Reflect: Type a one-page reflection paper in which you explain what you did to cultivate holiness, why you chose that action, and the difference it has made in cultivating holiness in your daily life.

(The quotations on this handout are from Pope Francis's encyclical "Rejoice and be Glad" [*"Gaudete et Exsultate"*], at http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20180319_gaudete-et-exsultate.html#REJOICE_AND_BE_GLAD. Copyright © Libreria Editrice Vaticana.)



Name _____

“Rejoice and Be Glad” (“*Gaudete et Exsultate*”) Assignment Answer Key

Part 1: Explain and Annotate	
1. (Paragraphs 1–2) Explain the meaning of the Latin title <i>Gaudete et Exsultate</i> , where it comes from, and Pope Francis’s goal in writing this apostolic exhortation.	<i>Gaudete et Exsultate</i> means “rejoice and be glad” (Matthew 5:12) and comes from the words Jesus in the Beatitudes (1). Pope Francis says, “My modest goal is to repropose the call to holiness in a practical way for our own time, with all its risks, challenges and opportunities” (2).
2. (Paragraphs 3–9) In addition to the examples in Scripture and among the beatified and canonized, who else does Pope Francis specifically recognize as part of the saints who encourage and accompany us? In your answer, be sure to explain what is meant by “the middle class of holiness” (7).	<ul style="list-style-type: none"> • “These witnesses may include our own mothers, grand-mothers or other loved ones” (3) . . . “in those parents who raise their children with immense love, in those men and women who work hard to support their families, in the sick, in elderly religious who never lose their smile” (7). • The “middle class of holiness” refers to the ordinary people in our daily lives, like our next-door neighbors and “those who, living in our midst, reflect God’s presence” (7).
3. (Paragraphs 10–13) Copy the quote from paragraph 10 in Second Vatican Council’s <i>Dogmatic Constitution on the Church (Lumen Gentium, 1964)</i> and explain what it means.	<ul style="list-style-type: none"> • “Strengthened by so many and such great means of salvation, all the faithful, whatever their condition or state, are called by the Lord—each in his or her own way—to that perfect holiness by which the Father himself is perfect” (10; <i>The Church</i>, 11). • Everyone is called to holiness, “each in his or her own way,” meaning that there are many actual ways of being holy. “The important thing is that each believer discern his or her own path, that they bring out the very best of themselves, the most personal gifts that God has placed in their hearts (cf. 1 Corinthians 12:7), rather than hopelessly trying to imitate something not meant for them” (11).
4. (Paragraphs 14–18) How does Pope Francis explain what being holy does and does not require of us?	<ul style="list-style-type: none"> • DOES: “We are all called to be holy by living our lives with love and by bearing witness in everything we do, wherever we find ourselves” (14). • DOES NOT: We do not have to be in religious life to be holy; holiness is not “only for those who can withdraw from ordinary affairs to spend much time in prayer” (14).



5. (Paragraphs 19–24) How is our mission on Earth—the path of holiness—connected to the Paschal Mystery?	<ul style="list-style-type: none"> • "A Christian cannot think of his or her mission on earth without seeing it as a path of holiness" (19). • That mission of holiness "consists in uniting ourselves to the Lord's death and resurrection in a unique and personal way, constantly dying and rising anew with him. But it can also entail reproducing in our own lives various aspects of Jesus' earthly life: his hidden life, his life in community, his closeness to the outcast, his poverty and other ways in which he showed his self-sacrificing love. The contemplation of these mysteries, as Saint Ignatius of Loyola pointed out, leads us to incarnate them in our choices and attitudes" (20).
6. (Paragraphs 63–66) Why are the Beatitudes referenced in this discussion on holiness?	<p>"Jesus explained with great simplicity what it means to be holy when he gave us the Beatitudes" (63). "The word 'happy' or 'blessed' thus becomes a synonym for 'holy.' It expresses the fact that those faithful to God and his word, by their self-giving, gain true happiness" (64).</p>
Part 2: The Beatitudes	
<p>In your small group, read your assigned beatitude and answer its corresponding question. You may write your response here.</p>	<p><i>Possible student responses to these questions can be found on the handout "The Beatitudes Answer Key" (TX006415), page 285.</i></p>
Part 3: Personal Response	
<p>Inspire: Choose one of Pope Francis's quotes on cultivating holiness found in "Rejoice and Be Glad." Write the quote here, along with the paragraph number, and briefly explain why you find this quote so inspirational.</p>	<p><i>Student responses will vary.</i></p>

(The quotations on this handout are from Pope Francis's encyclical "Rejoice and be Glad" ["*Gaudete et Exsultate*"], at http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20180319_gaudete-et-exsultate.html#REJOICE_AND_BE_GLAD. Copyright © Libreria Editrice Vaticana.)



The Paschal Mystery and the Gospels

Name _____

The Beatitudes



Group 1: “Blessed are the poor in spirit, / for theirs is the kingdom of heaven.” (Matthew 5:3)

(Paragraphs 67–70) What does “being poor of heart” mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

Group 2: “Blessed are they who mourn, / for they will be comforted.” (Matthew 5:4)

(Paragraphs 75–76) What does “knowing how to mourn with others” mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

Group 3: “Blessed are the meek, for they will inherit the land.” (Matthew 5:5)

(Paragraphs 71–74) What does “reacting with meekness and humility” mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

Group 4: “Blessed are they who hunger and thirst for righteousness, / for they will be satisfied.” (Matthew 5:6)

(Paragraphs 77–79) What does “hungering and thirsting for righteousness” mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?



Group 5: “Blessed are the merciful, / for they will be shown mercy.” (Matthew 5:7)

(Paragraphs 80–82) What does “seeing and acting with mercy” mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

Group 6: “Blessed are the clean of heart, / for they will see God.” (Matthew 5:8)

(Paragraphs 83–86) What does “being pure in heart” (or “keeping a heart free of all that tarnishes love”) mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

Group 7: “Blessed are the peacemakers, / for they will be called children of God.” (Matthew 5:9)

(Paragraphs 87–89) What does being a peacemaker and “sowing peace all around us” mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

Group 8: “Blessed are they who are persecuted for the sake of righteousness, / for theirs is the kingdom of heaven.” (Matthew 5:10)

(Paragraphs 90–94) What does being persecuted for righteousness sake and “accepting daily the path of the Gospel, even though it may cause us problems” mean in terms of cultivating holiness?

(Note: Unlike the other Beatitudes, this one is about encouragement, not avoiding unholy behaviors. Focus on that.)

(The scriptural quotations on this handout are taken from the *New American Bible, revised edition* © 2010, 1991, 1986, 1970 Confraternity of Christian Doctrine, Inc., Washington, D.C. All Rights Reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the copyright owners.

The paragraph quotations on this handout are from Pope Francis’s encyclical “Rejoice and be Glad” [*Gaudete et Exsultate*], at http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20180319_gaudete-et-exsultate.html#REJOICE_AND_BE_GLAD. Copyright © Libreria Editrice Vaticana.)



The Beatitudes Answer Key

Group 1: “Blessed are the poor in spirit, / for theirs is the kingdom of heaven.” (Matthew 5:3)

(Paragraphs 67–70) What does “being poor of heart” mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

“Usually the rich feel secure in their wealth, and think that, if that wealth is threatened, the whole meaning of their earthly life can collapse” (67). Wealth often leads to being “so self-satisfied that we leave no room for God” (68). Being poor in heart allows an attitude of “holy indifference” to all created things (69).

Group 2: “Blessed are they who mourn, / for they will be comforted.” (Matthew 5:4)

(Paragraphs 75–76) What does “knowing how to mourn with others” mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

“The world has no desire to mourn; it would rather disregard painful situations, cover them up or hide them” (75). “A person who sees things as they truly are and sympathizes with pain and sorrow is capable of touching life’s depths and finding authentic happiness . . . [and] is consoled, not by the world but by Jesus. Such persons . . . discover the meaning of life by coming to the aid of those who suffer, understanding their anguish and bringing relief (76).

Group 3: “Blessed are the meek, for they will inherit the land.” (Matthew 5:5)

(Paragraphs 71–74) What does “reacting with meekness and humility” mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

In a world “where we constantly pigeonhole others on the basis of their ideas, their customs and even their way of speaking or dressing” (71), our pride and vanity have us thinking that we have the right to dominate others. If, instead, “we regard the faults and limitations of others with tenderness and meekness, without an air of superiority, we can actually help them and stop wasting our energy on useless complaining”(72). Meekness helps us put our trust in God alone.

Group 4: “Blessed are they who hunger and thirst for righteousness, / for they will be satisfied.” (Matthew 5:6)

(Paragraphs 77–79) What does “hungering and thirsting for righteousness” mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

We can intensely “desire justice and yearn for righteousness” (77) knowing that only Jesus can satisfy that desire. We can cooperate with Jesus in making justice and righteousness possible, “even if we may not always see the fruit of our efforts” (77). Helps us avoid becoming “mired in corruption, ensnared in the daily politics of quid pro quo, where everything becomes business” (78). True justice comes about when people are just in their own decisions and pursue justice for the poor and the weak” (79).

Group 5: “Blessed are the merciful, / for they will be shown mercy.” (Matthew 5:7)

(Paragraphs 80–82) What does “seeing and acting with mercy” mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

Mercy has two aspects: giving, helping and serving others, and forgiveness and understanding (see 80). “Giving and forgiving means reproducing in our lives some small measure of God’s perfection, which gives and forgives superabundantly” (81). Rather than plotting revenge, judging, and condemning others,



The Beatitudes Answer Key

we need to remember that the measure we use for understanding, forgiving, and giving to others will be the measure for what we will receive.

Group 6: “Blessed are the clean of heart, / for they will see God.” (Matthew 5:8)

(Paragraphs 83–86) What does “being pure in heart” (or “keeping a heart free of all that tarnishes love”) mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

“The Bible uses the heart to describe our real intentions, the things we truly seek and desire, apart from all appearances” (83). God expects a commitment to our neighbor that comes from the heart (85). This will not only help us avoid falsehood, deceit, foolish thoughts, whatever is impure and insincere (84), but a pure heart genuinely loves God and neighbor in words and deeds (86).

Group 7: “Blessed are the peacemakers, / for they will be called children of God.” (Matthew 5:9)

(Paragraphs 87–89) What does being a peacemaker and “sowing peace all around us” mean in terms of cultivating holiness, and what (unholy behaviors) does it help us avoid?

Although being a peacemaker makes us “think of the many endless situations of war in our world” (87), it is each individual person that is “often a cause of conflict or at least of misunderstanding” (87).

“Peacemakers truly “make” peace; they build peace and friendship in society” (88). Peacemakers do not participate in repeating gossip or spreading negativity. A real peacemaker “excludes no one but embraces even those who are a bit odd, troublesome or difficult, demanding, different, beaten down by life or simply uninterested. It is hard work . . . for building peace is a craft that demands serenity, creativity, sensitivity and skill” (89).

Group 8: “Blessed are they who are persecuted for the sake of righteousness, / for theirs is the kingdom of heaven.” (Matthew 5:10)

(Paragraphs 90–94) What does being persecuted for righteousness sake and “accepting daily the path of the Gospel, even though it may cause us problems” mean in terms of cultivating holiness? (*Note:* Unlike the other Beatitudes, this one is about encouragement, not avoiding unholy behaviors. Focus on that.)

Jesus warns us that the path he proposes—taking seriously our commitment to God and to others—goes against the flow. We challenge society by the way we live, becoming a nuisance and being persecuted in our struggle for justice (see 90). “Whatever weariness and pain we may experience in living the commandment of love and following the way of justice, the cross remains the source of our growth and sanctification” (92).

(The scriptural quotations on this handout are taken from the *New American Bible, revised edition* © 2010, 1991, 1986, 1970 Confraternity of Christian Doctrine, Inc., Washington, D.C. All Rights Reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the copyright owners.

The paragraph quotations on this handout are from Pope Francis’s encyclical “Rejoice and be Glad” [*Gaudete et Exsultate*], at http://w2.vatican.va/content/francesco/en/apost_exhortations/documents/papa-francesco_esortazione-ap_20180319_gaudete-et-exsultate.html#REJOICE_AND_BE_GLAD. Copyright © Libreria Editrice Vaticana.)



Heroes of Holiness

Part 1: Research

1. When and where did this hero of holiness live?

2. Why might this hero of holiness be considered a model of holiness, discipleship, and prayer?

3. What prayers are attributed to this hero of holiness? (You may also look for meaningful quotes about prayer from this person.)

4. What doubts or obstacles to prayer did this hero of holiness face? To your knowledge, how did she or he overcome those doubts or obstacles? (If this information is not readily available, you might surmise this based on what you have learned about this person.)

Heroes of Holiness

5. What could you learn from this hero of holiness about seeking union with God that might nourish your own prayer life or encourage you on the path of discipleship?

6. If you could meet this hero of holiness, what question would you want to ask her or him?

7. Identify the source(s) of your information:

Part 2: In-Class Assignment

8. Which other hero of holiness do you think is most similar to yours? in what way? Which other hero of holiness do you think is very different from yours? Why?



The Paschal Mystery and the Gospels

Name _____

Elevator Prayer Pitch

Work with a partner to deliver an elevator pitch for a prayer you find particularly meaningful. An elevator pitch is a brief, persuasive speech used to spark interest in an idea, named as such because it should last no longer than an elevator ride: 30–60 seconds. Your teacher will assign to you a saint and a prayer that is either authored by, attributed to, or written in honor of the saint.

Create a 30- to 60-second persuasive elevator pitch that properly uses at least five of the prayer forms, expressions, and concepts below to explain why your saint's prayer brings us closer to God and is so great that it should be everyone's favorite!

- | | |
|----------------------------------|-----------------|
| • definition of prayer | • petition |
| • overcoming obstacles in prayer | • praise |
| • adoration | • thanksgiving |
| • blessing | • vocal prayer |
| • doxology | • meditation |
| • intercession | • contemplation |

Note: Before delivering your pitch, you will lead the class in praying your prayer. This does not count as time for your 30-to 60-second pitch.



The Paschal Mystery and the Gospels

Name _____

Highlighting the Triduum

Your group will offer a slide presentation on the liturgical highlights of the Triduum.

Circle the Triduum liturgy your group has been assigned:

Holy Thursday	Good Friday	Easter Vigil
Liturgical Highlights	Liturgical Highlights	Liturgical Highlights
a. Presentation of the Oils b. Washing of the Feet c. Collection for the Poor d. Transfer of the Eucharist	a. Liturgy of the Word b. Intercessions c. Veneration of the Cross d. Communion and Dismissal	a. Service of Light b. Liturgy of the Word c. Celebration of Baptism and Confirmation d. Liturgy of the Eucharist

1. Divide the list of liturgical highlights (a through d) among the members of your group so that there are two to three students per liturgical highlight.
2. Create a title slide that includes the following:
 - the name of the Triduum liturgy your group is focused on
 - a list of the liturgical highlights, noting which group member(s) will research and present that information.
3. Research and create the content slides with words and images to explain each liturgical highlight.
 - Each liturgical highlight should be explained in a minimum of 1 and maximum of 3 content slides. Title each content slide with the name of the highlight.
 - Explain this unique highlight.
 - What is so unique about it? Why is it done? What does it mean?
 - Use your student book and the links found on the United States Conference of Catholic Bishops webpage for the Triduum: www.usccb.org/prayer-and-worship/liturgical-year/triduum.
 - Visually demonstrate what this unique liturgical highlight looks like.
 - Do an image search using the keywords of your assigned Triduum liturgy and the name of the liturgical highlight.
 - Choose images that give the clearest explanation of what this highlight looks like. These images could include pictures of people, places, or things, or clipart digital drawings.
4. Compile all slides from your group into the “a, b, c, d” order noted above.
5. Present your slides to the class.
 - Every group member should participate in the presentation.
 - The presentation should be 5–8 minutes in length.



The Paschal Mystery and the Gospels

Name _____

The Suffering Body of Christ around the World

Visit www.crs.org/our-work-overseas/where-we-work to respond to the following questions.

1. Name of the continent or region your group is assigned: _____
2. Name of the country or area your group is researching: _____
3. What are the current issues or major concerns in this area of the world?

4. How is CRS responding? (Scroll down to find the “Programming Areas,” and then click on one of those areas to find out how CRS is responding.)

As a group, write a prayer using the following guide:

The Body of Christ suffers in the land of _____, where
(insert name of country)

(briefly describe the situation)

God of Compassion, we ask _____
(write a prayer of intercession for this group of people and the situation they are enduring)

Just as the people of _____ endure the suffering of the cross, may they
(insert name of country)
 also know the hope and joy of Resurrection.

Note: Choose one or two members of your group to offer your intercessory prayer aloud and another member to indicate on the map where the country is located.



The Paschal Mystery and the Gospels

Name _____

Unit 5 Final Performance Task Options

The following is a list of the enduring understandings for unit 5. Demonstrating your grasp of one or more of these understandings will be essential to successfully completing your chosen final performance task. See the descriptions below to understand the specific elements that will be required for each performance task option.

- The call to holiness asks us to cooperate with God's grace, live out our faith daily, and practice Christian discipleship in our actions and words.
- Developing a personal practice of prayer, in all its forms and expressions, is an essential part of a relationship with God.
- We remember the events of the Paschal Mystery and their meaning in every liturgy, most especially in the liturgies of the Easter Triduum

Option 1: Prayer Experience Reflections

Engage in at least three different forms or expressions of prayer studied in this unit.

After each experience, write a reflection that includes the following:

- what the prayer meant for you
- how this particular form or expression of prayer has done the following:
 - sharpened your insight into the call to holiness
 - deepened your commitment to persevere through obstacles
 - furthered the understanding that prayer sometimes gives you greater hope for new life
- at least two Scripture passages that are used responsibly and accurately

You may complete your reflection in one of the following formats:

- a series of three one-page typed reflections
- a series of three 2- to 4-minute podcasts or video commentaries

You may add visuals to your written or video reflections if you wish to supplement or complement (not replace) your commentary.

Option 2: Service-Learning Project—Reflective Synthesis

Note: If you are completing the Service-Learning Project, you must choose this option for units 4 and 5.

In this unit, you have learned about the meaning and invitation of the universal call to holiness and prayer as means of growing in a relationship with God. In unit 4, you developed a proposal for doing a service-learning project in response to communal suffering. Now you will complete and reflect upon that service-learning project.



This reflective synthesis invites you to consider what you have learned through the process of completing your service project. Rather than simply summarizing what you did, a synthesis invites you to step back, consider the big picture, and notice associations, connections, relationships, and common themes between what you did and what you have been learning. As you create your synthesis, think about connections between elements of this project, the course content you have been studying, and your personal experience.

You may complete your reflective synthesis in one of the following formats:

- a three-page written paper
- a digital option that your teacher offers, such as the following:
 - a twelve-slide (minimum) presentation
 - a 5-minute (minimum) podcast or video
 - a creative multimedia presentation

Whatever format you select, be sure to respond to the following questions:

1. Introduction

Begin by briefly recapping the details of your service-learning project:

- What did you do?
- Where did you go?
- For whom did you do it?
- Why did you do it?
- When did you do it?

2. Evaluation

- How did the service experience itself go, and what difference did it make?
- What did you learn in the process, and how might you use these skills in other aspects of your life?

3. Reflection

Spend some time bringing this experience into a prayerful conversation with God before answering these questions.

- Where did you see or experience God's grace in your service project?
- What part of the whole process of the service-learning project did you find to be the most meaningful? the most interesting or intriguing? the most challenging? Why?

4. Connection

- How has your understanding of suffering, holiness, and prayer grown, changed, or deepened through the process of completing this service-learning project?
- What other connections can you make between your service-learning project and the enduring understandings for this unit?

5. Summation

- As you think about your whole service-learning project experience, from the background issue that prompted it, to your proposal, to your service experience, what are the hopes and desires you want to bring to God?
- What have your studies this semester made you curious about? How will you satisfy that curiosity?



The Paschal Mystery and the Gospels

Name _____

Unit 5 Final Performance Task Rubrics

Option 1				
Criteria	4	3	2	1
Reflection demonstrates comprehension of enduring understandings for unit.	Reflection gives insightful and clear depiction of enduring understanding for unit.	Reflection gives clear but sometimes inconsistent depiction of the enduring understandings for unit.	Reflection's depiction of enduring understandings for unit is not always clear or coherent.	Reflection has limited or no relevant depiction of enduring understandings for unit.
Reflection includes commentary on at least three different forms or expressions of prayer.	Reflection contains commentary on at least three different forms or expressions of prayer.	Reflection contains commentary on only two different forms or expressions of prayer.	Reflection contains commentary on only one form or expression of prayer.	Reflection does not contain commentary on different forms or expressions of prayer.
Reflection demonstrates responsible and accurate use of at least two Scripture passages.	Two or more Scripture passages are included and are used not only responsibly and accurately but also in a creative and insightful manner.	Two Scripture passages are included and used responsibly and accurately.	One Scripture passage is included and used responsibly and accurately.	Scripture is not included or is used inaccurately or superficially.
Reflection contains in-depth, substantive content that demonstrates creativity and attention to detail.	Reflection is not only substantive and creative but also thought-provoking and insightful.	Reflection is substantive and creative.	Reflection is lacking in substance or creativity.	Reflection is simplistic or superficial.
Reflection is organized and utilizes proper spelling, grammar, and diction.	Reflection is not only organized but also visually engaging and appealing. Reflection has no errors in spelling, grammar, or diction.	Reflection is organized but has one or two errors in spelling, grammar, or diction.	Reflection contains some disorganized elements and has three or four errors in spelling, grammar, or diction.	Reflection is not organized and has five or more errors in spelling, grammar, or diction.



© 2020 Saint Mary's Press
Live Jesus in Our Hearts Series

Document #: TX006421

Unit 5 Final Performance Task Rubrics

Option 2				
Criteria	4	3	2	1
Reflective synthesis demonstrates comprehension of enduring understandings for unit.	Reflective synthesis presents coherent, insightful, and clear demonstration of enduring understandings for unit.	Reflective synthesis presents sometimes inconsistent but clear demonstration of enduring understandings for unit.	Reflective synthesis does not always present coherent or clear demonstration of enduring understandings for unit.	Reflective synthesis presents little or no relevant demonstration of enduring understandings for unit.
Reflective synthesis clearly addresses all five areas of reflection and is at least three pages (or twelve slides, or 5 minutes) long.	Reflective synthesis clearly addresses all five areas of reflection and is at least three pages long.	Reflective synthesis is missing one of these required elements.	Reflective synthesis is missing two of these required elements.	Reflective synthesis is missing three or more of these required elements.
Reflective synthesis contains in-depth, substantive content that demonstrates creativity and attention to detail.	Reflective synthesis is not only substantive and creative but also thought-provoking and insightful.	Reflective synthesis is substantive and creative.	Reflective synthesis is lacking in substance or creativity.	Reflective synthesis is simplistic or superficial.
Reflective synthesis is organized and presented well.	Reflective synthesis is not only organized but also engaging and appealing and presented well.	Reflective synthesis is organized and presented well.	Reflective synthesis contains some disorganized elements but is generally presented well.	Reflective synthesis is disorganized and not presented well.
Reflective synthesis utilizes proper spelling, grammar, and diction.	Reflective synthesis contains no errors in spelling, grammar, and diction.	Reflective synthesis contains one or two errors in spelling, grammar, or diction.	Reflective synthesis contains three or four errors in spelling, grammar, or diction.	Reflective synthesis contains five or more errors in spelling, grammar, or diction.



The Paschal Mystery and the Gospels

Name _____

Unit 5 Test

Prayer and Holiness

Multiple Choice

Write the letter of the best or most appropriate answer in the space provided before each question.

- _____ 1. Which of the following is another name for Good Friday?
- the Celebration of the Lord's Passion
 - fasting
 - Washing of the Feet
 - Mass of the Lord's Supper
- _____ 2. Why are mystical experiences difficult to explain?
- It requires a great deal of intellect to explain them.
 - Only a privileged few can explain them.
 - They aren't real.
 - They aren't apparent to the senses nor obvious to the intellect.
- _____ 3. Which of the following best describes prayers of petition?
- using words in conversation with God
 - using your thoughts, imagination, emotions, and desires to ponder God's presence and activity in your life
 - asking God for something you need
 - praying using Sacred Scripture
- _____ 4. Which of the following describes the Easter Vigil?
- The Paschal candle is lit.
 - The readings give us an overview of salvation history.
 - The Litany of the Saints is sung.
 - all of the above
- _____ 5. What is the Hebrew word that expresses agreement?
- hesed*
 - amen*
 - berit*
 - none of the above



Unit 5 Test

- _____ 6. Which of the following oils is presented in the liturgy on Holy Thursday?
- Oil of the Dead
 - Oil of Excommunication
 - Oil of the Sick
 - Oil of Matrimony
- _____ 7. What does the word *Triduum* mean?
- Holy Trinity
 - three days
 - first three books of the Bible
 - none of the above
- _____ 8. Which is the celebration that involves adults and older children being received into the Church through the Sacraments of Christian Initiation, and celebrates the coming of the light of the Risen Christ into the world?
- the Easter Vigil
 - Good Friday
 - the Mass of Lord's Supper
 - Holy Thursday
- _____ 9. What is the name for the Church's official, public, communal prayer?
- the Stations of the Cross
 - liturgy
 - the Lord's Prayer
 - lectio divina*
- _____ 10. Why are human beings called to holiness?
- because we have all been baptized
 - to undo Original Sin
 - because personal holiness is guaranteed by Christ's sacrifice
 - because each one of us is made in God's own image and likeness, so all human life is sacred and potentially holy
- _____ 11. What is intercession?
- spoken prayer
 - using your thoughts, imagination, emotions, and desires to ponder God's presence and activity in your life and in the world
 - prayer on behalf of another person or group
 - praise



- _____ 12. What is the veneration of the cross?
- a. a Good Friday ritual where each person comes forward and offers a sign of respect or devotion to the cross
 - b. a devotion that retraces the events of Jesus' Passion and death in fourteen "stations"
 - c. when we show reverence for the cross by fasting
 - d. the Mass of the Lord's Supper
- _____ 13. What prayer form is often associated with mysticism?
- a. holiness
 - b. contemplation
 - c. Sacred Scripture
 - d. ciborium
- _____ 14. What is the name for the spiritual discipline in which a person leads a strict life of simplicity and self-denial?
- a. fasting
 - b. mysticism
 - c. vow of silence
 - d. asceticism
- _____ 15. Which of the following is the best description of the Liturgical Year?
- a. the "three days" that celebrate Christ's Paschal Mystery
 - b. the idea that through our Baptism, we have been consecrated for service to God
 - c. the annual cycle of celebrations on Sundays and holy days by which the Church recalls God's plan for our salvation
 - d. the time when adults and older children are received into the Church through the Sacraments of Christian Initiation
- _____ 16. What is interiority?
- a. prayer on behalf of another person or group, when we join our love with God's love in prayerful concern for someone else
 - b. the practice of developing a life of self-reflection and self-examination to attend to our spiritual life and call to holiness
 - c. an overview of salvation history, beginning with the Creation of the world and culminating in the discovery of the empty tomb on Easter morning
 - d. both a and c



- _____ 17. Which of the following is an accurate description of the relationship between Baptism and Confirmation?
- Confirmation completes the grace of Baptism by confirming or “sealing” the baptized person’s union with Christ.
 - Confirmation is actually more closely related to the Sacrament of Penance and “Reconciliation than it is to Baptism.
 - Confirmation and Baptism are unrelated.
 - Baptism completes the grace of Confirmation by confirming or “sealing” the baptized person’s union with Christ.
- _____ 18. What is needed to become a disciple of Christ?
- Being one of the Twelve Apostles (plus Saint Paul) that were called by Jesus makes one a disciple.
 - Being an angel, saint, or Apostle makes one a disciple.
 - Accepting Jesus’ teachings as true and putting them into practice makes one a disciple.
 - Simply calling Jesus “Lord” makes one a disciple.
- _____ 19. What did Saint Ignatius of Loyola develop?
- a method of prayer in which you visualize in your mind the details of a specific Gospel account
 - the *Spiritual Exercises*
 - a method of prayer in which you are brought to a personal and real encounter with Jesus in the present moment
 - all of the above
- _____ 20. What is a chalice?
- a person who is a mystic
 - another name for ciborium
 - the cup used during the Mass that holds the Blood of Christ after the Consecration
 - a person preparing to enter the Church at Easter
- _____ 21. Being humble; not judging others; embracing sinners; forgiving others; and loving everyone, especially enemies, are all examples of what?
- the Ten Commandments
 - the code of Leviticus
 - Jesus’ key teachings
 - the Corporal Works of Mercy
- _____ 22. What are the unique rituals of the Holy Thursday liturgy?
- the presentation of the oils, the washing of the feet, the transfer of the Eucharist
 - the lighting of the Easter fire, the Litany of the Saints, the reading of the Passion
 - sung intercessions instead of spoken, beginning the liturgy in darkness
 - both a and b



Unit 5 Test

- _____ 23. What role do our intellect and free will play in the path to holiness?
- a. They lead us to a strict interpretation of the law.
 - b. They are corrupted; they lead us to rebel against God and sin.
 - c. They are gifts from God that help us weigh decisions, evaluate outcomes, and make good moral choices.
 - d. They heal our human nature wounded by sin.
- _____ 24. Which of the following is true of the Lord's Prayer?
- a. It is also called the Our Father.
 - b. The prophet Elijah was the first to pray it.
 - c. It appears in the Acts of the Apostles.
 - d. It is similar to intercessory prayer.
- _____ 25. Why is Sacred Scripture an importance source for prayer?
- a. Many of our formal prayers are based on passages from the Bible.
 - b. Much of the Liturgy of the Eucharist is taken from Sacred Scripture.
 - c. The Lord's Prayer explains that the Bible is the only true form of prayer.
 - d. both *a* and *b*



Matching

Match the description in column A with the word or phrase in column B by writing the letter of the correct answer in the space provided.

Column A

- _____ 26. Lifting up one's mind and heart to God.
- _____ 27. Intense experience of the presence and power of God, resulting in a deeper sense of union with God.
- _____ 28. The Church's official, public, communal prayer.
- _____ 29. Prayer that involves repetitive readings of a Scripture passage and periods of reflection.
- _____ 30. A poem from Saint John of the Cross about the painful but necessary process of letting go of our limited ideas of who God is.
- _____ 31. An outward, visible expression of God's invisible grace that plays an essential role in connecting us with God.
- _____ 32. To kneel on one knee as a sign of reverence for the Blessed Sacrament.
- _____ 33. God's supernatural gift to help us respond to his love and help us live holy lives.
- _____ 34. The prayer often considered a summary of the whole gospel.
- _____ 35. Three 24-hour periods over four days that form one continuous celebration.

Column B

- a. grace
- b. "Dark Night of the Soul"
- c. *lectio divina*
- d. mysticism
- e. Triduum
- f. sacrament
- g. The Lord's Prayer
- h. prayer
- i. genuflect
- j. liturgy



True or False

Circle "T" if the statement is true or "F" if the statement is false. If it is false, correct the statement by crossing out the underlined word or phrase and writing the correct word or phrase in the space provided.

- | | | | |
|---|---|--|-------|
| T | F | 36. <u>Only prayer experts</u> can avoid obstacles to prayer. | _____ |
| T | F | 37. In prayer, <u>listening</u> to God is just as important as talking to God. | _____ |
| T | F | 38. The Sacraments of Initiation <u>bring us into the Church and make us one with the community and God.</u> | _____ |
| T | F | 39. The Triduum is meant to <u>reenact</u> the events of Jesus' Paschal journey. | _____ |
| T | F | 40. We venerate the cross <u>at the Easter Vigil.</u> | _____ |

Essay

Respond to one of the following questions in complete sentences.

- A. Name and briefly describe four of the six different forms of prayer.
- B. Name the liturgies of the Triduum and one unique feature of each liturgy.
- C. Name and explain three of God's gifts that can help us grow in holiness.



Unit 5 Test Answer Key

Prayer and Holiness

Multiple Choice

- | | | | |
|------|-------|-------|-------|
| 1. a | 8. a | 15. c | 22. a |
| 2. d | 9. b | 16. b | 23. c |
| 3. c | 10. d | 17. a | 24. a |
| 4. d | 11. c | 18. c | 25. d |
| 5. b | 12. a | 19. d | |
| 6. c | 13. b | 20. c | |
| 7. b | 14. d | 21. c | |

Matching

- | | |
|-------|-------|
| 26. h | 31. f |
| 27. d | 32. i |
| 28. j | 33. a |
| 29. c | 34. g |
| 30. b | 35. e |

True or False

36. F – Anyone
 37. T
 38. T
 39. F – remember
 40. F – on Good Friday

Essay

Student responses should include some of the points offered in the answers below:

A. Name and briefly describe four of the six different forms of prayer.

- **Blessing:** Asking God to care for a particular person, place, or activity, and blessing God for the blessings he bestows on us.
- **Adoration:** The prayerful acknowledgment that God is God and Creator of all that is. It's a recognition of the awesome power of God.
- **Petition:** Asking God for something you need.
- **Intercession:** Prayer on behalf of another person or group. When we offer intercessions, we join our love with God's love in prayerful concern for someone else.
- **Thanksgiving:** A prayer of gratitude for the gift of life and the gifts of life.
- **Praise:** A prayer of acknowledgment that God is God, giving him glory not for what he does, but simply because he is.



B. Name the liturgies of the Triduum and one unique feature of each liturgy.

- **Holy Thursday:** Called the Mass of the Lord's Supper; commemorates Jesus' washing the feet of the disciples and institution of the Eucharist at the Last Supper; includes presentation of the oils, washing of the feet, collection for the poor, transfer of the Eucharist.
- **Good Friday:** Called the Celebration of the Lord's Passion; begins in silence; Liturgy of the Word includes Isaiah's Suffering Servant reading and the reading of the Passion in the Gospel of John; intercessions are longer and often sung; veneration of the cross; the Liturgy of the Eucharist does not take place (only Communion); everyone leaves in silence.
- **Easter Vigil (and Easter Sunday):** Commemorates Jesus' rising from the dead, and his followers' discovering the empty tomb; begins with the Service of Light in darkness outside the church the Easter Fire is lit and blessed and the Paschal candle (Easter candle) symbolizing the light of the Risen Christ is lit from the fire, members of the congregation light their candles from the Paschal candle and enter the darkened church, the Exsultet (Easter Proclamation) is sung; Liturgy of the Word includes three to seven Old Testament and Two New Testament readings that give an overview of salvation history; the Litany of the Saints is sung, catechumens receive Baptism, catechumens and candidates receive Confirmation.

C. Name and explain three of God's gifts that can help us grow in holiness.

- **Intellect and free will:** Our intellect helps us to see and understand the natural order God has created. It helps us weigh decisions and evaluate outcomes, and in so doing, we can make good moral choices. Our free will allows us to act on those good choices that lead us to love God and one another.
- **Grace:** Grace is God's gift that empowers us to respond to his love, to receive a holiness that is a greater blessing than original holiness, and to help us live holy lives. Through grace, we participate in the life of the Holy Trinity with God as our Father, Jesus as our brother, and the Holy Spirit as the one who lives within us and gives us strength and guidance. Various kinds of grace assist us on our way to perfection.
- **Self-Reflection:** God has also given us the ability to reflect on our own thoughts and actions. This is sometimes called interiority, which is the practice of developing a life of self-reflection and self-examination to attend to our spiritual life and call to holiness. To do this, we need to take a break from the normal distractions of daily life, like spending a few moments of quiet in our bedroom as we begin or end our day. Doing so helps us strengthen and listen to our conscience, that small inner voice, making it easier for us to live holy lives.
- **The Church:** God's gift of the Church is an important aid to holiness. The Church provides us with opportunities for education, prayer, community, and service to the world. As the Body of Christ, the members of the Church give strength, hope, and support to one another in our common goal of becoming holy people.

