

# UNIT 2

## The Sacraments of Christian Initiation: Part I

Why do I need to be initiated  
into the Church?

### OVERVIEW

#### Unit Summary

This unit introduces the students to the Rite of Christian Initiation of Adults and helps them to understand how the Sacraments of Initiation are a model for all of Christian life. The students will learn about the first and foundational Sacrament of Christian Initiation, Baptism, and the Sacrament of Confirmation, which enables us to live in the Holy Spirit.

#### Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Articulate what the Sacraments of Christian Initiation are and how they initiate us into the life of Christ and the life of the Church.	<b>USCCB Framework</b> Sacraments as Privileged Encounters with Jesus Christ: II.A, II.A.1.a.1.a-c, II.A.2.a-c, II.A.3.a-b, II.A.4-5.a-f, II.A.6.a-c, II.A.7-9.a-e, II.A.10.a-b, II.B.1.a-c, II.B.2.a-c, II.B.3-5, II.B. 6.a-f, II.B.7.a-b

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Sacraments of Christian Initiation begin and strengthen our life in Christ.</p> <p>U2. Through Baptism, we are united with Christ and made adopted children of God.</p> <p>U3. The Holy Spirit brings life where death abounds, guides and clarifies where there is loss and confusion, brings hope in the face of despair, and creates unity amid diversity.</p>	<p>Q1. Is Baptism really necessary?</p> <p>Q2. How do you join the Church as an adult?</p> <p>Q3. Will I feel different after I'm confirmed?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Sacraments of Initiation are the three sacraments that initiate us into the life of Christ and the life of the Church.</p> <p>K2. The presence of the Holy Spirit at Jesus' Baptism prefigures the presence of the Holy Spirit at the Baptisms of the followers of Christ that were to come.</p> <p>K3. We receive gifts or the effects of Baptism that we continue to affirm throughout our lives.</p> <p>K4. It is tradition to baptize children in the Catholic Church. This is because Baptism, a grace and gift of God, does not depend on any human merit.</p> <p>K5. Baptism frees us from Original Sin.</p> <p>K6. The rites and symbols of the celebration of the Sacrament of Baptism are the same elements as those celebrated according to the Rite of Christian Initiation of Adults.</p> <p>K7. The process of becoming a fully initiated member of the Church has always involved following these essential elements: the proclamation of the Word, acceptance of the Gospel and conversion to a new way of life, the profession of faith, Baptism, the outpouring of the Holy Spirit, and the reception of the Eucharist.</p> <p>K8. When baptizing older children and adults, we celebrate the Rite of Christian Initiation of Adults (RCIA).</p> <p>K9. There are seven stages, four distinct periods of time, and three steps to the process of RCIA.</p> <p>K10. The Sacrament of Confirmation accounts for differing practices in the Eastern Churches and the Western (Latin) Church.</p>	<p>S1. Explore and articulate the symbolism of water in nature and Scripture as it relates to Baptism.</p> <p>S2. Interpret the effects of Baptism and parlay that knowledge into an active teaching method for their peers.</p> <p>S3. Explore the history of the Rite of Christian Initiation of Adults and make comparisons from the ongoing conversion of this rite to the conversion of Saint Augustine.</p> <p>S4. Explore the early stages of the Rite of Christian Initiation of Adults and be able to explain those stages in understandable bites for their peers.</p> <p>S5. Explore the journey of the catechumens prior to receiving the Sacraments of Initiation and explain the steps of the rite in easy-to-understand language to their peers.</p> <p>S6. Break down the celebration of the Sacrament of Christian Initiation and interpret what postbaptismal catechesis is like for those who have received the sacrament.</p> <p>S7. Identify the different roles of the Holy Spirit and explore how the Holy Spirit is present to us through Scripture.</p> <p>S8. Identify the similar liturgical practices of celebrating the Sacrament of Confirmation in the Eastern and Western churches and be able to articulate those similarities and differences to their peers.</p> <p>S9. Reflect, orally or in writing, on what it means to live in the Holy Spirit by examining real-life case studies.</p>

ACQUISITION <i>cont.</i>	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K11. Celebration of the Sacrament of Confirmation includes important rites and symbols.</p> <p>K12. The greatest and overarching effect of Confirmation is “the special outpouring of the Holy Spirit as once granted to the apostles on the day of Pentecost” (<i>Catechism</i>, no. 1302).</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 2 Vocabulary” (TX006777), on pages 97–98, one for each student.

### Terms for Mastery

Baptism, Sacrament of  
catechesis, catechists  
catechumen  
Christian Initiation, Sacraments of  
common priesthood of the faithful  
Confirmation, Sacrament of  
discernment  
elect

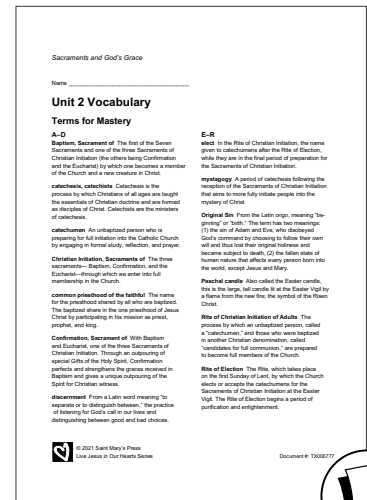
mystagogy  
Original Sin  
Paschal candle  
Rite of Christian Initiation  
of Adults  
Rite of Election  
Sacred Chrism  
scrutinies

### Terms Introduced for Later Mastery

Apostolic Succession  
vocation


### Terms Previously Mastered or for General Knowledge

Easter  
evangelization



TX006777

## Student Book Chapters

This unit draws on material from the *Sacraments and God's Grace* student book and incorporates it into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read content from the student book, the following symbol appears in the margin: . The chapters covered in the unit are as follows.

### Chapter 3: Baptism (pp. 72–95)

- Article 11: Introduction to Baptism
- Article 12: Baptism: The Source of Christian Living
  - Pre-read: 1 Corinthians 12:1–26, chapter 13
  - Pre-read: Galatians 4:1–7
- Article 13: The Baptism of Children

### Chapter 4: The Rite of Christian Initiation of Adults (pp. 96–117)

- Article 14: Christian Initiation in the Early Church
  - Pre-read: Matthew 3:13–17
  - Pre-read: Mark 1:9–11
  - Pre-read: Luke 3:21–24
  - Pre-read: John 1:29–34
- Article 15: The Rite of Christian Initiation of Adults I
- Article 16: The Rite of Christian Initiation of Adults II
- Article 17: The Rite of Christian Initiation of Adults III

### Chapter 5: Confirmation (pp. 118–145)

- Article 18: The Holy Spirit among Us
  - Pre-read: Ezekiel 37:1–14
  - Pre-read: Acts of the Apostles 2:1–41
- Article 19: Confirmation: East and West
- Article 20: Confirmation
- Article 21: Life in the Holy Spirit
- Article 22: Discernment of God's Will

## Additional Online Resources for Teaching This Unit

Visit [www.smp.org/livejesus\\_sacraments](http://www.smp.org/livejesus_sacraments) 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 2 Preassessment” (TX006776), on page 96
- handout “Unit 2 Vocabulary” (TX006777), on pages 97–98
- handout “Unit 2 Final Performance Task Options” (TX006786), on pages 114–115
- handout “Unit 2 Final Performance Task Rubrics” (TX006787), on pages 116–117
- handout “Unit 2 Test” (TX6788), on pages 118–123
- handout “Unit 2 Test Answer Key” (TX006789), on pages 124–125
- downloadable quizzes for each chapter  
(see [www.smp.org/livejesus\\_sacraments](http://www.smp.org/livejesus_sacraments))

## 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 sacraments. 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 2

**Explain**

#### LEARNING EXPERIENCE 1: Preassessment

Preassess what the students already know about Baptism, Confirmation, and the Rite of Christian Initiation of Adults through the “I Know, I Think I Know, I Want to Know” exercise.

**Apply**

#### LEARNING EXPERIENCE 2: Final Performance Task Preview

Preview the final performance tasks and their rubrics.

### CHAPTER 3

**Interpret**

#### LEARNING EXPERIENCE 3: Introduction to Baptism

Explore the power of water as a symbol by viewing and discussing water images from nature and the Scriptures. (U1, Q1, K1, K2, K6, S1)

**Interpret****LEARNING EXPERIENCE 4: The Effects of Baptism**

Invite the students to work in small groups to create brief skits that represent the six effects of Baptism. (U1, Q1, K3, K4, K5, S2)

**CHAPTER 4****Interpret****LEARNING EXPERIENCE 5: The Conversion of Saint Augustine**

Lead the students through an introductory explanation of the history of the Rite of Christian Initiation of Adults and a small-group discussion of the conversion of Saint Augustine. (U2, Q2, K7, K8, K9, S3)

**Explain****LEARNING EXPERIENCE 6: The Journey of the Catechumen: Part 1**

Lead the students through a description of the Rite of Christian Initiation of Adults, from the precatechumenate stage through the catechumenate. (U2, Q2, K7, K8, K9, S4)

**Explain****LEARNING EXPERIENCE 7: The Journey of the Catechumen: Part 2**

Lead the students through a description of the Rite of Election and the final period of preparation during Lent before the elect receive the Sacraments of Initiation. (U2, Q2, K7, K8, K9, S5)

**Explain****LEARNING EXPERIENCE 8: The Journey of the Catechumen: Part 3**

Guide the students in an examination of the celebration of the Sacraments of Christian Initiation and of the period of postbaptismal catechesis. (U2, Q2, K7, K8, K9, S6)

**CHAPTER 5****Perceive****LEARNING EXPERIENCE 9: The Holy Spirit among Us**

Explore who the Holy Spirit is using Scripture passages. (U3, Q3, K12, S7)

**Explain****LEARNING EXPERIENCE 10: Confirmation: East and West**

Introduce the students to the liturgical practices of celebrating Confirmation in the Eastern and Western Churches. (U3, Q3, K10, S8)

**Empathize****LEARNING EXPERIENCE 11: Life in the Holy Spirit**

Explore with the students what it means to live in the Holy Spirit by examining several case studies. (U3, Q3, K11, K12, S9)

# 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 each unit of this guide. They are also available as part of the additional online resources at [www.smp.org/livejesus\\_sacraments](http://www.smp.org/livejesus_sacraments).

## Explain

### LEARNING EXPERIENCE 1 (Unit) Preassessment

**Preassess what the students already know about Baptism, Confirmation, and the Rite of Christian Initiation of Adults through the “I Know, I Think I Know, I Want to Know” exercise.**

- 1. Prepare** by photocopying or downloading and printing the handout “Unit 2 Preassessment” (TX006776), on page 96, one for each student. Gather three sheets of newsprint, and write the following headings, one on each sheet: “I know,” “I think I know,” and “I want to know.” Hang the three sheets in three different areas of the classroom. You will also need several pairs of scissors and glue sticks.
- 2. Introduce** the focus of this unit: Baptism, Confirmation, and the Rite of Christian Initiation of Adults. This preassessment exercise will enable the students to articulate their prior knowledge of these sacraments and to identify what they are most interested in learning, both during unit 2 and throughout the course.
- 3. Distribute** the handout to the students. Explain that in the first column, they are to list things they already know about Baptism. In the second column, they are to list things they think they know but perhaps are not 100 percent sure of, or that they know only partially or vaguely. In the third column, they are to list questions they have about Baptism. Instruct the students to repeat the same procedure for the three columns for Confirmation and the Rite of Christian Initiation of Adults. Give the students 10–15 minutes to work, encouraging them to list at least two items in each of the three columns for Baptism, Confirmation, and the Rite of Christian Initiation of Adults.
- 4. Arrange** the students into pairs. Give the pairs about 5 minutes to compare their handouts. Invite them to notice commonalities among the items they listed, as well as any items that may appear in different columns on their handouts (i.e., what one student may know for certain, another student may know only partially or have a question about).

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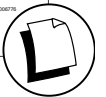
**Unit 2 Preassessment**

Sacrament	I Know	I Think I Know	I Want to Know
Baptism			
Confirmation			
Rite of Christian Initiation of Adults			

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5. **Reconvene** the class as a large group, and discuss the handout briefly, soliciting a few examples of items for each of the three sections. Be sure to affirm the students' prior knowledge, to correct any glaring inaccuracies that surface in the conversation, and to encourage their intellectual curiosity in posing questions.
6. **Distribute** the scissors and glue sticks. Direct the students to cut apart the three sections of their handout for Baptism, Confirmation, and the Rite of Christian Initiation of Adults, and to glue each section to the appropriately labeled sheet of newsprint in the classroom. Keep these posters displayed for the duration of the unit, referring to them when incomplete knowledge is expanded or clarified and when the students' questions are addressed. You may want to refer back to these posters at the conclusion of the unit as well, to help the students synthesize their learning.

### TEACHER NOTE

To extend this learning experience, type all of the “I want to know” items into a Google Doc (or other cloud-based platform) that your students can both view and edit. As you proceed through the unit, encourage (or perhaps require) the students to visit this document online and answer some of these questions, either their own questions or those of their classmates. Because Google Docs tracks editing activity by user, you will be able to clearly view each student's contributions to this digital conversation.

### Apply

### LEARNING EXPERIENCE 2 (Unit)

## Final Performance Task Preview

Preview the final performance tasks and their rubrics.

1. **Prepare** by photocopying or downloading and printing the handouts “Unit 2 Final Performance Task Options” (TX006786), on pages 114–115, and “Unit 2 Final Performance Task Rubrics” (TX006787), on pages 116–117, one of each for each student.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on, and add more options if you so choose.
3. **Review** the directions, expectations, and rubrics in class, allowing the students to ask questions. You may want to say something to this effect:
  - Both options may be completed either alone or with a partner.
  - Keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit.

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#### Unit 2 Final Performance Task Options

The following is a list of enduring understandings for unit 2. They should appear in this final performance task as your teacher can assess whether you learned the most essential content.

- The Sacraments of Christian Initiation begin and strengthen our life in Christ.
- Through Baptism, we are united with Christ and receive adopted children of God.
- The Holy Spirit brings life where death abounds, guides and clarifies where there is loss and confusion, brings hope in the face of despair, and creates unity amid diversity.

#### Option 1: Attend a Baptism Celebration

Ask permission from your local Catholic parish to attend a Baptism, unless it occurs during a Sunday celebration of the Eucharist. When Baptism is celebrated once a week (Sunday) or monthly (Baptism during a Sunday Mass) are preferable.

Participate in a fully conscious and intentional way in the celebration by listening to the prayers, the words of the rite of Baptism, and the readings of the Word of God. Sing the communal hymns and carefully watch for the symbols used in Baptism.

Write a reflection essay that addresses the following questions:

- What aspects of this sacramental celebration most clearly communicated the meaning of Baptism as initiation into the Church?
- What symbols were used, and what was the purpose and meaning of each?
- Did the symbols convey their intended meaning effectively? Explain.
- Whether the celebration was for an adult or for an infant, what words or actions did you hear or observe that communicated the importance of responsibility in living out the Christian faith?
- If the Baptism was an infant Baptism, where does adult responsibility fit in?
- In what manner is the identity of the person baptized different or changed after Baptism? (Listen carefully to all the words in the rite of Baptism.)

Be sure to also address the unit's enduring understandings in your reflection essay.

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#### Unit 2 Final Performance Task Rubrics

Criteria	Option 1			
	4	3	2	1
Enduring Understandings (EU)	4	3	2	1
EU 1: The Sacraments of Christian Initiation begin and strengthen our life in Christ.	4	3	2	1
EU 2: Through Baptism, we are united with Christ and receive adopted children of God.	4	3	2	1
EU 3: The Holy Spirit brings life where death abounds, guides and clarifies where there is loss and confusion, brings hope in the face of despair, and creates unity amid diversity.	4	3	2	1
Skills	4	3	2	1
Skill 1: Participate in a fully conscious and intentional way in the celebration by listening to the prayers, the words of the rite of Baptism, and the readings of the Word of God.	4	3	2	1
Skill 2: Sing the communal hymns and carefully watch for the symbols used in Baptism.	4	3	2	1
Skill 3: Write a reflection essay that addresses the following questions:	4	3	2	1
• What aspects of this sacramental celebration most clearly communicated the meaning of Baptism as initiation into the Church?	4	3	2	1
• What symbols were used, and what was the purpose and meaning of each?	4	3	2	1
• Did the symbols convey their intended meaning effectively? Explain.	4	3	2	1
• Whether the celebration was for an adult or for an infant, what words or actions did you hear or observe that communicated the importance of responsibility in living out the Christian faith?	4	3	2	1
• If the Baptism was an infant Baptism, where does adult responsibility fit in?	4	3	2	1
• In what manner is the identity of the person baptized different or changed after Baptism? (Listen carefully to all the words in the rite of Baptism.)	4	3	2	1

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4. **Explain** the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.

### 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.

5. **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

Time permitting, allow the students to share their final performance tasks (either formally or informally) with their classmates on the due date.

### Interpret

## LEARNING EXPERIENCE 3 (Chapter 3)

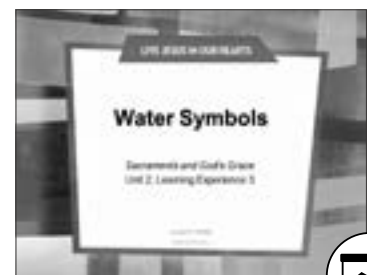
### Introduction to Baptism

Explore the power of water as a symbol by viewing and discussing water images from nature and the Scriptures. (U1, Q1, K1, K2, K6, S1)

1. **Prepare** by ensuring that all the students have read article 11 in the student book prior to this learning experience and that they will have access to their Bibles (print or digital) during class. Download the PowerPoint presentation “Learning Experience 3: Water Symbols” (TX006846), at [www.smp.org/livejesus\\_sacraments](http://www.smp.org/livejesus_sacraments).
2. **Mark** the following Scripture passages in a Bible to be read to the class:
  - Genesis 1:1–2
  - Genesis 7:1–10
  - Exodus 14:21–31
  - Mark 1:9–11



Article 11



TX006846



3. **Show** the PowerPoint presentation, asking the students to look at each image, think about the characteristic (life-giving, dangerous, soothing, and so on) of water that is represented in the image, and write a brief description of what they see.
4. **Invite** the students, after viewing each slide, to share the characteristic of water they observe in the image. Make note of some of the more insightful observations, and review several of these with the students. Conclude this part of the presentation by sharing the following points:
  - The images we have observed help us to understand the power of water as a symbol. Water is a source of life, and, in fact, it is an endangered source of life. Today less than half of the world's population has access to clean and safe drinking water. We use water for drinking, watering crops, cooking, and even for playing. Water is also an important source of cleansing. We bathe in water, wash clothes and dishes with water, even process sewage with water. Water is also destructive and can even cause death. We are aware of dangerous floods, of people drowning in pools and rivers, of tsunamis, of water surges that accompany hurricanes, and even of the danger of polluted water. Eighty percent of all childhood diseases in the world are caused by contaminated water. Water is indeed a powerful symbol of both life and death.
  - Water as a source of life and death is a powerful symbol in the Sacred Scriptures as well, and some of the most important of these accounts are an integral part of the Baptism ritual. We will now listen to four short Scripture passages: two from Genesis, one from Exodus, and one from the Gospel of Mark.
5. **Prepare** by reviewing the Scripture passages or by asking a student or students to prepare these readings in advance. Show the slide that accompanies the Scripture reading as each passage is read (the Scripture slides are the last four slides of the PowerPoint presentation). After each passage is read, invite the students to share the characteristics of water that are suggested. Ask the students why these events are so important to our salvation history. Conclude by reviewing the following points, using these or similar words:
  - Jesus chose to be baptized in the Jordan River by John the Baptist in solidarity with us, even though he was without sin. By doing so, Jesus also chose Baptism as the symbol of initiation into the Church.

Invite the students to make comments or ask questions at this time.

### TEACHER NOTE

The PowerPoint presentation includes teacher notes. These notes are intended as explanations, expansions, or applications of the material being presented.

## Interpret

## LEARNING EXPERIENCE 4 (Chapter 3)

## The Effects of Baptism

Invite the students to work in small groups to create brief skits that represent the six effects of Baptism. (U1, Q1, K3, K4, K5, S2)

- 1. Prepare** by ensuring that all the students have read articles 12 and 13 in the student book prior to this learning experience. Prepare in advance by creating six small groups based on the following criteria: Each group should have a mixture of students who are creative, who stay on task, who are thinkers, who are extroverted, who are introverted, and so on. You can enhance this experience by providing a variety of props for the students to use for their skits. Also prepare by writing the six effects of Baptism on strips of paper and placing them in a container for the small groups to draw from. If possible, arrange for other teacher-monitored spaces for the small groups to practice. Remind the students to bring their student books to class.
- 2. Arrange** the students into the predetermined groups, and give the following directions:
  - Your group will be randomly selecting one of the six effects of Baptism on a slip of paper. Your task is to adequately portray what the effect of Baptism is and does in a creative and dramatic way. Humor is allowed, but it should not overshadow the message.
  - You will be given 7 minutes to write and 5 minutes to practice your skit. Therefore, you will have to keep your skits simple and to the point.
- 3. Bring** the container of topics around so each small group can draw one. After all the groups have chosen an effect, instruct them to begin. Allow adequate time for the groups to move to their work areas before beginning the time countdown. Check on students as they work, to make sure they understand the assignment.
- 4. Call** all the student groups back together when time is up, and have the groups perform their skits in random order. At the end of each skit, make sure the class understands the effect that has been presented.



Articles 12-13



## 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 3 quiz (TX006861), do so now, before moving on to chapter 4. (See [www.smp.org/livejesus\\_sacraments](http://www.smp.org/livejesus_sacraments) to access both of these resources.)

Sacraments and God's Grace

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**Chapter 3 Quiz**

Write the letter that corresponds to the best answer choice in the blank space provided.

- Which of the following is the best description of Baptism?
  - the first of the Seven Sacraments
  - a special gift of the Holy Spirit
  - a sacrament of healing
  - all of the above
- Which of the following is performed once and consecrated by the bishop that is used for anointing in the Sacraments of Baptism, Confirmation, and Holy Orders?
  - myrrh
  - chrism
  - Sacred Chrism
  - incense oil
- Which of the following is the best definition for the common priesthood of the faithful?
  - the name for the priesthood shared by those who take Holy Orders
  - the name for the priesthood shared by priests of every religion
  - the name for the priesthood shared by all lay ministers
  - the name for the priesthood shared by all who are baptized
- Which of the following describes that which makes the office of bishop permanent? It is indelible and sacred.
  - chrism
  - ashes
  - myrrh
  - oil
- Which of the following is the Sacrament of Baptism part of?
  - The Sacraments of Healing
  - The Sacraments of Christian Initiation
  - The Sacraments of the Service of Communion
  - The Sacraments of Bread and Wine
- Which of the following are related to Baptism?
  - "No longer"
  - the bath of enlightenment
  - becoming a new member of the Church
  - all of the above

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## TEACHER NOTE

You can also present the main chapter points using the PowerPoint presentation “Chapter 3 Overview: Baptism” (TX006843) (see [www.smp.org/livejesus\\_sacraments](http://www.smp.org/livejesus_sacraments)).

## Explain

### LEARNING EXPERIENCE 5 (Chapter 4)

## The Conversion of Saint Augustine

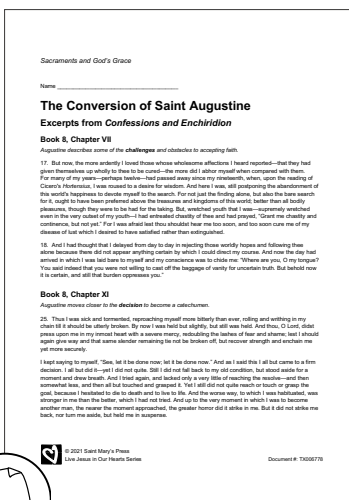
Lead the students through an introductory explanation of the history of the Rite of Christian Initiation of Adults and a small-group discussion of the conversion of Saint Augustine. (U2, Q2, K7, K8, K9, S3)

1. **Prepare** by ensuring that all the students have read article 14 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Photocopy or download and print the handout “The Conversion of Saint Augustine” (TX006778), on pages 99–102, one for each student.
2. **Invite** a student who reads well to read the vignette at the beginning of article 14 to the class. After the reading, invite student comments or questions.
3. **Instruct** the students to take out a sheet of paper or their notebook for note-taking. Then share the following points:

- Jesus’ own Baptism became a model for initiation into the Church. Early Christians were baptized after three years of preparation, called *catechesis*, a Greek word that we still use today. An official teacher of the faith was and is still called a catechist. *Catechesis* is also the root of the word *Catechism*, which is the official collection of teachings of the Church.
- The word *baptism* comes from the Greek word *baptizein*, which means “to plunge.” Baptism really is about plunging into new life! The primary symbol is actually dying (drowning) and rising to new life. Baptism is also called “the bath of enlightenment” because we are enlightened by the true light of Christ.
- As with Jesus’ Baptism, this symbolic and sacramental action releases the presence and power of the Holy Spirit. The New Testament book Acts of the Apostles describes the Baptism of thousands of people at Pentecost after they heard Peter’s sermon about Jesus’ life, death, and Resurrection for the forgiveness of sins and for the salvation of the world (see Acts 2:1–42).
- In the first two centuries of the Church, the norm for Christian initiation was to be baptized, anointed with oil, and given Communion by the bishop. Often entire families were baptized together. As the Church grew in numbers, especially after the



Article 14



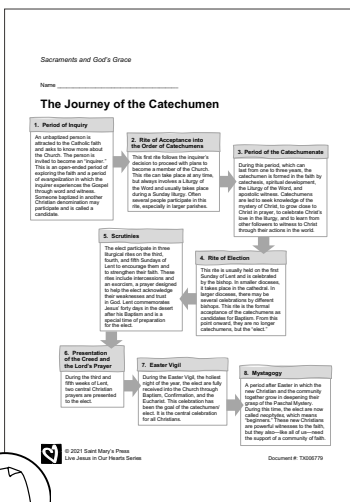
TX006778

Emperor Constantine declared tolerance of all religions, including Christianity, bishops could no longer be present for every Baptism. However, to maintain ties with local churches, the bishop would return at a later time to anoint the baptized, a practice that later was called Confirmation. Eventually, the catechumenal process was almost lost as more and more Christians were baptized as infants.

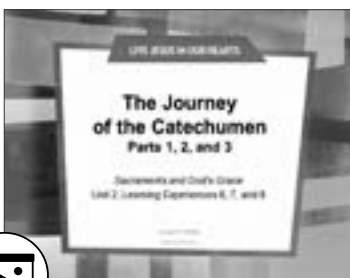
- By the fourth century, Christianity was becoming an established religion, but not all the fundamental doctrines of the faith that exist today were well defined. One important convert to the Church during this time was Saint Augustine, who was eventually canonized as a saint and named a Doctor of the Church because of his significant contributions to our understanding of the faith. Augustine's own compelling story of his conversion gives us perspective about the human and divine qualities of conversion to Christianity and the power of Baptism. Augustine's story also conveys the reality that every Christian can make a tremendous difference in the world.
4. **Distribute** the handout and arrange the students into small groups of three or four. Ask each small group to appoint a group leader who will report back to the class.
  5. **Direct** the students to read the handout. For students who may ask, the word *confession* is used in the sense of "telling the truth about God," which is much like confessing one's faith. Instruct the students to read Augustine's compelling story and his decision to be baptized in terms of his *challenges*, his *decision*, and the *outcomes* of his decision. Advise the students to read carefully with an awareness that Augustine lived and wrote in the fourth century. The students may read silently, or one student in each small group may read to the group quietly.
  6. **Instruct** the small groups to discuss the questions that follow on the handout. Invite each group leader to report back to the class the major ideas the group discussed. Repeat and underscore the more salient points the students make. Emphasize the reality that God can and does work in us, even with the untidiness of our lives.



## Article 15



TX006779




TX006847

## Explain

## LEARNING EXPERIENCE 6 (Chapter 4)

# The Journey of the Catechumen: Part 1

**Lead the students through a description of the Rite of Christian Initiation of Adults, from the precatechumenate stage through the catechumenate. (U2, Q2, K7, K8, K9, S4)**

1.  Prepare by ensuring that all the students have read article 15 in the student book prior to this learning experience. Photocopy or download and print the handout, “The Journey of the Catechumen” (TX006779), on page 103. Also download the PowerPoint presentation “Learning Experiences 6, 7, and 8: The Journey of the Catechumen” (TX006847), at [www.smp.org/livejesus\\_sacraments](http://www.smp.org/livejesus_sacraments).
2. **Lead** the students through the Rite of Christian Initiation process using part 1 of the PowerPoint presentation. Encourage the students to ask questions at any time. Points of instruction can be found in the “notes” section of each slide. Begin with these preliminary remarks:
  - Why do you suppose people today seek entrance into the Catholic Church? (*Allow several students to offer answers.*)
  - If we were to interview ten different catechumens—that is, unbaptized persons who are seeking entrance into the Church—we would probably receive ten different reasons for their decisions to follow Christ through the Catholic Church. What is likely common to all, however, is a desire to become Christ’s disciple in a Church community that continues to mediate Christ’s presence in the world.
  - We would probably also find that each catechumen faced some type of challenge, and each felt a need to fulfill a spiritual longing. If you have chosen the second final performance task option, interviewing a catechumen, listen carefully when they tell you about what attracted them to the Church.
  - Now we will begin to look at the journey of the catechumen and the various stages through which they will progress along the way. (*Show slide 1, the title slide, and slide 3, “Major Stages.”*) Refer to the handout and follow the PowerPoint presentation as we progress through it.
  - (*Show slide 4, “Inquiry.”*) The first stage begins when a person interested in following Christ in the Church and in being baptized becomes an “inquirer.”
  - (*Show slide 5, “First Step: Rite of Acceptance into the Order of Catechumens.”*) The Rite of Acceptance is the first public step the inquirer makes.
  - (*Show slide 6, “Questions for Inquirers (Candidates).”*) In the presence of the community (or representatives of the community), the celebrant asks the candidates important questions.

- (Show slide 7, “*Period of the Catechumenate.*”) The catechumenate is a time of spiritual and catechetical formation. It involves the whole person—emotions, spiritual life, intellect, physical self, and all one’s gifts and weaknesses.
- (Show slide 8, “*Formation through.*”) The formation of a catechumen addresses all aspects of the person by devoting the process to catechesis, spiritual development, liturgy, and apostolic witness. We will look at each of these briefly. (Show slides 9–12.)
- This is the major substance of the period of the catechumenate before the final stage during Lent. This period can last from nearly a year to three years. A year or less for the entire process is common in most parishes in the United States.

Invite the students to ask questions or to make comments at this time.



Article 16

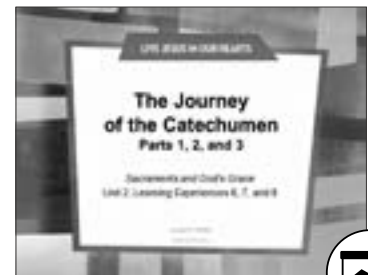


## Explain

### LEARNING EXPERIENCE 7 (Chapter 4)

## The Journey of the Catechumen: Part 2

Lead the students through a description of the Rite of Election and the final period of preparation during Lent before the elect receive the Sacraments of Initiation. (U2, Q2, K7, K8, K9, S5)



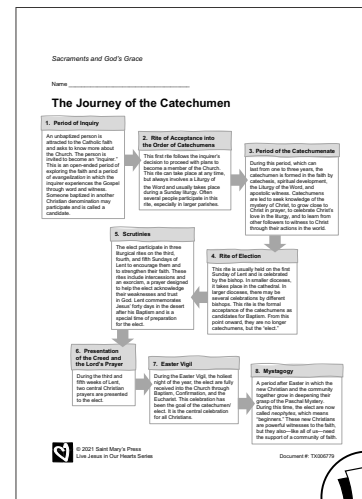
TX006847



1. **Prepare** by ensuring that all the students have read article 16 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Prepare to use part 2 of the three-part PowerPoint presentation “Learning Experiences 6, 7, and 8: The Journey of the Catechumen” (TX006847), at [www.smp.org/livejesus\\_sacraments](http://www.smp.org/livejesus_sacraments). The students will need a sheet of paper or their notebooks to take notes during the PowerPoint presentation, and they may also refer to the handout “The Journey of the Catechumen” (TX006779), on page 103, which they received in learning experience 6. Gather four sheets of newsprint and four sets of markers.
2. **Arrange** the students into four small groups. Distribute a sheet of newsprint and a set of markers to each group. Assign each group one of the following topics:
  - Rite of Election or Enrollment of Names
  - period of purification and enlightenment
  - scrutinies (including intercessions and exorcisms)
  - presentations of the Creed and the Lord’s Prayer

Tell the students that after the PowerPoint presentation, each small group will be outlining a presentation of its assigned topic. The groups will be given time to outline their presentation and will then present their topic to the class.

3. **Show** the PowerPoint presentation, and then instruct the groups to discuss their topic, paying attention to any relevant material from the student book. Then tell them to prepare an outline of their



TX006779



presentation on the newsprint. One or more members of the group will present the information to the class.

4. **Invite** the small groups to present the topics in the order in which they are listed in step 2 of this learning experience. Show part 2 of the PowerPoint presentation, as each topic is presented, beginning with slide 13, the title slide.
5. **Explain** as part of slide 15 that whereas the inquirer freely chooses to “accept” the next step of becoming a catechumen, the Church chooses or “elects” the catechumen as a sign of the Church’s acceptance.
6. **Tell** the students when showing slide 15 that the scrutinies involve prayers of intercession and special prayers called exorcisms, which are pleas to God that the elect may acknowledge their weaknesses and put their trust in God. In the scrutiny for the third Sunday of Lent, we find, for example:

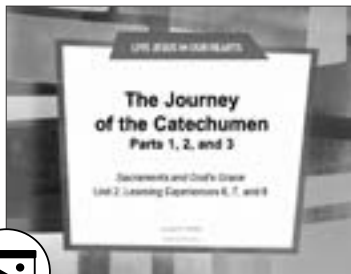
Grant that these catechumens . . .  
may turn to the Lord as they hear his word  
and acknowledge the sin and weaknesses that weigh them down.  
Protect them from vain reliance on self  
and defend them from the power of Satan.

(*Rite of Christian Initiation of Adults*, p. 115)

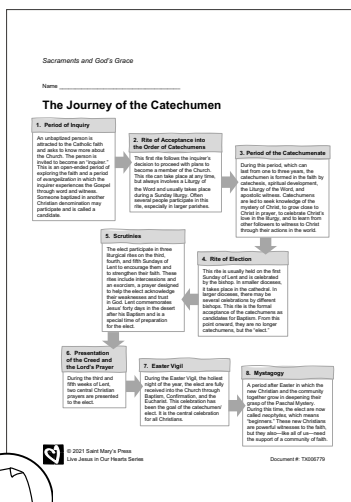
7. **Conclude** by inviting the students to ask questions or make comments.



Article 17



TX006847



TX006779

## Explain

### LEARNING EXPERIENCE 8 (Chapter 4)

## The Journey of the Catechumen: Part 3

Guide the students in an examination of the celebration of the Sacraments of Christian Initiation and of the period of postbaptismal catechesis. (U2, Q2, K7, K8, K9, S6)

1. **Prepare** by ensuring that all the students have read article 17 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Prepare to use part 3 of the three-part PowerPoint presentation “Learning Experiences 6, 7, and 8: The Journey of the Catechumen” (TX006847), at [www.smp.org/livejesus\\_sacraments](http://www.smp.org/livejesus_sacraments). The students will need a sheet of paper or their notebooks in order to take notes during the presentation, and they may also refer to the handout “The Journey of the Catechumen” (TX006779), on page 103, which they received in learning experience 6. Gather seven sheets of newsprint and seven sets of markers.
2. **Arrange** the students into seven small groups, assigning one of the following topics to each. Coordination with the PowerPoint slides is noted in parentheses. Note the information about the celebration provided in the PowerPoint notes. Each group should be given one of the following topics:

- procession with the Paschal candle (slide 18)
  - the Exsultet (slide 18)
  - the Liturgy of the Word (slide 18)
  - Baptism, and the symbols of the white garment and lighted candle (slides 19 and 20)
  - Confirmation (slide 21)
  - the Eucharist (slide 22)
  - Period of Mystagogy (slide 23)
3. **Distribute** a sheet of newsprint and a set of markers to each of the seven groups.
  4. **Show** the PowerPoint presentation, and then instruct the groups to discuss their topic, paying attention to any relevant material in article 17 in the student book. Then they should prepare an outline of their presentation on the newsprint. One or more members of the group will present the information to the class.
  5. **Invite** the groups, after allowing sufficient time for preparation, to present information to the class on the topics, in the order listed in step 2 of this learning experience. After the student presentation of the Exsultet, briefly describe the elaborate and potentially powerful Liturgy of the Word during the Easter Vigil:
    - Seven Old Testament passages are read (at least three are mandatory, including Exodus 14:15–15:1, the crossing of the Red Sea, which may never be omitted) recounting salvation history.
    - An epistle (Romans 6:3–11) is read about Baptism into the death of Christ so that we might rise with Christ.
    - A Gospel reading announcing the Resurrection is proclaimed.
 Add information that may be missing or need to be corrected from the student presentations.
  6. **Conclude** by inviting the students to make comments or ask questions.

## 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 4 quiz (TX006862), do so now, before moving on to chapter 5. (See [www.smp.org/livejesus\\_sacraments](http://www.smp.org/livejesus_sacraments) to access both of these resources.)

Sacraments and God's Grace

Name \_\_\_\_\_

**Chapter 4 Quiz**

Write the letter that corresponds to the best answer choice in the blank space provided.

1. What term can best be defined as a period of catechesis following the reception of the Sacraments of Christian Initiation that aims to more fully initiate people into the mystery of Christ?
  - a. exsultet
  - b. mystagogy
  - c. catechesis
  - d. period of the catechumenate
2. Which term can best be defined as completing the Sacrament of Baptism by sealing the baptized person's union with Christ and by equipping that person for active participation in the life of the Church?
  - a. Holy Orders
  - b. Eucharist
  - c. Confirmation
  - d. anointing with Sacred Chrism
3. Which of the following is the name given to catechumens after the Rite of Election?
  - a. the elect
  - b. catechumens
  - c. candidates
  - d. candidates
4. Which of the following can best be defined as this within the Rite of Christian Initiation of Adults that supports and strengthens the elect through programs of instruction and exercise?
  - a. exsultet
  - b. mystagogy
  - c. catechesis
  - d. period of the catechumenate
5. Which of the following is the process by which Christians of all ages are taught the essentials of Christian doctrine and are formed as disciples of Christ?
  - a. spiritual anointing
  - b. exsultet
  - c. mystagogy
  - d. catechesis

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 Not Jesus in Our Hands Series

Document #: TX006862

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TX006844

## TEACHER NOTE

You can also present the main chapter points using the PowerPoint presentation “Chapter 4 Overview: The Rite of Christian Initiation of Adults” (TX006844) (see [www.smp.org/livejesus\\_sacraments](http://www.smp.org/livejesus_sacraments)).

## Perceive

### LEARNING EXPERIENCE 9 (Chapter 5)

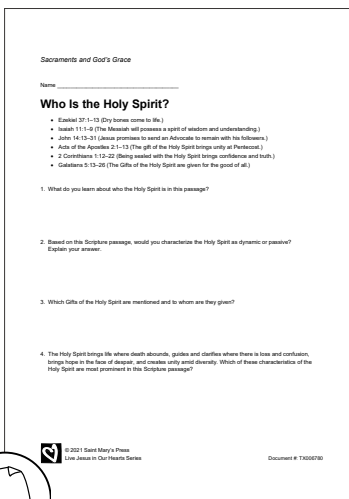
## The Holy Spirit among Us

Explore who the Holy Spirit is using Scripture passages.  
(U3, Q3, K12, S7)

- Prepare** by ensuring that all the students have read article 18 in the student book prior to this learning experience and that they will have access to their Bibles and student books (print or digital) during class. Photocopy or download and print the handout “Who Is the Holy Spirit?” (TX006780), on page 86, one for each student. Write the six Scripture references on strips of paper and place them in a container so the students can draw them randomly.
- Distribute** the handout. Arrange the students into six small groups. Introduce the exercise by sharing the following points:
  - You know from your reading and from our class discussions that the Sacrament of Confirmation seals the person who receives it with the Gifts of the Holy Spirit. Confirmation, then, sacramentally celebrates and makes real the work of the Holy Spirit among us in the Church and in the world.
  - This exercise focuses on the question “Who is the Holy Spirit?” We will begin exploring who the Holy Spirit is by examining several Scripture passages from the Old and New Testaments. In the Old Testament, the Spirit of God is not yet recognized as the Third Person of the Trinity. However, Christians recognize the Holy Spirit in these Scripture accounts.
  - When your group receives your Scripture passage, one person should read the passage to your group quietly. All group members should silently follow along as the Scripture passage is read. Then, as a group, discuss and answer the questions that follow. Be prepared to report your answers to the class. You may choose a single spokesperson, or several members of your group may respond.
- Allow** adequate time for the groups to discuss the questions. After they have completed all the questions, call on each group to report. If time is limited, focus on the first and fourth questions.
- Conclude** by reviewing the more salient points the students have made.



Article 18



TX006780

## TEACHER NOTE

You can check student understanding against the handout “Who Is the Holy Spirit? Answer Key” (TX006781), on pages 105–106, or provide copies for the students to check their answers and help them prepare for future assessments.

## Explain

## LEARNING EXPERIENCE 10 (Chapter 5)

## Confirmation: East and West

Introduce the students to the liturgical practices of celebrating Confirmation in the Eastern and Western Churches. (U3, Q3, K10, S8)

- Prepare** by ensuring that all the students have read articles 19 and 20 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Photocopy or download and print the handout “Confirmation: East and West” (TX006782), on page 108, one for each student. Decide whether to conduct this learning experience with students working individually or in small groups.
- Arrange** the students into small groups if you have chosen that option. Give instructions in these or similar words:
  - You will be doing a brief comparison of the different ways of celebrating Confirmation in the Eastern Catholic and Western Catholic or Roman Catholic Churches. You will receive a handout that asks you to compare these two liturgical traditions according to several criteria. You will work with article 19, “Confirmation: East and West,” in the student book to complete the handout.
- Distribute** the handout and tell the students to begin. After the students have completed the handout, call on a number of students to share their responses with the class.
- Conclude** by emphasizing that each Church’s tradition reminds us of something important. Whereas the Eastern tradition emphasizes the original order of the celebration of the Sacraments of Initiation, the Western tradition emphasizes the importance of Apostolic Succession. Most important, however, is that the Eastern Churches maintained what is now understood to be the normative celebration of the Sacraments of Initiation. This normative order has been restored in the Western Church through the Rite of Christian Initiation of Adults, and it has reestablished a standard according to which all the Sacraments of Initiation must be understood and celebrated.

## TEACHER NOTE

You can check student understanding against the handout “Confirmation: East and West Answer Key” (TX006783), on page 108, or provide copies for the students to check their answers and help them prepare for future assessments.

Sacraments and God's Grace

Who Is the Holy Spirit? Answer Key

Question	Answer	Question	Answer
1. What are the gifts of the Holy Spirit?	1. Wisdom 2. Understanding 3. Counsel 4. Fortitude 5. Knowledge 6. Piety 7. Fear of the Lord	2. What is the role of the Holy Spirit in the Church?	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.
2. What is the role of the Holy Spirit in the Church?	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.	3. What is the role of the Holy Spirit in the world?	The Holy Spirit is the divine presence in the world, who guides, sanctifies, and empowers the world to live and act in the world.
3. What is the role of the Holy Spirit in the world?	The Holy Spirit is the divine presence in the world, who guides, sanctifies, and empowers the world to live and act in the world.	4. What is the role of the Holy Spirit in the Sacraments?	The Holy Spirit is the divine presence in the Sacraments, who guides, sanctifies, and empowers the Sacraments to live and act in the world.

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TX006781

Chapter 5: Confirmation

Article 19  
Confirmation: East and West

The sacrament of Confirmation is the seal of the Holy Spirit, who gives the baptized the grace to live in the world and to persevere in the faith. It is the completion of the sacrament of Baptism, which gives the baptized the grace to live in the world and to persevere in the faith. The sacrament of Confirmation is the seal of the Holy Spirit, who gives the baptized the grace to live in the world and to persevere in the faith.

The sacrament of Confirmation is the seal of the Holy Spirit, who gives the baptized the grace to live in the world and to persevere in the faith. It is the completion of the sacrament of Baptism, which gives the baptized the grace to live in the world and to persevere in the faith. The sacrament of Confirmation is the seal of the Holy Spirit, who gives the baptized the grace to live in the world and to persevere in the faith.

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Articles 19–20

Sacraments and God's Grace

Confirmation: East and West

Questions about the Sacrament of Confirmation	Eastern Catholic Churches' Tradition	Western Catholic Churches' Tradition
What is the order in which the sacraments of Initiation are celebrated in the Eastern Church?	Baptism, Confirmation, Eucharist	Baptism, Eucharist, Confirmation
What is the order in which the sacraments of Initiation are celebrated in the Western Church?	Baptism, Eucharist, Confirmation	Baptism, Confirmation, Eucharist
What is the role of the Holy Spirit in the Sacrament of Confirmation?	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.
What is the role of the Holy Spirit in the Sacrament of Confirmation?	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.
What is the role of the Holy Spirit in the Sacrament of Confirmation?	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.

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TX006782

Sacraments and God's Grace

Confirmation: East and West Answer Key

Questions about the Sacrament of Confirmation	Eastern Catholic Churches' Tradition	Western Catholic Churches' Tradition
What is the order in which the sacraments of Initiation are celebrated in the Eastern Church?	Baptism, Confirmation, Eucharist	Baptism, Eucharist, Confirmation
What is the order in which the sacraments of Initiation are celebrated in the Western Church?	Baptism, Eucharist, Confirmation	Baptism, Confirmation, Eucharist
What is the role of the Holy Spirit in the Sacrament of Confirmation?	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.
What is the role of the Holy Spirit in the Sacrament of Confirmation?	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.
What is the role of the Holy Spirit in the Sacrament of Confirmation?	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.	The Holy Spirit is the divine presence in the Church, who guides, sanctifies, and empowers the Church to live and act in the world.

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TX006783

There was a strong and evident word-order bias: the noun came first and, after the word *an*, the adjective. In the first sentence, the word *an* came before the adjective, but in the second sentence, the adjective came before the noun. The word *an* was used in the first sentence, but not in the second.



### Cities and Research Sites

Articles 21–22

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TX006784

**Life in the Holy Spirit Answer Key**

Case Study	What is the background to this case?	What skills of the Early Support team could be used to make a good outcome? (Why?)	What skills of the Early Support team could be used to make a good outcome? (Why?)	What actions will be taken?	What is the outcome of this case?
1	Learning to read and write in the home environment	<ul style="list-style-type: none"> <li>right equipment and storage</li> <li>reading and writing materials that are available for the child to use (e.g. to provide good practice in letter formation and to provide a model for writing) and to provide a model for writing</li> <li>reading and writing materials that are available for the child to use (e.g. to provide good practice in letter formation and to provide a model for writing)</li> </ul>	<ul style="list-style-type: none"> <li>reading, writing and grammar</li> <li>reading and writing materials that are available for the child to use (e.g. to provide good practice in letter formation and to provide a model for writing)</li> <li>reading and writing materials that are available for the child to use (e.g. to provide good practice in letter formation and to provide a model for writing)</li> </ul>	discuss and write	<ul style="list-style-type: none"> <li>The Early Support team will be able to help the child to learn to read and write in the home environment</li> <li>The Early Support team will be able to help the child to learn to read and write in the home environment</li> <li>The Early Support team will be able to help the child to learn to read and write in the home environment</li> </ul>
2	Reading and writing in the home environment	<ul style="list-style-type: none"> <li>understanding, reading and writing</li> <li>reading and writing materials that are available for the child to use (e.g. to provide good practice in letter formation and to provide a model for writing)</li> <li>reading and writing materials that are available for the child to use (e.g. to provide good practice in letter formation and to provide a model for writing)</li> </ul>	<ul style="list-style-type: none"> <li>reading, writing and grammar</li> <li>reading and writing materials that are available for the child to use (e.g. to provide good practice in letter formation and to provide a model for writing)</li> <li>reading and writing materials that are available for the child to use (e.g. to provide good practice in letter formation and to provide a model for writing)</li> </ul>	discuss and write	<ul style="list-style-type: none"> <li>The Early Support team will be able to help the child to learn to read and write in the home environment</li> <li>The Early Support team will be able to help the child to learn to read and write in the home environment</li> <li>The Early Support team will be able to help the child to learn to read and write in the home environment</li> </ul>

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## Chapter 8 Quiz

Find the best rates on corporate travel insurance here in the United States.

10. Which of the following birds is not a species of the type?

- Redstart
- Starling
- Robin
- Wren

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10. Which of the following is **not** a traditional approach?

- to improve the firm's marketing network (distribution and sales)

1. *Explain the importance of the following factors in the development of a country's economy:*

TX006883

## Empathize

## Life in the Holy Spirit

Explore with the students what it means to live in the Holy Spirit by examining several case studies. (U3, Q3, K11, K12, S9)

1. **Prepare** by ensuring that all the students have read articles 21 and 22 in the student book prior to this learning experience. Photocopy or download and print the handout “Life in the Holy Spirit” (TX006784), on pages 109–111, one for each student.
2. **Distribute** the handout and arrange the students into small groups of three or four. Ask each small group to choose a group leader. Assign each group a case study from the handout. Because there are five case studies, some groups may receive the same case study.
3. **Instruct** the group leaders to read the case study to their groups. After each group has listened to the case study, they should discuss the questions that follow. Give the groups the following instructions:
  - After listening to each case study, use the questions that follow as a guide to apply the gifts and fruits of the Holy Spirit needed to respond appropriately. Consider how various gifts or fruits of the Holy Spirit might help in making a good decision.
4. **Conclude** the learning experience by asking each small group to select a member to read its case study aloud to the class. Dialogue with that group (or any other groups who may have the same case study) to share a general overview of their responses to the questions on the handout. Continue with this overview discussion until all the case studies have been covered.

## TEACHER NOTE

You can check student understanding against the handout “Life in the Holy Spirit Answer Key” (TX006785), on pages 112–113, or provide copies for the students to check their answers and help them prepare for future assessments.

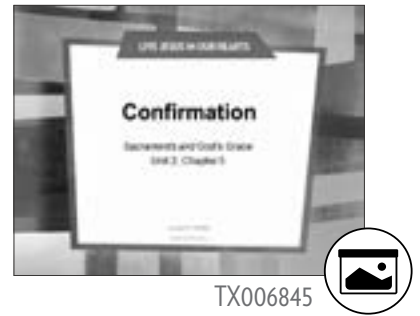
## TEACHER NOTE

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 5 quiz (TX006883), do so now, before moving on to “Concluding the Unit.” (See [www.smp.org/livejesus](http://www.smp.org/livejesus) sacraments to access both of these resources.)



**TEACHER NOTE**

You can also present the main chapter points using the PowerPoint presentation “Chapter 5 Overview: Confirmation” (TX006845) (see [www.smp.org/livejesus\\_sacraments](http://www.smp.org/livejesus_sacraments)).



TX006845

## CONCLUDING THE UNIT

### Using the Student Book “Unit 2 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 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 that they use the graphic organizers in any of the ways other students suggested in the list above.



Unit 2 Highlights

### Using the Preassessment

Consider spending a portion of a class period near the end of the unit to return to the posters the students created in the preassessment activity at the beginning of the unit. Place the posters around the room, and consider the following possibilities:

- Give the students about 5 minutes to take a “gallery tour” of the posters. Direct them to make note of the following:
  - at least one “I know” item about which they deepened their understanding during this unit
  - at least one “I think I know” item about which they have attained greater clarity
  - at least one “I want to know” item about which they have gained information or insight

Ask for volunteers to share any or all of these items aloud with the class. Be sure to affirm the evident growth in students’ understanding.

- Invite the students to pose additional questions that they now have about the Church, questions that may be addressed later in this course or in future courses, or that they may choose to investigate on their own. In other words, if they were to complete the preassessment hand-out now, what items would be in the “I want to know” column? Help the students to understand that studying a particular topic not only serves to answer our questions about that topic but also piques our curiosity to pose more questions and to continue our studies.

### Using the Student Book “Bring It Home” Section

To conclude, remind the students of this unit’s focus question: *Why do I need to be initiated into the Church?* Pose the following questions to the students verbally or post them on the board, and invite the students to journal quietly or to engage in conversation with a partner or small group.

- Having nearly concluded this unit, how would you answer the unit focus question?
- Based on the material in this unit, what are some reasons you can give for the necessity of Baptism?
- Why do you think people choose to join the Church as an adult, and what are the essential steps in the process?
- How does Confirmation unite us more firmly with Christ?



Bring It Home

# Answer Keys for Double-Check Questions

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

## Answer Key for Chapter 3 Double-Check Questions

1. *Why do we use a word that comes from the Greek word baptizein, meaning “to plunge,” to describe our rise to a new life in Christ?*

In Baptism, we are plunged into the waters of death in order to rise to new life in Christ. Baptism is also called the “bath of enlightenment,” for through Baptism we are enlightened by the Word that is Christ and receive the true light that enlightens every follower of Christ.

2. *Name four events in salvation history associated with water that help us to understand the meaning of the Sacrament of Baptism.*

Salvation history includes several events associated with water that help us to understand the meaning of the Sacrament of Baptism:

- The creation of the world, in which the Holy Spirit hovered over the waters and brought life from them
- The Great Flood, in which God sought to wash the world clean of sin and to bring forth new life
- The Exodus, specifically the passing of the Israelites through the Red Sea, which parted to allow them to continue their journey from slavery to freedom
- The crossing of the River Jordan, when the Israelites finally reached the Promised Land
- The Baptisms that John the Baptist conducted in the River Jordan, including the Baptism of Jesus himself

3. *Describe how to baptize in an emergency.*

In an emergency, anyone can baptize by using the Trinitarian formula. One must have the intention to baptize the person as a follower of Christ and member of his Body, the Church. With this intention in mind, one pours water on the candidate’s head, saying, “I baptize you in the name of the Father, and of the Son, and of the Holy Spirit” (CCC, no. 1284).

4. *Choose one of the six effects of Baptism and explain its meaning.*

Answers will vary, and students will choose one of the following:

- *We die and rise with Christ.* Baptism unites us with Christ and grants us a share in his Paschal Mystery. The baptismal waters symbolize dying and rising. Baptism promises that at our death, if we have been faithful to Christ, he will take us up to a new and resurrected life.

- *We are freed from Original Sin and personal sins.* We inherit Original Sin as part of human nature, but Baptism, in which we choose Christ (or he is chosen for us), forgives all our sins.
  - *We become God's adopted children.* Before Christ, we were slaves to sin and death. Christ redeemed us and made us adopted children of God. We become members of the Body of Christ through the sanctifying grace of Baptism, which helps us to believe in and love God, to live according to the Holy Spirit, and to grow in goodness and turn away from sin.
  - *We become members of the Church and share in the priesthood of Christ.* Baptism makes us members of the Church, the People of God, the Body of Christ—united with Christ and with all those who have been baptized. As a result, we no longer belong to ourselves but to Christ, and our rights and duties flow from this belonging.
  - *We receive a sacramental character that is permanent or indelible.* Baptism makes an invisible mark on the soul, choosing and sealing us for Christ and consecrating us for Christian worship. As a result, Baptism can never be repeated.
  - *We are empowered by the Holy Spirit for discipleship.* Baptism anoints us and incorporates us into Christ—priest, prophet, and king. As a result, we are empowered to be his disciples: to worship, to hear and act on the Word of God, and to serve others.
5. *What is the common priesthood of the faithful, and why is it connected to Baptism?*

The common priesthood of the faithful is the name for the priesthood shared by all who are baptized. The baptized share in the one priesthood of Jesus Christ by participating in his mission as priest, prophet, and king. Baptism gives us a share in the priesthood of Christ. The word *common* means “for all,” as in for all those who are baptized. From this word, we get the words *communal* and *community*. As we are incorporated into Christ, who is Priest, Prophet, and King, so we are given the gift of proclaiming the praises of God.

6. *Why has Baptism been administered to children from the earliest times of the Church?*

Baptism of infants and young children is an ancient tradition of the Church. Today, when infants and young children are baptized, we celebrate the rites of Baptism. As the baptized child progresses in age and understanding, appropriate instruction and involvement in the Christian way of life is offered so that the life of faith nourished by the grace of Baptism can also grow.

7. *What are we freed from during Baptism, and why must we baptize even those who haven't committed personal sin yet?*

We inherit Original Sin as part of human nature, but Baptism, in which we choose Christ (or he is chosen for us), forgives all our sins. Original Sin is the sin of the first man and woman, who disobeyed God's command by choosing to follow their own will and so lost their original holiness and became subject to death, which is passed on to us. Because of this sin, the Church baptizes even those who haven't committed personal sin—infants and young children.

8. *Who are the ordinary ministers of Baptism?*

The ordinary ministers of Baptism are the bishop, the priest, and the deacon.

### Answer Key for Chapter 4 Double-Check Questions

1. *What are the three Sacraments of Christian Initiation?*

The three Sacraments of Christian Initiation are Baptism, Holy Eucharist, and Confirmation.

2. *What is the Rite of Christian Initiation of Adults (RCIA)?*

The RCIA is the process by which an unbaptized person (or “catechumen”) and those who have been baptized in another Christian denomination (or “candidates for full communion”) are prepared to become full members of the Church.

3. *What are the four periods and three steps of the RCIA?*

The RCIA includes seven milestones—that is, four periods of time separated by three steps:

- Period of Inquiry (Period of Evangelization and Precatechumenate)
- Step 1: Rite of Acceptance into the Order of Catechumens
- Period of the Catechumenate
- Step 2: Rite of Election or Enrollment of Names
- Period of Purification and Enlightenment
- Step 3: Celebration of the Sacraments of Initiation
- Period of Postbaptismal Catechesis or Mystagogy

4. *Describe the four aspects of formation presented in the catechumenate.*

The Period of the Catechumenate includes four kinds of formation: catechesis, spiritual development, liturgy, and apostolic witness. *Catechesis* introduces catechumens not only to Church teaching but also to the very mystery of Christ. In *spiritual development*, the catechumens’ spiritual life deepens through learning to pray, to witness to the Gospel in word and action, and to live rooted in the hope made possible in Christ. *Liturgy* includes liturgical rites to support the catechumens, especially celebrations of the Word during Sunday Mass and at other times. Finally, *apostolic witness* means the catechumens learn to work with others to share the Gospel and build up the Church.

5. *Why are the catechumens given the new title of “the elect” during the second step of the RCIA process?*

They are given the title “the elect” because the word *election* implies a choice. The Church has elected to accept the catechumens for the Sacraments of Christian Initiation. They are no longer called catechumens.

6. *What are the essential elements of the Sacrament of Baptism?*

The essential elements of the Sacrament of Baptism are the words of Baptism that invoke the Holy Trinity (said by the priest over the person being baptized) and the pouring of or immersion in water.

7. *What is mystagogy?*

Mystagogy is the period of catechesis following the reception of the Sacraments of Christian Initiation that aims to more fully initiate people into the mystery of Christ.

### Answer Key for Chapter 5 Double-Check Questions

1. *Describe briefly what one of the prophets from the Old Testament prophesied about the Holy Spirit.*

Answers will vary but should include one of the following:

When the Jews were exiled to Babylon, Ezekiel went with them and prophesied the fall of Jerusalem. He told a story about dry bones in the desert coming to life, and explained that this is what the Holy Spirit does. Where death abounds, the Holy Spirit brings life. Where there is loss and confusion, the Holy Spirit guides and clarifies. Where despair settles in, the Holy Spirit brings hope based on the sure promises of the Lord.

Isaiah prophesied that from the family of David would come a Messiah upon whom the Spirit of God would rest. Indeed, during the Baptism of Jesus, the Holy Spirit came down and rested on Jesus.

2. *What were the signs of the presence of the Holy Spirit on Pentecost?*

On Pentecost, signs that the Holy Spirit had come upon Jesus' followers included the sound of a strong wind that filled the house, as well as tongues of fire that came to rest on each of the gathered followers. Finally, when the followers went forth to preach about Jesus, those who listened heard them speaking in a variety of languages, or tongues, through the Holy Spirit.

3. *Name two differences in the Sacrament of Confirmation as administered in the Eastern Churches compared to the Western (Latin) Church.*

The students may choose any two of the following differences discussed in chapter 5. There are some key differences in the Sacrament of Confirmation as administered in the Eastern and Western (Latin) Churches:

- The Latin Church does not celebrate Baptism and Confirmation at the same time, and instead delays the celebration of Confirmation until the bishop can be present. In contrast, the Eastern Church celebrates the three Sacraments of Christian Initiation in the same liturgy: Baptism, Confirmation, and then reception of the Eucharist.
- The Latin Church mandates that a candidate for Confirmation must have reached the age of reason, considered to happen at seven years of age or later. In the Eastern Church, infants can receive the Sacrament of Confirmation, usually in the same liturgy after they receive the Sacrament of Baptism and before they receive the Eucharist for the first time.

- In the Latin Church, the bishop is the ordinary minister of Confirmation, although he may grant a priest permission to administer the Sacrament of Confirmation in unusual circumstances. The Eastern Church considers the link to the bishop to be present through the use of Chrism, or *myron*, the sacred oil used at Confirmation that has been consecrated by the bishop. Thus, the priest ordinarily celebrates Confirmation in the Eastern Church.
- In the Eastern Churches, the formula for the anointing is “The seal of the gift of the Holy Spirit.” In the Latin Church, the formula is “Be sealed with the Gift of the Holy Spirit.”
- The Western Church refers to this Sacrament as Confirmation. The Eastern Church calls it Chrismation because it involves anointing with Sacred Chrism.

4. *What is Apostolic Succession?*

Apostolic Succession refers to the uninterrupted passing on of apostolic preaching and authority from Jesus to the Apostles and from them directly to all bishops. It is accomplished through the laying on of hands when a bishop is ordained in the Sacrament of Holy Orders as instituted by Christ. Apostolic Succession is thus sacramental.

5. *Who is eligible for the Sacrament of Confirmation?*

To be eligible for the Sacrament of Confirmation, one must have reached the age of reason; the bishops of the United States have further set the age as falling between the age of discretion (about seven) and about sixteen years of age. The candidate must also profess the faith, be in a state of grace, desire to receive the sacrament, and intend to live as a disciple of Christ and witness to the faith in the Church and the world.

6. *What is the meaning of the renewal of baptismal promises in Confirmation?*

The Latin Church usually celebrates Confirmation separately from Baptism, so the Confirmation liturgy includes the renewal of baptismal promises, in which the candidates renounce Satan and sin and profess faith in God. This renewal emphasizes the close relationship between Baptism and Confirmation.

7. *What are the essential elements of the Order of Confirmation?*

The anointing with Sacred Chrism, the laying on of hands by the minister, and the sacred words of the formula.

8. *What is the relationship between Baptism and Confirmation?*

Baptism confers the graces and Gifts of the Holy Spirit. Confirmation strengthens and confirms these gifts and graces, while adding effects and responsibilities that will last the rest of our lives. These effects and responsibilities include rooting us more deeply in divine filiation (our adoption as children of God), uniting us more firmly to Christ, increasing in us the Gifts of the Holy Spirit, strengthening our relationship with the Church, involving us more deeply in the Church’s mission to share the Good News of salvation, and helping us to witness to our faith in word and action.

## Sacraments and God's Grace

Name \_\_\_\_\_

### Unit 2 Preassessment

Sacrament	I Know	I Think I Know	I Want to Know
Baptism			
Confirmation			
Rite of Christian Initiation of Adults			



Name \_\_\_\_\_

## Unit 2 Vocabulary

### Terms for Mastery

#### A–D

**Baptism, Sacrament of** The first of the Seven Sacraments and one of the three Sacraments of Christian Initiation (the others being Confirmation and the Eucharist) by which one becomes a member of the Church and a new creature in Christ.

**catechesis, catechists** Catechesis is the process by which Christians of all ages are taught the essentials of Christian doctrine and are formed as disciples of Christ. Catechists are the ministers of catechesis.

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

**Christian Initiation, Sacraments of** The three sacraments— Baptism, Confirmation, and the Eucharist—through which we enter into full membership in the Church.

**common priesthood of the faithful** The name for the priesthood shared by all who are baptized. The baptized share in the one priesthood of Jesus Christ by participating in his mission as priest, prophet, and king.

**Confirmation, Sacrament of** With Baptism and Eucharist, one of the three Sacraments of Christian Initiation. Through an outpouring of special Gifts of the Holy Spirit, Confirmation perfects and strengthens the graces received in Baptism and gives a unique outpouring of the Spirit for Christian witness.

**discernment** From a Latin word meaning “to separate or to distinguish between,” the practice of listening for God’s call in our lives and distinguishing between good and bad choices.

#### E–R

**elect** In the Rite of Christian Initiation, the name given to catechumens after the Rite of Election, while they are in the final period of preparation for the Sacraments of Christian Initiation.

**mystagogy** A period of catechesis following the reception of the Sacraments of Christian Initiation that aims to more fully initiate people into the mystery of Christ.

**Original Sin** From the Latin *origo*, meaning “beginning” or “birth.” The term has two meanings: (1) the sin of Adam and Eve, who disobeyed God’s command by choosing to follow their own will and thus lost their original holiness and became subject to death, (2) the fallen state of human nature that affects every person born into the world, except Jesus and Mary.

**Paschal candle** Also called the Easter candle, this is the large, tall candle lit at the Easter Vigil by a flame from the new fire; the symbol of the Risen Christ.

**Rite of Christian Initiation of Adults** The process by which an unbaptized person, called a “catechumen,” and those who were baptized in another Christian denomination, called “candidates for full communion,” are prepared to become full members of the Church.

**Rite of Election** The Rite, which takes place on the first Sunday of Lent, by which the Church elects or accepts the catechumens for the Sacraments of Christian Initiation at the Easter Vigil. The Rite of Election begins a period of purification and enlightenment.



**S**

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

**scrutinies** Rites within the Rite of Christian Initiation of Adults that support and strengthen the elect through prayers of intercession and exorcism.

## Terms Introduced for Later Mastery

**Apostolic Succession** The uninterrupted passing on of apostolic preaching and authority from the Apostles directly to all bishops. It is accomplished through the laying on of hands when a bishop is ordained in the Sacrament of Holy Orders as instituted by Christ. The office of bishop is permanent, because at ordination a bishop is marked with an indelible, sacred character.

**vocation** A universal call from God, rooted in our Baptism, to all members of the Church to embrace a life of holiness. Specifically, it refers to a call to live the holy life as an ordained minister, as a vowed religious (sister or brother), or in a Christian marriage. Single life that involves a personal consecration or commitment to a public, permanent, celibate gift of self to God and one's neighbor is also a vocational state.

## Terms Previously Mastered or for General Knowledge

**Easter** The day on which Christians celebrate Jesus' Resurrection from the dead; considered the most holy of all days and the climax of the Church's Liturgical Year.

**evangelization** The proclamation of the Gospel of Jesus Christ through word and witness.



Name \_\_\_\_\_

# The Conversion of Saint Augustine

## Excerpts from *Confessions and Enchiridion*

### Book 8, Chapter VII

*Augustine describes some of the **challenges** and obstacles to accepting faith.*

17. But now, the more ardently I loved those whose wholesome affections I heard reported—that they had given themselves up wholly to thee to be cured—the more did I abhor myself when compared with them. For many of my years—perhaps twelve—had passed away since my nineteenth, when, upon the reading of Cicero's *Hortensius*, I was roused to a desire for wisdom. And here I was, still postponing the abandonment of this world's happiness to devote myself to the search. For not just the finding alone, but also the bare search for it, ought to have been preferred above the treasures and kingdoms of this world; better than all bodily pleasures, though they were to be had for the taking. But, wretched youth that I was—supremely wretched even in the very outset of my youth—I had entreated chastity of thee and had prayed, “Grant me chastity and continence, but not yet.” For I was afraid lest thou shouldst hear me too soon, and too soon cure me of my disease of lust which I desired to have satisfied rather than extinguished.

18. And I had thought that I delayed from day to day in rejecting those worldly hopes and following thee alone because there did not appear anything certain by which I could direct my course. And now the day had arrived in which I was laid bare to myself and my conscience was to chide me: “Where are you, O my tongue? You said indeed that you were not willing to cast off the baggage of vanity for uncertain truth. But behold now it is certain, and still that burden oppresses you.”

### Book 8, Chapter XI

*Augustine moves closer to the **decision** to become a catechumen.*

25. Thus I was sick and tormented, reproaching myself more bitterly than ever, rolling and writhing in my chain till it should be utterly broken. By now I was held but slightly, but still was held. And thou, O Lord, didst press upon me in my inmost heart with a severe mercy, redoubling the lashes of fear and shame; lest I should again give way and that same slender remaining tie not be broken off, but recover strength and enchain me yet more securely.

I kept saying to myself, “See, let it be done now; let it be done now.” And as I said this I all but came to a firm decision. I all but did it—yet I did not quite. Still I did not fall back to my old condition, but stood aside for a moment and drew breath. And I tried again, and lacked only a very little of reaching the resolve—and then somewhat less, and then all but touched and grasped it. Yet I still did not quite reach or touch or grasp the goal, because I hesitated to die to death and to live to life. And the worse way, to which I was habituated, was stronger in me than the better, which I had not tried. And up to the very moment in which I was to become another man, the nearer the moment approached, the greater horror did it strike in me. But it did not strike me back, nor turn me aside, but held me in suspense.



26. It was, in fact, my old mistresses, trifles of trifles and vanities of vanities, who still enthralled me. They tugged at my fleshly garments and softly whispered: “Are you going to part with us? And from that moment will we never be with you anymore? And from that moment will not this and that be forbidden you forever?” What were they suggesting to me in those words “this or that”? What is it they suggested, O my God? Let thy mercy guard the soul of thy servant from the vileness and the shame they did suggest! And now I scarcely heard them, for they were not openly showing themselves and opposing me face to face; but muttering, as it were, behind my back; and furtively plucking at me as I was leaving, trying to make me look back at them. Still they delayed me, so that I hesitated to break loose and shake myself free of them and leap over to the place to which I was being called—for unruly habit kept saying to me, “Do you think you can live without them?”

## Book 10, Chapter XXXV

*Augustine prepares for Baptism, but is still tempted by “lust” for knowledge.*

54. Besides this there is yet another form of temptation still more complex in its peril. For in addition to the fleshly appetite which strives for the gratification of all senses and pleasures—in which its slaves perish because they separate themselves from thee—there is also a certain vain and curious longing in the soul, rooted in the same bodily senses, which is cloaked under the name of knowledge and learning; not having pleasure in the flesh, but striving for new experiences through the flesh. This longing—since its origin is our appetite for learning, and since the sight is the chief of our senses in the acquisition of knowledge—is called in the divine language “the lust of the eyes.” For seeing is a function of the eyes; yet we also use this word for the other senses as well, when we exercise them in the search for knowledge. We do not say, “Listen how it glows,” “Smell how it glistens,” “Taste how it shines,” or “Feel how it flashes,” since all of these are said to be *seen*. And we do not simply say, “See how it shines,” which only the eyes can perceive; but we also say, “See how it sounds, see how it smells, see how it tastes, see how hard it is.” Thus, as we said before, the whole round of sensory experience is called “the lust of the eyes” because the function of seeing, in which the eyes have the principal role, is applied by analogy to the other senses when they are seeking after any kind of knowledge.

## Book 13, Chapter XVII

*Long after his own Baptism, Augustine reflects on the outcome of his decision, and others’ decisions, to be initiated into the Church.*

21. But as for the souls that thirst after thee and who appear before thee—separated from “the society of the [bitter] sea” by reason of their different ends—thou waterest them by a secret and sweet spring, so that “the earth” may bring forth her fruit and—thou, O Lord, commanding it—our souls may bud forth in works of mercy after their kind. Thus we shall love our neighbor in ministering to his bodily needs, for in this way the soul has seed in itself after its kind when in our own infirmity our compassion reaches out to the relief of the needy, helping them even as we would desire to be helped ourselves if we were in similar need. Thus we help, not only in easy problems (as is signified by “the herb yielding its seed”) but also in the offering of our best strength in affording them the aid of protection (such as “the tree bearing its fruit”). This is to say, we seek to rescue him who is suffering injury from the hands of the powerful—furnishing him with the sheltering protection which comes from the strong arm of a righteous judgment.



## Chapter XXI

*Augustine continues his reflection on Baptism as entrance into a different order of life as intended by God from the beginning of creation.*

29. And thus, in thy Word, it was not the depth of the sea but “the earth,” separated from the brackishness of the water, that brought forth, not “the creeping and the flying creature that has life,” but “the living soul” itself!

And now this soul no longer has need of baptism, as the heathen had, or as it did when it was covered with the waters—and there can be no other entrance into the Kingdom of Heaven, since thou hast appointed that baptism should be the entrance. Nor does it seek great, miraculous works by which to buttress faith. For such a soul does not refuse to believe unless it sees signs and marvels, now that “the faithful earth” is separated from “the waters” of the sea, which have been made bitter by infidelity. Thus, for them, “tongues are for a sign, not to those who believe but to those who do not believe.”

And the earth which thou hast founded above the waters does not stand in need of those flying creatures which the waters brought forth at thy word. Send forth thy word into it by the agency of thy messengers. For we only tell of their works, but it is thou who dost the works in them, so that they may bring forth “a living soul” in the earth.

(The excerpts on this handout are from *Confessions and Enchiridion*, newly translated and edited by Albert C. Outler [Philadelphia: Westminster Press, 1955].)

## Reflecting on the Conversion of Saint Augustine

1. What were some of the challenges Augustine faced in his life? Are these unique to the fourth century in which Augustine lived?
2. What do you think motivated Augustine to make the decision to seek initiation into the Church?
3. Were you surprised that Augustine continued to be tempted even after becoming a catechumen? What was the nature of these temptations?



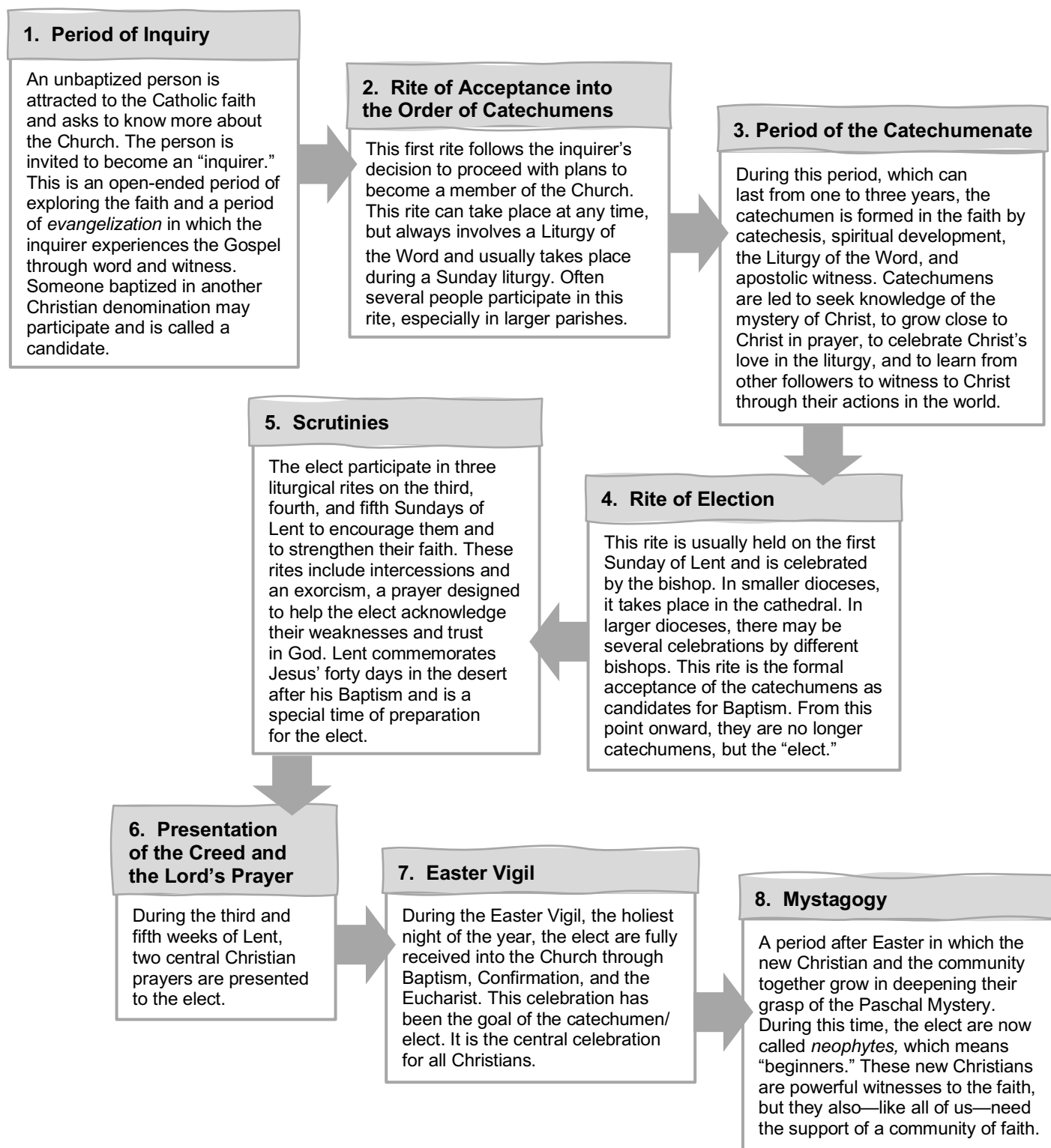
## The Conversion of Saint Augustine

4. Write Augustine's description of the meaning of Baptism in your own words.
  
5. Augustine considered himself to be a great sinner. Do you think that people today have the same sense of sin that Augustine did?
  
6. Is there a lesson to be taken from Augustine regarding sin and the need for redemption? If so, put this lesson in your own words.
  
7. The outcome of this story is that Saint Augustine is one of the greatest saints in the Catholic Church. He is known as a Doctor of the Church because of his scholarly teaching and defense of the faith that helped form Christian doctrine as we know it. What difference does it make that a man who was beset by weaknesses such as promiscuity and intellectual pride was baptized and later became a bishop and a Doctor of the Church?
  
8. In what ways might Augustine be an inspiration to you?



Name \_\_\_\_\_

# The Journey of the Catechumen



Name \_\_\_\_\_

## Who Is the Holy Spirit?

- Ezekiel 37:1–13 (Dry bones come to life.)
- Isaiah 11:1–9 (The Messiah will possess a spirit of wisdom and understanding.)
- John 14:13–31 (Jesus promises to send an Advocate to remain with his followers.)
- Acts of the Apostles 2:1–13 (The gift of the Holy Spirit brings unity at Pentecost.)
- 2 Corinthians 1:12–22 (Being sealed with the Holy Spirit brings confidence and truth.)
- Galatians 5:13–26 (The Gifts of the Holy Spirit are given for the good of all.)

1. What do you learn about who the Holy Spirit is in this passage?
2. Based on this Scripture passage, would you characterize the Holy Spirit as dynamic or passive? Explain your answer.
3. Which Gifts of the Holy Spirit are mentioned and to whom are they given?
4. The Holy Spirit brings life where death abounds, guides and clarifies where there is loss and confusion, brings hope in the face of despair, and creates unity amid diversity. Which of these characteristics of the Holy Spirit are most prominent in this Scripture passage?



## Sacraments and God's Grace

# Who Is the Holy Spirit? Answer Key

Scripture Reference	1. What do you learn about who the Holy Spirit is?	2. Based on the Scripture passage, would you characterize the Holy Spirit as dynamic or passive? Explain.	3. Which Gifts of the Holy Spirit are mentioned and to whom are they given?	4. Which characteristics of the Holy Spirit are most prominent in this Scripture passage?
<b>Ezekiel 37:1–13</b>	<ul style="list-style-type: none"> <li>someone who can deliver hope to the hopeless</li> <li>bring life to the dead or dying</li> </ul>	<ul style="list-style-type: none"> <li>dynamic</li> <li>At the command of God, the Holy Spirit enters the dead bones and breathes life into them. These actions are dynamic because they produce outward changes to the bones.</li> </ul>	<ul style="list-style-type: none"> <li>Wonder and awe is given to Ezekiel.</li> <li>Courage is also given to Ezekiel so that he may pass it on to the people of Israel.</li> </ul>	<ul style="list-style-type: none"> <li>The Holy Spirit bringing life where death abounds, and hope in the face of despair.</li> <li>The Holy Spirit brings life to the dead bones, and through God's Word, brings hope to Ezekiel and the people of Israel.</li> </ul>
<b>Isaiah 11:1–9</b>	<ul style="list-style-type: none"> <li>someone who has the ability to guide us through life, encouraging us to act rightly and wisely</li> </ul>	<ul style="list-style-type: none"> <li>passive</li> <li>The Holy Spirit does not perform any deliberate action in the passage; rather, he gives us the wisdom and understanding to perform right actions ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>Wisdom, understanding, wonder and awe, and right judgment are given to the shoot from the stump of Jesse, the Messiah.</li> <li>These gifts will also be given to those who follow the Messiah.</li> </ul>	<ul style="list-style-type: none"> <li>The Holy Spirit guiding and clarifying where there is loss and confusion.</li> <li>The Holy Spirit is prophesied to come to the Messiah to guide him to act justly and wisely.</li> </ul>
<b>John 14:13–31</b>	<ul style="list-style-type: none"> <li>someone who lives within us and acts as an Advocate for us in the physical absence of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>passive</li> <li>The Holy Spirit is described as something that the world cannot see or know because it lives within us.</li> </ul>	<ul style="list-style-type: none"> <li>The gifts of courage and understanding are given to the Apostles.</li> <li>Jesus tells the Apostles about the Holy Spirit so they will feel fortitude once he has left them and so they will understand his death and believe in his Resurrection.</li> </ul>	<ul style="list-style-type: none"> <li>The Holy Spirit guiding and clarifying where there is loss and confusion, bringing hope in the face of despair, and creating unity amid diversity.</li> <li>The Holy Spirit will lead, comfort, and give hope to the Apostles once Jesus has died.</li> <li>The Apostles will also become unified by their belief in the Father, Jesus, and the Holy Spirit.</li> </ul>



# Who Is the Holy Spirit? Answer Key

Scripture Reference	1. What do you learn about who the Holy Spirit is?	2. Based on the Scripture passage, would you characterize the Holy Spirit as dynamic or passive? Explain.	3. Which Gifts of the Holy Spirit are mentioned, and to whom are they given?	4. Which characteristics of the Holy Spirit are most prominent in this Scripture passage?
<b>Acts of the Apostles</b> 2:1-13	<ul style="list-style-type: none"> <li>someone who actively enters our lives and unifies us</li> </ul>	<ul style="list-style-type: none"> <li>dynamic</li> <li>The Holy Spirit enters the house like a strong wind, appears as fire, and causes the Apostles to speak in different tongues about the glory of God. These actions are dynamic because they produce an outward change in the Apostles and their environment.</li> </ul>	<ul style="list-style-type: none"> <li>The gifts of knowledge, wonder and awe, and understanding are given to the Apostles.</li> <li>The Apostles are shaken by the Holy Spirit's appearance as wind and fire.</li> <li>They are given the ability to speak and understand different languages as they go forth from their place of hiding.</li> </ul>	<ul style="list-style-type: none"> <li>The Holy Spirit brings hope in the face of despair and creating unity amid diversity.</li> <li>By entering the place of the Apostles at Pentecost, the Holy Spirit gives the Apostles hope amid their grief over Christ's death.</li> <li>By giving the Apostles the ability to speak in different tongues, the Holy Spirit allows the Apostles to unite others as they spread the Good News.</li> </ul>
<b>2 Corinthians</b> 1:12-22	<ul style="list-style-type: none"> <li>someone who brings confidence and truth into our lives</li> </ul>	<ul style="list-style-type: none"> <li>passive</li> <li>The Holy Spirit does not perform any specific action; rather, it has been given to us to bring confidence and truth to our lives.</li> </ul>	<ul style="list-style-type: none"> <li>The gifts of courage and understanding have been given to Paul and to followers of Christ.</li> </ul>	<ul style="list-style-type: none"> <li>The Holy Spirit guides and clarifies where there is loss and confusion.</li> <li>Paul's confidence is a result of the Holy Spirit, which God has placed in his heart.</li> </ul>
<b>Galatians</b> 5:13-26	<ul style="list-style-type: none"> <li>someone who guides us away from sin and toward goodness</li> </ul>	<ul style="list-style-type: none"> <li>dynamic</li> <li>The Holy Spirit produces good fruits in the souls of those who live by the Spirit.</li> </ul>	<ul style="list-style-type: none"> <li>The gifts of right judgment and wonder and awe are given to those who follow the Holy Spirit.</li> <li>Those who follow the Holy Spirit are able to make good decisions and work toward living in communion with Christ.</li> </ul>	<ul style="list-style-type: none"> <li>The Holy Spirit guides and clarifies where there is loss and confusion and creating unity amid diversity.</li> <li>The Holy Spirit guides believers away from sin and wrongdoing.</li> <li>The Holy Spirit also creates unity among believers, encouraging them to avoid conflict with one another.</li> </ul>



Sacraments and God's Grace

Name \_\_\_\_\_

Confirmation: East and West

Questions about the Sacraments of Christian Initiation	Eastern Catholic Churches' Tradition	Western Catholic Church's Tradition
What is the order in which the Sacraments of Christian Initiation are most frequently celebrated in this tradition?		
How does this tradition maintain an important connection to the bishop?		
Who is the ordinary minister of Confirmation and why (include relevant history)?		
What aspect of the universal Church's Tradition is highlighted by the way Confirmation is celebrated in this tradition?		
In your opinion, what are the advantages or disadvantages of this tradition's way of celebrating the Sacraments of Christian Initiation?		



## Sacraments and God's Grace

Name \_\_\_\_\_

# Confirmation: East and West Answer Key

Questions about the Sacraments of Christian Initiation	Eastern Catholic Churches' Tradition	Western Catholic Church's Tradition
What is the order in which the Sacraments of Christian Initiation are most frequently celebrated in this tradition?	Confirmation and reception of the Eucharist immediately follow Baptism (even for infants).	Baptism, the Eucharist, and then Confirmation (Adults entering the Church receive these sacraments at the same liturgy: the Easter Vigil.)
How does this tradition maintain an important connection to the bishop?	The sacred oil used at Confirmation has been consecrated by the bishop.	Confirmation is reserved to the bishop.
Who is the ordinary minister of Confirmation and why (include relevant history)?	Originally, the bishop, but as the Church began to grow, priests became the ordinary ministers.	The bishop, in order to emphasize that the Church is One, Holy, Catholic, and Apostolic.
What aspect of the universal Church's Tradition is highlighted by the way Confirmation is celebrated in this tradition?	Emphasizes the unity of Baptism, Confirmation, and the Eucharist	Emphasizes communion between the newly confirmed and the bishop; Apostolic Succession
In your opinion, what are the advantages or disadvantages of this tradition's way of celebrating the Sacraments of Christian Initiation?	<i>Answers will vary.</i>	<i>Answers will vary.</i>



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# Life in the Holy Spirit

## Part A

Use the following information to respond to the scenarios that follow. Then answer the questions (see Part B, separate page) regarding the scenario assigned to your group.

- The seven Gifts of the Holy Spirit are wisdom, understanding, right judgment (counsel), courage (fortitude), knowledge, reverence (piety), and wonder and awe (fear of the Lord).
- The fruits of the Holy Spirit are charity, joy, peace, patience, kindness, goodness, generosity, gentleness, faithfulness, modesty, self-control, and chastity.



### Case Study #1

An acquaintance of yours offers you an invitation to what he calls “the party of the century.” It is an invitation-only party in a barn at a wealthy family’s farm near town. The son of the owner has decided to throw the party during spring break while his parents are away in Europe. He and several of his rich friends are supplying a band, beer, and other “surprises.” The word is out that a couple of well-known celebrities will be there. He tells you: “If you miss out on this party, you’ll never forgive yourself. The best thing is that no adults will be present!” Because it is spring break, you are sure that your parents will allow you to spend the night at a friend’s house. You’ll have an “alibi.” You are confident that your parents will never find out about the party. You haven’t been accustomed to drinking at parties, and you haven’t yet decided to drink. You have been chosen to be included in a small group of select people.

### Case Study #2

A teacher you admire speaks at an assembly in which she describes a poor village in Belize that she has visited numerous times to teach math to primary school children during the summer. She is addressing the student body now, in March, because the program is short of teachers for this summer. Help is needed for a variety of courses and activities for the children. She and several other teachers are looking for at least a dozen high school students to accompany them for six weeks during the summer. The high school students would be expected to do a variety of jobs, from teaching classes in English, science, or math, to running recreation programs or even serving meals to the children. The work each student will do will depend on their interests and talents. Travel expenses and room and board will be provided, and the students will be safe with adult sponsors. This is a wonderful opportunity to make a difference and to earn service hours, but it will take more than half of your summer, and you will lose that precious “free time.”



### Case Study #3

It is a Saturday afternoon on a sunny day, so you decide to invite a friend to go the mall with you to look at clothes. You walk through all the cool places first before going into the only store where you can actually afford to buy jeans. You like the jeans, but they don't have the same style as the jeans you looked at in an upscale specialty store. Looking at yourself in the mirror in the dressing room, you think maybe you could make these look good with a cute top. Your friend says to you: "Let's go back to the other store. I have a magnetic tool that will remove the electronic tag so that you can leave the store in new jeans without setting off the alarm. It's easy!" Soon you walk into the dressing room at the upscale store with the expensive new jeans in your hands. You're carrying the tool your friend handed to you to remove the electronic tag. Before you remove the tag, you think to yourself, "Do I really want to shoplift?"

### Case Study #4

As you are about to leave the locker room after practice, you overhear a couple of classmates taunting someone. You walk closer to listen. You are around the corner from those who are talking and out of their view. As you listen, you hear three of your classmates, whose voices you now recognize, saying, "You're a freak, and we're going to tell the whole world about you." These words are followed by a string of ugly accusations and curse words. Suddenly you hear a panicked voice cry: "Leave me alone! You don't know anything!" These frightened words are followed by the sound of cruel laughter. Now you realize that you know everyone involved, including the victim of the bullying. You think to yourself, "It is easier to not get involved." But something inside you hates this injustice.

### Case Study #5

Your history research paper is due next week, and you have procrastinated. Just last week, your English teacher assigned an essay on a John Milton sonnet that is due at almost the same time as your research paper. While surfing the internet, you find a website where you can buy an English essay—and it's cheap. You think to yourself: "I never cheat; the teacher will never suspect me. Besides, I'll change things up to make it my own." The fact is that you have never cheated on an essay before. You can complete both your term paper and the essay on your own if you begin today. Will this one-time borrowing of ideas for an English essay be so bad? Everybody cheats! It's just a fact of life.



Each case study presents a challenge. For each case study, a variety of decisions and outcomes are possible. How might the seven Gifts of the Holy Spirit come into play in each of these case studies? Can God's Holy Spirit within you really make a difference?

1. What is the challenge in this case study?
2. Which Gifts of the Holy Spirit could help you to make a good choice? Why?
3. Which fruits of the Holy Spirit could help you to make a good choice? Why?
4. What would you do in response to this case study?
5. What is the value of calling upon the Holy Spirit daily for help, even in small matters?



# Life in the Holy Spirit Answer Key

Case Study #	1. What is the challenge in this case study?	2. Which Gifts of the Holy Spirit could help you to make a good choice? Why?	3. Which fruits of the Holy Spirit could help you to make a good choice? Why?	4. What would you do in response to this case study?	5. What is the value of calling upon the Holy Spirit daily for help, even in small matters?
1	making the decision to go to the party or to stay home	<ul style="list-style-type: none"> <li>• right judgment and courage</li> <li>• Right judgment could help you make the decision that is right for you and help you realize the moral consequences of lying and engaging in illegal activities.</li> <li>• Courage could help you make the unpopular decision of refusing the invitation and remaining home.</li> </ul>	<ul style="list-style-type: none"> <li>• modesty, self-control, and goodness</li> <li>• Although your acquaintance has made the party sound like "the party of the century," the fruits of modesty and self-control could help you realize that there will be more parties in the future.</li> <li>• Goodness could help you realize that using the "alibi" of spending the night at a friend's house would be lying, and that would not be the right thing to do.</li> </ul>	Answers will vary.	<ul style="list-style-type: none"> <li>• The Holy Spirit has an abundance of gifts and fruits to offer to us.</li> <li>• These gifts and fruits bring us comfort, help us make the right choices, and lead us to live better lives.</li> </ul>
2	deciding whether to take advantage of the service opportunity or to hold on to "free time" in the summer	<ul style="list-style-type: none"> <li>• understanding, courage, and reverence</li> <li>• Understanding can help you realize the value and use of your talents on the trip as opposed to spending time at home.</li> <li>• Courage can help you realize the strength to go outside your comfort zone and travel to a new place.</li> <li>• Reverence can help you realize your calling as a member of the Church to help others in the Catholic community all around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• charity, kindness, and generosity</li> <li>• Charity, kindness, and generosity could each help you realize your call as a Catholic to use your talents in service of others.</li> </ul>	Answers will vary.	<ul style="list-style-type: none"> <li>• The Holy Spirit has an abundance of gifts and fruits to offer to us.</li> <li>• These gifts and fruits bring us comfort, help us make the right choices, and lead us to live better lives.</li> </ul>



## UNIT 2

## Life in the Holy Spirit Answer Key

Case Study #	1. What is the challenge in this case study?	2. Which Gifts of the Holy Spirit could help you to make a good choice? Why?	3. Which fruits of the Holy Spirit could help you to make a good choice? Why?	4. What would you do in response to this case study?	5. What is the value of calling upon the Holy Spirit daily for help, even in small matters?
3	deciding whether to shoplift the expensive pair of jeans	<ul style="list-style-type: none"> <li>• right judgment, courage, and reverence</li> <li>• Right judgment could help you see that shoplifting is wrong, whereas paying for the jeans you can afford is right.</li> <li>• Courage could help you stand up to your friend and decline to use the shoplifting gadget.</li> <li>• Reverence could encourage you not to violate God's commandment against stealing.</li> </ul>	<ul style="list-style-type: none"> <li>• patience, gentleness, and self-control</li> <li>• Patience could help you to not rush your decision-making, and to take time to decide on the right approach to the scenario.</li> <li>• Gentleness could help you approach your friend in a kind way, telling her that using the gadget would be wrong, without making her feel attacked or panicked.</li> <li>• Self-control could help you restrain yourself from giving in to the temptation to steal the jeans.</li> </ul>	<i>Answers will vary.</i>	<ul style="list-style-type: none"> <li>• The Holy Spirit has an abundance of gifts and fruits to offer to us.</li> <li>• These gifts and fruits bring us comfort, help us make the right choices, and lead us to live better lives.</li> </ul>
4	deciding whether to intervene in the bullying incident	<ul style="list-style-type: none"> <li>• wisdom, courage, and wonder and awe</li> <li>• Wisdom could help you better understand the situation and see how you could be of help to all involved.</li> <li>• Courage could give you the strength to stand up for the victim of bullying.</li> <li>• Wonder and awe could help you realize that God teaches us not to stand by in the face of injustice, and that God rewards those who stand up for what is right.</li> </ul>	<ul style="list-style-type: none"> <li>• peace, kindness, and faithfulness</li> <li>• Peace could help you to see the need for your help in bringing peace to the situation.</li> <li>• Kindness could help you to feel a greater empathy toward all involved, including the bullies.</li> <li>• Faithfulness could help you to be loyal to your classmates and to believe that they can change for the better.</li> </ul>	<i>Answers will vary.</i>	<ul style="list-style-type: none"> <li>• The Holy Spirit has an abundance of gifts and fruits to offer to us.</li> <li>• These gifts and fruits bring us comfort, help us make the right choices, and lead us to live better lives.</li> </ul>
5	deciding whether to cheat on the English essay	<ul style="list-style-type: none"> <li>• right judgment, courage, and knowledge</li> <li>• Right judgment could help you see that cheating on the essay would not be the right thing to do.</li> <li>• Courage could give you the strength and will to work hard and complete both assignments, on time and on your own.</li> <li>• Knowledge could help you realize that the teacher might know that your work is not original, and that it is unlikely you will not be caught cheating.</li> </ul>	<ul style="list-style-type: none"> <li>• goodness, faithfulness, and self-control</li> <li>• Goodness could help you see that the choice to cheat is bad and could lead to feelings of guilt.</li> <li>• Faithfulness could help you be loyal to your record of handing in original work.</li> <li>• Self-control could help you restrain yourself from clicking on the website and buying the essay.</li> </ul>	<i>Answers will vary.</i>	<ul style="list-style-type: none"> <li>• The Holy Spirit has an abundance of gifts and fruits to offer to us.</li> <li>• These gifts and fruits bring us comfort, help us make the right choices, and lead us to live better lives.</li> </ul>



Name \_\_\_\_\_

## Unit 2 Final Performance Task Options

The following is a list of enduring understandings for unit 2. They should appear in this final performance task so your teacher can assess whether you learned the most essential content:

- The Sacraments of Christian Initiation begin and strengthen our life in Christ.
- Through Baptism, we are united with Christ and made adopted children of God.
- The Holy Spirit brings life where death abounds, guides and clarifies where there is loss and confusion, brings hope in the face of despair, and creates unity amid diversity.

### Option 1: Attend a Baptism Celebration

Ask permission from your local Catholic parish to attend a Baptism, unless it occurs during a Sunday celebration of the Eucharist. Infant Baptisms are often scheduled on a certain Sunday (or Sundays) of the month. Baptisms during a Sunday Mass are preferable.

Participate in a fully conscious and intentional way in the celebration by listening to the prayers, the words of the rite of Baptism, and the readings of the Word of God. Sing the communal hymns and carefully watch for the symbols used in Baptism.

Write a reflection essay that addresses the following questions:

- What aspects of this sacramental celebration most clearly communicated the meaning of Baptism as initiation into the Church?
- What symbols were used, and what was the purpose and meaning of each?
- Did the symbols convey their intended meaning effectively? Explain.
- Whether the celebration was for an adult or for an infant, what words or actions did you hear or observe that communicated the importance of adult responsibility in living out the Christian life? If the Baptism was an infant Baptism, where does adult responsibility fit in?
- In what manner is the identity of the person baptized different or changed after Baptism? (Listen carefully to all the words in the rite of Baptism.)

Be sure to also address the unit's enduring understandings in your reflection essay.



## Option 2: Interview a Catechumen

Interview a catechumen (or candidate for full communion in the Catholic Church) at any time after the Rite of Acceptance, using the following questions as a guide. Then write a report about your interview, addressing the following questions:

- What *purpose* do you think God might have for you as a Christian? (What is God asking you to do as a Christian?)
- What difference has faith in Jesus Christ made in your life so far?
- After you have received the Sacraments of Christian Initiation, or the Sacraments of Confirmation and the Eucharist, what will you need from the Church to help you live a life of faith?
- How have family members, friends, coworkers, and other people around you responded to your decision to become a Catholic Christian?
- In what ways will initiation into the Church through Baptism change you?
- How important is it to you to be baptized (if you have not already been baptized), to be confirmed, and to receive your First Communion at the Easter Vigil?

Be sure to also address the unit's enduring understandings in your report.



## Sacraments and God's Grace

Name \_\_\_\_\_

# Unit 2 Final Performance Task Rubrics

Option 1				
Criteria	4	3	2	1
<b>Essay demonstrates comprehension of enduring understandings for unit.</b>	Essay is coherent, insightful, and clearly demonstrates comprehension of enduring understandings for unit.	Essay is sometimes inconsistent but clearly demonstrates comprehension of enduring understandings for unit.	Essay is not always coherent and does not clearly demonstrate comprehension of enduring understandings for unit.	Essay is limited and does not demonstrate comprehension of enduring understandings for unit.
<b>Essay addresses many aspects of sacramental celebration that most clearly communicated meaning of Baptism as initiation into the Church.</b>	Essay correctly identifies many aspects of sacramental celebration that most clearly communicated meaning of Baptism.	Essay addresses some aspects of sacramental celebration that most clearly communicated meaning of Baptism.	Essay addresses only one aspect of sacramental celebration that most clearly communicated meaning of Baptism.	Essay does not address any aspects of sacramental celebration that most clearly communicated meaning of Baptism.
<b>Essay addresses symbols used during sacrament and purpose and meaning of each symbol.</b>	Essay addresses each symbol used during sacrament and their purpose and meaning.	Essay addresses some symbols used during sacrament and their purpose and meaning.	Essay addresses only one symbol used during sacrament and its purpose and meaning.	Essay addresses either some symbols or purpose and meaning of symbols used during this sacrament but not both.
<b>Essay explains if symbols effectively conveyed intended meaning.</b>	Essay gives in-depth explanation of how symbols conveyed intended meaning.	Essay gives adequate explanation of how symbols conveyed intended meaning.	Essay explains symbols but does not give detail about intended meaning.	Essay inadequately explains symbols and does not give sufficient detail about intended meaning.
<b>Essay explains words or actions that communicated either importance of adult responsibility in living out Christian life, or where adult responsibility fits into infant Baptism.</b>	Essay gives detailed explanation of words or actions that communicated either importance of adult responsibility in living out Christian life, or where adult responsibility fits into infant Baptism.	Essay gives adequate explanation of words or actions that communicated either importance of adult responsibility in living out Christian life, or where adult responsibility fits into infant Baptism.	Essay gives inadequate explanation of words or actions that communicated either importance of adult responsibility in living out Christian life, or where adult responsibility fits into infant Baptism.	Essay incorrectly explains words or actions that communicated either importance of adult responsibility in living out Christian life, or where adult responsibility fits into infant Baptism.
<b>Essay explains how identity of person baptized is different after Baptism.</b>	Essay gives detailed explanation of how identity of person baptized is different after Baptism.	Essay gives adequate explanation of how identity of person baptized is different after Baptism.	Essay gives inadequate explanation of how identity of person baptized is different after Baptism.	Essay gives incorrect explanation of how identity of person baptized is different after Baptism.
<b>Essay uses proper grammar, spelling, and diction.</b>	Essay has no errors in grammar, spelling, or diction.	Essay has one or two errors in grammar, spelling, or diction.	Essay has three or four errors in grammar, spelling, or diction.	Essay has five or more errors in grammar, spelling, or diction.



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UNIT 2

Document #: TX006787

## UNIT 2

## Unit 2 Final Performance Task Rubrics

Option 2				
Criteria	4	3	2	1
Report demonstrates comprehension of enduring understandings for unit.	Report is coherent, insightful, and clearly demonstrates comprehension of enduring understandings for unit.	Report is sometimes inconsistent but clearly demonstrates comprehension of enduring understandings for unit.	Report is not always coherent and does not clearly demonstrate comprehension of enduring understandings for unit.	Report is limited and does not demonstrate comprehension of enduring understandings for unit.
Report explains purpose God might have for catechumen as a Christian.	Report gives detailed explanation of purpose God has for catechumen as a Christian.	Report gives adequate explanation of purpose God has for catechumen as a Christian.	Report gives inadequate explanation of purpose God has for catechumen as a Christian.	Report does not explain purpose God has for catechumen as a Christian.
Report includes explanation of difference faith in Jesus has made in catechumen's life thus far.	Report gives detailed explanation of difference faith has made in catechumen's life thus far.	Report gives adequate explanation of difference faith has made in catechumen's life thus far.	Report gives inadequate explanation of difference faith has made in catechumen's life thus far.	Report does not explain difference faith has made in catechumen's life thus far.
Report includes explanation of what catechumen will need from Church after Sacraments of Initiation to help them live in faith.	Report gives detailed explanation of what catechumen will need from Church after Sacraments of Initiation to help them live in faith.	Report gives adequate explanation of what catechumen will need from Church after Sacraments of Initiation to help them live in faith.	Report gives inadequate explanation of what catechumen will need from Church after Sacraments of Initiation to help them live in faith.	Report does not explain what catechumen will need from Church after Sacraments of Initiation to help them live in faith.
Report includes explanation of how others responded to catechumen's decision to become Catholic Christian.	Report includes detailed explanation of how others responded to catechumen's decision to become Catholic Christian.	Report includes adequate explanation of how others responded to catechumen's decision to become Catholic Christian.	Report includes inadequate explanation of how others responded to catechumen's decision to become Catholic Christian.	Report does not explain how others responded to catechumen's decision to become Catholic Christian.
Report includes explanation of ways catechumen believes Baptism will change them.	Report includes detailed explanation of ways catechumen believes Baptism will change them.	Report includes adequate explanation of ways catechumen believes Baptism will change them.	Report includes inadequate explanation of ways catechumen believes Baptism will change them.	Report does not explain ways catechumen believes Baptism will change them.
Report includes explanation of how important it is to catechumen to receive Sacraments of Initiation.	Report includes detailed explanation of how important it is to catechumen to receive Sacraments of Initiation.	Report includes adequate explanation of how important it is to catechumen to receive Sacraments of Initiation.	Report includes inadequate explanation of how important it is to catechumen to receive Sacraments of Initiation.	Report does not explain how important it is to catechumen to receive Sacraments of Initiation.
Report uses proper grammar, spelling, and diction.	Report has no errors in grammar, spelling, or diction.	Report has one or two errors in grammar, spelling, or diction.	Report has three or four errors in grammar, spelling, or diction.	Report has five or more errors in grammar, spelling, or diction.



Name \_\_\_\_\_

## Unit 2 Test

## The Sacraments of Christian Initiation Part I

## Multiple Choice

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

- \_\_\_\_\_ 1. Which of the following inducts us into the life of Christ and the life of the Church?
- the Sacraments of Investiture
  - the Sacraments of Instigation
  - the Sacraments of Initiation
  - the Sacraments of Instatement
- \_\_\_\_\_ 2. How does a person interested in being baptized in the Catholic Church begin the process?
- by becoming an inquirer
  - by becoming an initiate
  - by becoming an inductee
  - by becoming an oblate
- \_\_\_\_\_ 3. What is another name for the Enrollment of Names?
- Lenten Agreement
  - Rite of Election
  - Easter Vigil
  - Acceptance of Christ
- \_\_\_\_\_ 4. Which of the following comes from the Greek word that means "to plunge"?
- Inundation
  - Baptism
  - Chrism
  - Inoculation
- \_\_\_\_\_ 5. When is the Rite of Christian Initiation most appropriately celebrated?
- Advent
  - Christmas
  - Pentecost
  - the Easter Vigil



## Unit 2 Test

- \_\_\_\_\_ 6. Which of the following is an unbaptized person who is preparing for full initiation into the Catholic Church by engaging in formal study, reflection, and prayer?
- catechumen
  - canticle
  - cantor
  - catechist
- \_\_\_\_\_ 7. What is the symbol of the Risen Christ in our midst?
- crucifix
  - ambo
  - baptismal font
  - Paschal candle
- \_\_\_\_\_ 8. What does Baptism free us from?
- the need for Christ
  - Original Sin
  - the temptation to sin
  - bonds of Heaven
- \_\_\_\_\_ 9. Which of the following is *not* one of the Sacraments of Christian Initiation?
- Baptism
  - Matrimony
  - Confirmation
  - the Eucharist
- \_\_\_\_\_ 10. Which of the following is the child anointed with on the chest and crown of their head during Baptism?
- Sacred Chrism
  - Sacred Cross
  - Sacred Charism
  - Sacred Covenant
- \_\_\_\_\_ 11. What is the theological term for the gifts of Baptism?
- anointing
  - charisms
  - sagacity
  - effects
- \_\_\_\_\_ 12. Where did John the Baptist baptize Jesus?
- Sea of Galilee
  - Jordan River
  - Red Sea
  - Font of Life



- \_\_\_\_\_ 13. Who prophesied of a renewal of life and a new covenant with God, even while the Israelites were exiled in Babylon?
- Micah
  - Isaiah
  - Ezekiel
  - Ishmael
- \_\_\_\_\_ 14. After Jesus' Baptism, in what form did the Holy Spirit descend upon him?
- dove
  - flame
  - angel
  - light
- \_\_\_\_\_ 15. What is the apostolic preaching and authority handed on through the laying on of hands in the Sacrament of Holy Orders?
- Matrimony
  - The bishop's miter
  - Apostolic Succession
  - Tradition
- \_\_\_\_\_ 16. What is the term for the guide each candidate for Confirmation must seek out (typically one of the candidate's godparents)?
- guardian
  - partner
  - confirmand
  - sponsor
- \_\_\_\_\_ 17. In which sacrament are we sealed with the Gift of the Holy Spirit?
- Confirmation
  - Baptism
  - Matrimony
  - Anointing of the Sick
- \_\_\_\_\_ 18. How does the Holy Spirit sustain us throughout our lives?
- through the seven Apostles of the Holy Spirit
  - through the seven temptations of the Holy Spirit
  - through the seven Gifts of the Holy Spirit
  - through the seven promises of the Holy Spirit
- \_\_\_\_\_ 19. Which of the following completes, or seals, the grace of Baptism?
- Holy Orders
  - an act of faith
  - sacrifice
  - Confirmation



## Unit 2 Test

- \_\_\_\_\_ 20. Which of the following is a way Jesus refers to the Holy Spirit in the New Testament?
- the promise of the Father
  - the power from on high
  - the Advocate
  - all of the above
- \_\_\_\_\_ 21. Which of the following are the two rites the Church follows for Baptism?
- Rite of Christian Initiation of Adults and Rite of Priestly Orders
  - Order of Baptism of Children* and Rite of Fathers of the Church
  - Rite of Christian Initiation of Adults and Rite of Penance and Reconciliation
  - Order of Baptism of Children* and Rite of Christian Initiation of Adults
- \_\_\_\_\_ 22. In the Gospel of John, who says that they saw the Spirit come down like a dove, rest on Jesus, and remain upon him, and then testified that Jesus is the Son of God?
- Mary, the mother of Jesus
  - John, the Apostle of Jesus
  - Nicodemus
  - John the Baptist
- \_\_\_\_\_ 23. What makes up the Period of Inquiry?
- Period of Evangelization and Precatechumenate
  - Period of Prayer and Fasting
  - Period of Questions and Responses
  - Period of Petition and Acceptance
- \_\_\_\_\_ 24. Anyone can baptize if they follow which of the following essential elements?
- studying the Bible and following the words of Jesus
  - saying prayers and calling on the Holy Spirit alone
  - pouring water and baptizing in the name of the Holy Trinity
  - pouring water and praying for the baptized
- \_\_\_\_\_ 25. What do we receive in Baptism that enables us to believe in God, to hope in him, and to love him?
- sanctifying grace
  - a gift of the Holy Spirit
  - actual grace
  - prayerful credit



## 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. The first of the Seven Sacraments.
- \_\_\_\_\_ 27. Rites within the Rite of Christian Initiation of Adults that support and strengthen the elect through prayers of intercession and exorcism.
- \_\_\_\_\_ 28. The name given to catechumens after the Rite of Election.
- \_\_\_\_\_ 29. The process by which Christians of all ages are taught the essentials of Christian doctrine and are formed as disciples of Christ.
- \_\_\_\_\_ 30. The name for the priesthood shared by all who are baptized.
- \_\_\_\_\_ 31. Perfumed olive oil consecrated by the bishop that is used for anointing in the Sacraments of Baptism, Confirmation, and Holy Orders.
- \_\_\_\_\_ 32. A period of catechesis following the reception of the Sacraments of Christian Initiation that aims to more fully initiate people into the mystery of Christ.
- \_\_\_\_\_ 33. A special gift or grace of the Holy Spirit.
- \_\_\_\_\_ 34. The office of bishop is permanent because at ordination, the bishop is marked with this, which is indelible and sacred.
- \_\_\_\_\_ 35. Through the outpouring of special Gifts of the Holy Spirit, this completes Baptism by sealing the baptized person's union with Christ and by equipping that person for active participation in the life of the Church.

### Column B

- a. mystagogy
- b. Confirmation
- c. Baptism
- d. Sacred Chrism
- e. elect
- f. scrutinies
- g. common priesthood of the faithful
- h. charism
- i. character
- j. catechesis



## Unit 2 Test

**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. We often call the Eucharist the “ <u>source and summit</u> of the Christian life” <sup>1</sup> (CCC, number 1324).                                  | _____ |
| T | F | 37. The proclamation of the Good News of Jesus Christ through word and witness is <u>Baptism</u> .  | _____ |
| T | F | 38. A person interested in being baptized in the Catholic Church begins by becoming a(n) <u>catechumen</u> .  | _____ |
| T | F | 39. The uninterrupted passing on of apostolic preaching and authority from the Apostles directly to all bishops is called <u>Apostolic Succession</u> . | _____ |
| T | F | 40. The candidates renew their <u>baptismal promises</u> when they renounce Satan and sin and profess their faith in God.                               | _____ |

**Essay**

Respond to one of the following prompts in complete sentences.

- A. How does the Baptism of Jesus prefigure the Sacrament of Baptism?
- B. Briefly explain Confirmation, and the reasons behind it, in the Eastern Churches and the Western (Latin) Church.
- C. What are the four stages and three steps in the process of entering the Catholic Church through the Rite of Christian Initiation of Adults?

(The quotation labeled *Catechism of the Catholic Church* on this test is from the English translation of the *Catechism of the Catholic Church* for use in the United States of America, second edition [CCC], number 1324. Copyright © 1994 by the United States Catholic Conference, Inc.—LEV. English translation of the *Catechism of the Catholic Church: Modifications from the Editio Typica* copyright © 1997 by the United States Catholic Conference, Inc.—LEV.)

**Endnote Cited in a Quotation from the *Catechism of the Catholic Church*, Second Edition**

1. *Lumen Gentium* 11.



## Unit 2 Test Answer Key

## The Sacraments of Christian Initiation Part I

## Multiple Choice

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

## Matching

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

## True or False

36. T  
 37. F – evangelization  
 38. F – inquirer  
 39. T  
 40. T

## Essay

*Responses will vary but should include some of the following points:*

- A. How does the Baptism of Jesus prefigure the Sacrament of Baptism?

Even though, as the Son of God, Jesus had no need to repent, he asked to be baptized. He wanted to show his solidarity with us. It was at this event that the Father's voice was heard saying, "This is my beloved Son, with whom I am well pleased" (Matthew 3:17). At this Baptism, the Father acclaimed his Son. In the Sacrament of Baptism, we are adopted as the Father's sons and daughters in Christ.



## Unit 2 Test Answer Key

- B. Briefly explain Confirmation, and the reasons behind it, in the Eastern Churches and the Western (Latin) Church.

In the first centuries of the Church, Confirmation was celebrated following Baptism in the same liturgy, and the bishop was the ordinary minister of Confirmation. Gradually, due to the increased number of infant Baptisms, the distance between parishes, and the growth of large dioceses, it became more and more difficult for the bishop to be present at every Baptism. The response to this situation differed in the East and West. In the West, Confirmation was delayed until the bishop could be present. This remains the usual practice today in the Latin Church. In the Churches of the East, the three sacraments were never separated. Because the sacred oil used at Confirmation, called *myron*, which means “chrism,” had been consecrated by the bishop, the link to the bishop was maintained. And so today, in the Eastern Churches, Confirmation immediately follows Baptism and is administered by the priest. Reception of the Eucharist follows (even for infants).

- C. What are the four stages and three steps in the process of entering the Catholic Church through the Rite of Christian Initiation of Adults?

The process is structured to include seven stages—four distinct periods of time and three steps, as follows:

- Period of Inquiry (Period of Evangelization and Precatechumenate)
- First Step: Rite of Acceptance into the Order of Catechumens
- Period of the Catechumenate
- Second Step: Rite of Election or Enrollment of Names
- Period of Purification and Enlightenment
- Third Step: Celebration of the Sacraments of Initiation
- Period of Postbaptismal Catechesis or Mystagogy

Each step is preceded by a period of preparation.

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