

Church History

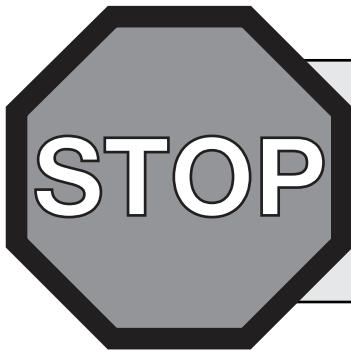
Apostolic Times to Today

TEACHER GUIDE

Living in Christ

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To access the ancillary teaching resources for this course, go to <http://www.smp.org/resourcecenter/books/>



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Introducing the Living in Christ Series

Church History: Apostolic Times to Today is a twelfth-grade elective course in the Living in Christ series.

Saint Mary's Press developed the Living in Christ series in response to the needs of important stakeholders in the catechesis process. The courses follow the sequence and contain the material from the USCCB's Curriculum Framework. Each course also contains other material in the student book and teacher guide that students should know, understand, and be able to carry out. Each course responds to the varied needs that teachers have expressed, especially about limited time and the range of catechizing the young people in a high school religion class have had, offering wisdom from "secular" educational methods that can address both time limits and diversity in the classroom.

With the Living in Christ series, Catholic high school students will understand foundational concepts about the Bible, Jesus Christ as a member of the Trinity, the Paschal Mystery, the Church, the Sacraments, and morality. They will also have skills to learn more about their faith by studying Scripture, reading primary theological sources, consulting the Catholic faith community, doing self-reflection, and having conversations with their peers. In this course on Church history, the students will be given the opportunity to learn more about the growth of the Church from Apostolic times to today. With your guidance your graduates will possess a lived faith as they move into their future.

The Living in Christ Series

The Living in Christ series has a different look and feel from traditional high school theology textbooks and teaching manuals.

- **The teacher guide, rather than the student book, provides the scope and sequence for the course.** Teaching with the student book is more like teaching with the *Catholic Faith Handbook for Youth* (Saint Mary's Press, 2013) than a textbook. The sequence of a textbook is important because the content builds on what has come before. A handbook provides material in a sensible order, but because the content does not rely on what has come before in quite the same way, the material can be presented in several different sequences.
- **The teacher guide provides you with ideas about how to teach not only with the student book but also with the Bible, resources on the Saint Mary's Press Web site (smp.org/LivinginChrist), and other resources found on the Internet.** The teacher guide works as a command center for the course, providing ways for you to teach key concepts to the students by bringing in a wide variety of resources.

- **The Living in Christ series invites you as teacher to develop your abilities to facilitate learning.** This series asks you to become an expert about your own students, discern how they learn best, and then lead them to understand main concepts in a way that speaks to their lived experiences and the issues of the day.
- **The Living in Christ series invites the students to be more engaged in their own learning.** This series asks the students to take charge of their learning process and to practice what it will mean to be adult Catholics who must translate scriptural and Church teaching into their real world.

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

The Series Web Site: smp.org/LivinginChrist

In addition to the teacher guide and student book, the Living in Christ series provides an extensive collection of digital resources for each course to assist you in guiding the learning of your students. The digital resources are sorted on the Web site by course and unit. For each unit in a course, you will find the following resources at smp.org/LivinginChrist:

- **Handouts** All handouts for a unit are provided in multiple digital formats, including Word and rich text formats that you can revise.
- **Method articles** Method articles explain teaching methods introduced in a unit that might be unfamiliar to some teachers.
- **Theology articles** Theology articles provide an in-depth exploration of key theological concepts presented in a unit to assist you in explaining the concept and responding to student questions.
- **PowerPoint presentations** Student learning in each unit is enhanced with PowerPoint presentations. Beyond simply repeating student book content, these PowerPoint presentations engage students through reflection and discussion. All of the Living in Christ PowerPoint presentations are in a format that allows you to revise them.
- **Useful links** Links to other resources are provided so you can enhance your students' learning with additional resources. The links direct your students to Web sites you can trust, and are continually checked for appropriateness and to ensure that they are active.
- **Student vocabulary quiz** For each unit there is an interactive vocabulary quiz for students. The quiz provides questions to assess students' knowledge of the vocabulary for a unit. Additionally, as the students respond to each vocabulary question, they are provided with the full definition along with a reference to the student book page where the word is defined and explored so they can read the word in context to deepen their understanding.

At smp.org/LivinginChrist you will also have access to an **online test generator**, which provides hundreds of additional questions for each course, beyond what is provided in the unit tests. You can use test questions as they are presented or modify them for your students' learning needs. You can also upload your own questions, which will be formatted by the test generator. Further, the test generator allows you to select the questions you want for inclusion on a test and provides you with an answer key for the custom test you develop for your classroom.

Introducing *Church History: Apostolic Times to Today*

This course leads the students toward a deeper understanding of the history of the Church from the time of Christ to the twenty-first century. The course starts by discussing the origins of the Church and its growth and persecution during Apostolic times. The course proceeds to discuss the Age of the Church Fathers and then examines the developments and challenges affecting the Church after the fall of the Roman Empire in the West. After reviewing the growth of the Church during the Middle Ages, the course introduces the students to the renewal and reform of the Church during the Renaissance, Protestant Reformation, and Catholic Reformation. The students next learn about the Church's efforts to spread the Gospel to the New World during the Age of Exploration. Subsequent units take students through the Enlightenment and its effects on the Church, the growth of the Church in the United States, the birth of the Church's social doctrine, and the Church of the twentieth and twenty-first centuries, including the Second Vatican Council.

The course has eight units centered on eight important periods in Church history. Each unit builds on the knowledge, skills, and understanding of the previous one. Within each unit the knowledge, skills, and understanding also build as it progresses. The eight units are as follows:

- Unit 1: The Early Christian Centuries
- Unit 2: The Age of the Fathers and the Early Middle Ages
- Unit 3: The High Middle Ages
- Unit 4: The Renaissance, the Reformation, and the Counter-Reformation
- Unit 5: The Age of Exploration
- Unit 6: The Church in the Age of Reason and Revolution
- Unit 7: The Development of the Church in the United States
- Unit 8: The Church in the Post-Modern Era

The Structure of Each Unit in This Teacher Guide

This teacher guide offers the teacher one path through each unit, referring the students to the student book, the Bible, resources on the Saint Mary's Press Web site (smp.org/LivinginChrist), and other Internet resources.

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

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

The Overview

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

- the concepts the students should understand by the end of the unit
- the questions the students should be able to answer by the end of the unit
- a brief description of the summary assessments (final performance tasks) offered, which will show that the students understand the most important concepts
- a list of articles from the student book covered in the unit
- a summary of the steps in the Learning Experiences section (Each step in the unit builds on the one before but must be adjusted to fit your schedule and the needs of the students. The use of *steps* is more flexible than is a structure based on 60-minute periods, for example.)
- a list of background material on content and methods that can be found on the Saint Mary's Press Web site (smp.org/LivinginChrist)
- a list of Scripture passages used, if any
- a list of vocabulary that comes from the student book and from the learning experiences in the teacher guide

Learning Experiences

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

Preassess Student Knowledge of the Concepts

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

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

Present the Final Performance Tasks to the Students

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

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

For example, the four understandings for unit 3 are as follows:

- The Crusades were launched to regain territories lost to the Turks, but the campaigns ended in a mix of gains and losses.
- The decline in the strength of the papacy led to the Avignon papacy, which in turn brought about the Great Western Schism.
- The Church and Western society were strengthened by the intense activity and renewal of monastic orders that started in the eleventh century.
- The Church's teaching, particularly on the Eucharist, was strengthened through Lateran Council IV, and heresies against the Eucharist were quelled through the Medieval Inquisition.

The handout "Final Performance Task Options for Unit 3" (Document #: TX002937) in the teacher guide outlines the assignment options. Note that for all the options, the students must show their understanding of these concepts. The first final performance task option has them create a series of informative podcasts about the Church in the High Middle Ages. The second asks them to write a series of journal entries from the perspective of a Christian living in the High Middle Ages. A traditional unit test is also provided.

We suggest that you explain the performance task options early in the unit so the students can focus on the knowledge and skills they can use for the final performance task they choose. This also helps to decrease the number of the

“Are we learning anything today?” or “Why do we have to learn this?” questions by giving the students the big picture of where they are headed and how they will get there.

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

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

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

Throughout the steps, references are made to student book articles, resources at smp.org/LivinginChrist, and other Internet resources. Often the teacher guide addresses the content in the student book early in the unit and then asks the students to uncover a deeper meaning with various learning experiences throughout. When applicable the book refers to the Web site smp.org/LivinginChrist for resources at your fingertips.

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

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

Explain

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

Interpret

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

Apply

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

Perceive

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

Empathize

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

Reflect

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

(P. 84)

Understand

Note that Saint Mary’s Press has created icons for each facet of understanding. When three or more facets are present, there will be an “understand” icon. When relevant, all facets of understanding should be addressed in each unit. If you are used to Bloom’s

Taxonomy, see smp.org/LivinginChrist for a comparison of both models of understanding and learning.

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

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

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

The handout “Learning about Learning” (Document #: TX001159; see Appendix 1) is a generic way to help the students think about what they have learned during the entire unit. This process, whether done this way or in another fashion, is valuable for several reasons:

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

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

Handouts

All the handouts in the teacher guide, as well as the unit tests, are available on the Saint Mary’s Press Web site at smp.org/LivinginChrist, as PDFs, as Word documents, or in rich text format (RTFs), for downloading, customizing, and printing. The handouts found at the end of each unit in this guide are simply for teacher reference.

Appendices

The teacher guide has two appendices. In the first appendix, you will find a frequently used handout, also available at smp.org/LivinginChrist for downloading, customizing, and printing. The second appendix provides a correlation between the teacher guide and the student book, identifying the unit and step where each student book article is addressed.

Thank You

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

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

Unit 1 The Early Christian Centuries

Overview

In this unit the students will explore the development of the Church in Apostolic times, the persecution endured by early Christians, and the effects of Constantine's legalization of Christianity.

Key Understandings and Questions

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

- The historical study of the Church is the study of a reality with both invisible (spiritual) and visible aspects.
- The missions of Saints Peter and Paul and the development of the New Testament were essential in spreading the Word of God and preserving it for later generations.
- For three centuries after Jesus' death and Resurrection, Christians risked persecution and martyrdom for their faith, but the Church grew despite this risk.
- Constantine significantly affected the development of the early Church by proclaiming religious toleration in the Roman Empire and moving the seat of government to Constantinople.

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

- How can the study of Church history deepen our faith and our understanding of God?
- How did the persecution and martyrdom of the early Christians contribute to the growth of the Church?
- How did Saints Peter and Paul contribute to the early spread of Christianity?
- How did Constantine's support of Christianity contribute to the Church's development?


How Will You Know the Students Understand?

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

- handout "Final Performance Task Options for Unit 1" (Document #: TX002912)

- handout “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002913)
- handout “Unit 1 Test” (Document #: TX002917)

Student Book Articles

This unit draws on articles from the *Church History: Apostolic Times to Today* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from “Section 1: The Church in the Early Christian Centuries” and are as follows:

- “From the Father’s Heart” (article 1)
- “Sent by the Holy Spirit” (article 2)
- “After Pentecost” (article 3)
- “The Conversion of Saint Paul” (article 4)
- “The Significance of Saints Peter and Paul” (article 5)
- “The Development of the New Testament” (article 6)
- “Persecutions and Progress” (article 7)
- “Early Christian Worship” (article 8)
- “The Early Apologists” (article 9)
- “Authority in the Church” (article 10)
- “Constantine and the *Edict of Milan*” (article 11)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students to enable them to discover the growth and changes in the Church in the early centuries of Christianity. It is not necessary to use all the learning experiences provided in the unit. However, if you substitute other material from this course or your own material for some of the material offered here, be sure that you have covered all relevant facets of understanding and that you have not missed any skills or knowledge required for later units.



Step 1: Preassess what the students already know about early Church history.



Step 2: Follow the preassessment by presenting the students with the handouts “Final Performance Task Options for Unit 1” (Document #: TX002912) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002913).

Reflect

Step 3: Deepen the students' understanding of the importance of studying Church history by asking them to reflect on and share examples of ways in which an individual's membership in the Church affects his or her personal, family, or community life.

Apply

Step 4: Introduce the significant roles played by Saint Peter, Saint Paul, and the Council of Jerusalem in the development of the Church by having the students create poster presentations.

Explain

Step 5: Invite the students to work in groups to study the development of the New Testament.

Perceive

Step 6: Help the students study the terms *Scripture*, *Deposit of Faith*, *episcopate*, *Sacred Tradition*, *Magisterium*, and *canon* by having them create visual symbols for these terms.

Explain

Step 7: Invite the students to examine examples of persecution today to better understand the persecution of early Christians in the Roman Empire.

Perceive

Step 8: Ask the students to imagine they are a Christian in the early Church and to write an essay that describes what their faith and worship life are like.

Perceive

Step 9: Engage the students in reading and interpreting early Christian apologetic writing.

Reflect

Step 10: Invite the students to research a modern organization and compare its structure and leadership model to the Church's organization and hierarchy.

Perceive

Step 11: Present information on the role of Constantine in the early Church and the resulting changes in the Church's worship.

Understand

Step 12: Conduct a stand-up quiz to assess the students' understanding.

Understand

Step 13: Make sure the students are all on track with their final performance tasks, if you have assigned them.

Reflect

Step 14: Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about this and other concepts taught in this unit:

- “The Acts of the Apostles” (Document #: TX001061)
- “Paul’s Cultural Context” (Document #: TX002282)
- “Christian Persecutions in the Roman Empire” (Document #: TX002307)

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

- “Preassessment Informs Teaching” (Document #: TX001008)
- “Using Small-Group Hands-On Experiences” (Document #: TX001517)
- “Using a Mind Map” (Document #: TX001009)
- “Assigning Reflective Writing” (Document #: TX002910)
- “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011)
- “Using Rubrics to Assess Work” (Document #: TX001012)

Scripture Passages

The Scripture passages featured in the unit are as follows:

- Acts of the Apostles 2:42–47 (communal life of early Christians)
- Acts of the Apostles 4:32–35 (life in the Christian community)
- Acts of the Apostles 8:3 (Saul’s persecution of the Church)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout “Vocabulary for Unit 1” (Document #: TX002914), one for each student.

apologist	Fathers of the Church (Church Fathers)
Apostle	Magisterium
Apostolic Succession	martyrdom
bishop	Messiah
charism	New Covenant
Christian	persecutions
college of bishops	presbyter
covenant	priest
deacon	providence of God
Deposit of Faith	redemption
<i>Edict of Milan</i>	Sacred Tradition
emperor	
Eucharist, the	

Learning Experiences

Explain**Step 1**

Preassess what the students already know about early Church history.

1. **Prepare** by downloading and printing the handout “Mind Map” (Document #: TX002911), one for each student.
2. **Draw** a large circle on the board. In the center of the circle, write the phrase “Early Christian Church.” Distribute the handout “Mind Map” (Document #: TX002911), and instruct the students to write this phrase in the center circle on their handout.
3. **Invite** the students to think about the phrase “Early Christian Church.” In the circles branching out from the center of their mind map, have them write words, phrases, or names of people they immediately think of when they see the phrase in the center circle. Point out that they can draw more circles off the center and side circles to create a more complex mind map. Allow 5 to 7 minutes for the students to work independently.
4. **Ask** the students to share with the class what they have written. Use the students’ contributions to create a large class mind map on the board. After the students have shared their mind maps, ask them what all the words, phrases, and people on the board have in common. Common knowledge and understandings of the early Church, as well as gaps in knowledge, should emerge from the discussion.
5. **Conclude** by using numbers or different colors to categorize the words, phrases, and names on the board. Ask the students to record these notes as a study aid. Point out that these categories will help them begin to understand how studying Church history in this course means studying a reality with both visible and invisible (spiritual) aspects.

Teacher Note

Further prepare for this learning experience by referring to the method article “Using a Mind Map” (Document #: TX001009) at smp.org/LivinginChrist for background information.

Understand

Step 2

Teacher Note

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

Teacher Note

You will want to assign due dates for the final performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 1” (Document #: TX002912) and “Rubric for Final Performance Task Options for Unit 1” (Document #: TX002913).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: writing and performing a series of dramatic monologues illustrating the lives of early Christians or creating a professional portfolio to apply for a job as an apologist. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

1. **Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 1” (Document #: TX002912) and “Rubric for Final Performance Tasks for Unit 1” (Document #: TX002913), one of each for each student.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
3. **Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - If you wish to work in a small group of up to four students, you may choose option 1. If you wish to work alone, you may choose option 2.
 - Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.
4. **Explain** the types of tools and knowledge the students will gain throughout the unit so they can successfully complete the final performance task.
5. **Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need in order to show you that they understand the key concepts relating to the early Christian centuries.



Article
1

Reflect

Step 3

Deepen the students' understanding of the importance of studying Church history by asking them to reflect on and share examples of ways in which an individual's membership in the Church affects his or her personal, family, or community life.

- 1. Prepare** for this learning experience by writing the following questions on the board:

How does an individual's faith or membership in the Church affect his or her personal life? family life? community life?
- 2. Begin** by instructing the students to write the questions at the top of a clean notebook page. Ask them to reflect on this question and write their answers in paragraph form. Allow 10 to 15 minutes for the students to reflect and write.
- 3. Ask** the students to find a partner, and invite them to share and compare their reflections. Allow 5 to 7 minutes for the pairs to work.
- 4. Invite** the students to report to the large group by sharing the most significant topic they discussed in their pairs. Record these examples on the board.
- 5. Assign** the students to read the introduction and article 1, "From the Father's Heart," in the student book to conclude this learning experience. Explain that for homework the students are to expand on their responses to the reflection question in light of what they learn from this reading.



Articles
2, 3, 4, 5

Apply

Step 4

Introduce the significant roles played by Saint Peter, Saint Paul, and the Council of Jerusalem in the development of the Church by having the students create poster presentations.

- 1. Prepare** by gathering six sheets of poster board or newsprint and six sets of markers.
- 2. Assign** the students to read the following articles in the student book as preparation for this learning experience:
 - article 2, "Sent by the Holy Spirit"
 - article 3, "After Pentecost"

Teacher Note

For further reading, links to historical background about Saint Peter, Saint Paul, and the Council of Jerusalem are available at smp.org/LivinginChrist.

- article 4, “The Conversion of Saint Paul”
 - article 5, “The Significance of Saints Peter and Paul”
- 3. Begin** by inviting volunteers to read Acts of the Apostles 2:42–47 and 4:32–35 aloud to the class. Then introduce the learning experience in these or similar words:
- ▶ The faith life of the early Christian community can seem idyllic and wonderful from our perspective as Christians living two thousand years later. In reality, early Christian life was filled with transition and difficult decisions.
 - ▶ The account of Saint Paul’s life and conversion provides us with one example of transformation in the early Church and especially the trials that early Christians faced.
- 4. Ask** the students to form six groups. Distribute the art supplies. Explain that each group will review articles 2–5 in the student book and then create a poster to present one example of a person or group who played a significant role in the early development and organization of the Church. Assign two groups to present on Saint Paul, two to present on Saint Peter, and two to present on the Council of Jerusalem. Allow 15 to 20 minutes for the groups to review the student book articles and prepare their poster presentations.
- 5. Invite** each group to present its poster to the class. Remind the other students to take notes on the information presented. Allow each group to present fully, because the second group assigned to the same topic will reinforce the students’ learning and might cover material that the first group did not. Allow the students to ask questions of each group after its presentation. If you think the presentations have overlooked something important about Saint Peter, Saint Paul, or the Council of Jerusalem, draw the students’ attention to that information.
- 6. Conclude** by inviting the students to write a one-page reflection in response to the following prompt:

Teacher Note

Further prepare for this reflective writing assignment by referring to the method article “Assigning Reflective Writing” (Document #: TX002910) at smp.org/LivinginChrist for background information.

Explain one important way in which Saint Peter, Saint Paul, and the Council of Jerusalem helped develop the Church, based on what you learned from today’s presentations.



Article
6

Explain

Step 5

Invite the students to work in groups to study the development of the New Testament.

1. **Prepare** by downloading and printing the handout “The Development of the New Testament” (Document #: TX002915), one for each student.
2. **Assign** the students to read article 6, “The Development of the New Testament,” in the student book as preparation for this learning experience. Tell the students to be sure to review the sidebar “The Criteria for Acceptance into the Canon” on page 33 in the student book.
3. **Begin** by asking the students to imagine that they are leaders in the early Church, and they are sitting in a room filled with scrolls—accounts of Jesus, accounts of his early followers, correspondence between Christian communities, and so on. Explain that the students have been asked to go through each scroll and determine whether it reflects God’s inspired word and is suitable for inclusion in a new holy book about Jesus Christ. Ask the students to brainstorm what criteria they would look for to make their determinations. Allow 5 to 10 minutes for this large-group discussion. Then explain that today the students will study the process the early Christians went through to form the New Testament canon.
4. **Ask** the students to form groups of four, and distribute the handout “The Development of the New Testament” (Document #: TX002915). Instruct the groups to review article 6, “The Development of the New Testament,” in the student book and answer the handout questions on a separate sheet of paper. Explain that each group member will need to turn in an answer sheet. Allow about 15 minutes for the groups to work.
5. **Gather** the students back together, and review the handout by inviting a volunteer from each group to share the group’s answers. Ensure that the discussion highlights the following points about the development of the New Testament:
 - The Scripture known to the early Christians was the same Scripture known to Jesus and the first-century Jews. The New Testament did not yet exist. The early Christians read the Old Testament readings in their worship services and also prayed the Psalms in accordance with Jewish custom.

Teacher Note

A link to more information about the formation of the New Testament canon is available at smp.org/LivinginChrist.

Teacher Note

You may assign the handout as homework for the students to complete when they read article 6. Then they can come to class prepared to discuss the handout in groups.

- As the Apostles evangelized and spread the message of Jesus, they shared their memories of what Jesus had taught them. They did not have the tools to easily write down their message. As a result, they were more used to remembering long passages of text than we are today, and they did not yet have a need for written texts.
- The New Testament developed in three stages:
 - the life and teaching of Jesus
 - the oral tradition
 - the written books
- The Church, through the Magisterium, discerned which writings about Jesus were true and worthy of being included in Scripture.
- Sacred Scripture and Sacred Tradition—the process of passing on and interpreting the Gospel message—are both necessary sources for the truths of our salvation.
- The leaders of the early Church were called *episcopes*, Greek for “overseers”; we now refer to these leaders as bishops. The early Church leaders decided what writings to include in the New Testament.
- To be included in the New Testament, a book had to meet four criteria:
 - Apostolic—based on the teachings of the Apostles
 - Community acceptance—the community accepts the book as valid
 - Liturgical—used during early Christian liturgical celebrations, especially the Eucharist
 - Consistent—consistent with other Christian and Hebrew writings

Perceive**Step 6**

Help the students study the terms *Scripture*, *Deposit of Faith*, *episcopes*, *Sacred Tradition*, *Magisterium*, and *canon* by having them create visual symbols for these terms.

1. **Prepare** by gathering six sheets of poster board or newsprint and six sets of markers.
2. **Assign** the students to review the sidebar “The Criteria for Acceptance into the Canon” on page 33 in the student book.
3. **Begin** by reminding the students that some terms are essential to understanding the development of the New Testament and the early Church. Explain that they will need to know these terms as a foundation for the entire course. Write the following terms on the board:

- Scripture
- *episcopate*
- Magisterium
- Deposit of Faith
- Sacred Tradition
- canon

4. **Ask** the students to form groups of four or five, and assign each group one of the terms listed on the board. Distribute the art supplies. Ask the groups to define their assigned term, discuss its significance to what they have learned in the unit, and use the art supplies to create a visual symbol to help the class understand and remember this term. Allow 15 minutes for the groups to work.
5. **Invite** each group to present its term to the class. Each group should provide the term's definition and then present and explain the symbol it developed to help the class remember the term and its meaning. Be sure to highlight any points that you think a group overlooked. Then hang the posters around the classroom for the students to refer back to throughout the unit.



Article
7

Explain

Empathize

Step 7

Invite the students to examine examples of persecution today to better understand the persecution of early Christians in the Roman Empire.

1. **Prepare** for this learning experience by gathering some news stories (clipped from the newspaper or printed from the Web) that illustrate examples of persecution in contemporary times. Gather enough stories to have one for each group of four.
2. **Assign** the students to read article 7, "Persecutions and Progress," in the student book as preparation for this learning experience.
3. **Begin** by writing the word *persecution* on the board and circling it. Then invite the students to create a class mind map about persecution by brainstorming historical or current events, possible definitions, and associated ideas and images. Create a mind map of their thoughts as they brainstorm. Then tell the students that today they will study some current examples of persecution around the world as a way to glimpse what it might have been like to be persecuted as an early Christian.

Teacher Note

Be sure to find examples from a variety of situations around the world—not just religious ones. For example, look for stories about persecution based on tribal affiliation, political philosophy, proximity to valuable natural resources, and so on. Try to avoid contentious current issues in American politics, which may derail the discussion. Links to suggested topics are available at smp.org/LivinginChrist.

4. **Ask** the students to form groups of four, and hand out one news story to each group. Invite the groups to review their assigned article and to analyze how it depicts an example of persecution in the modern world. Ask the groups to designate a group recorder to take notes, as well as a group reporter. Allow 15 minutes for the groups to work.
5. **Invite** the reporter for each group to summarize the group's article and then explain how it depicts persecution in the modern world. Allow the other students to ask questions after each group reports. After all the groups have presented, invite the students to name other examples of persecution they have heard about, witnessed, or experienced in their lifetimes. Use the following questions to foster discussion:
 - ▶ Think about the examples of persecution we have discussed today. What are some reasons used to persecute people in these situations?
 - ▶ How would you react if you or your family were persecuted for belonging to a specific tribe? Or for disagreeing with local or national leaders?
 - ▶ Now consider the persecution of the early Christians in the Roman Empire. How would you react if you or your family were persecuted for what you believe in?
 - ▶ How would life be different if we did not have the freedom to practice our faith openly?
6. **Highlight** the following information from article 7, "Persecutions and Progress," in the student book:
 - ▶ The Romans had a religious and governmental system that required the worship of many gods, one of whom was their emperor.
 - ▶ The Christians refused to give offerings to the Roman gods and to worship the emperor. Their monotheistic faith came to be seen as a threat to the current order. They were reviled and persecuted, and they became a target for blame during times of upheaval in the empire. They were even blamed for natural disasters and epidemics.
 - ▶ In AD 64 Nero accused Christians of starting the fire that burned down the city of Rome. This launched a persecution of Christians that took the lives of many, including Saint Peter. Nero was also responsible for Saint Paul's execution by beheading. He often used Christian deaths by torture as entertainment.
 - ▶ By the command of several Roman emperors—especially Nero, Diocletian, Decius, and Domitian—many Christians suffered horrible deaths for no reason other than their belief in Jesus as the Messiah.
 - ▶ In this period of persecution, Christianity was punishable by death if discovered. Many Christians died for their faith rather than deny their belief in Jesus Christ. This is called *martyrdom*.

- In spite of the widespread persecution of Christians, the Church expanded and thrived in this period. The example of so many who were willing to sacrifice their lives rather than denounce their faith showed others the powerful truth in the Christian faith.
- Christians also stood out because of their extraordinary care and love for others and the basic goodness of their way of life.

7. Conclude by pointing out that even the terror of persecution could not prevent the Gospel message and the early Church's way of life from spreading throughout the lands around the Mediterranean.



Article
8

Perceive

Interpret

Step 8

Ask the students to imagine they are a Christian in the early Church and to write an essay that describes what their faith and worship life are like.

- 1. Assign** the students to read article 8, “Early Christian Worship,” in the student books as preparation for this learning experience.
- 2. Begin** by asking the students to pretend they are early Christians. Invite them to imagine that someone who is not a member of the early Christian community is curious about their faith and worship practices. Ask the students to spend the first part of class writing an essay of two or three paragraphs from this perspective as a member of the early Church, describing their faith and worship to this interested individual. Remind the students to use the student book as a resource. Allow 20 to 30 minutes for the students to write.
- 3. Invite** volunteers to read their essays, allowing the other students to ask questions or comment on explanations they find most effective. Then discuss with the students what it might have been like to live and worship during the early days of the Church.
- 4. Conclude** by asking the students to write a second reflection, this time from the perspective of the recipient of their original letters:
 - Now imagine you are the non-Christian recipient of the letter you wrote. What does the letter help you understand about the Christian faith? How do you feel after reading the letter?

Teacher Note

To inspire the students to think in the mindset of an early Christian, play some recordings of music that dates back to the time of Jesus as inspiration. See smp.org/LivinginChrist for music suggestions.



Article
9

Perceive

Interpret

Step 9

Engage the students in reading and interpreting early Christian apologetic writing.

1. **Prepare** by providing computers or tablets with Internet access, at least one for each group of four. Alternatively, prepare a handout with the text of Saint Ignatius of Antioch's letter to the Romans; a link to one version in the public domain is available at smp.org/LivinginChrist. Download and print the handout "Characteristics of Apologetics" (Document #: TX002916), one for each student. Gather several copies of dictionaries for the students to consult during this learning experience.

Teacher Note

You may instead assign the students to read Saint Ignatius's letter to the Romans outside class. Be sure to provide the students with the link to the letter to read online at home, or distribute the handout of the letter that you have prepared.

2. **Assign** the students to read article 9, "The Early Apologists," in the student book as preparation for this learning experience.
3. **Begin** by observing that reading about history can be like looking through a window covered by blinds. In contrast, explain that reading an original source from a historical period is like raising the blinds to look directly through the window. Affirm that reading original writings is therefore an important part of studying history, and tell the students that today they will read a sample of early Christian apologist writing—namely, Saint Ignatius of Antioch's letter to the Romans.
4. **Ask** the students to form groups of four. If the students will read Ignatius's letter online, write the link on the board; otherwise, distribute the handout you have prepared. Provide each student with a copy of the handout "Characteristics of Apologetics" (Document #: TX002916). Have the students read Ignatius's letter quietly in their groups and then work to answer the questions on the handout. Direct the students' attention to the dictionaries you have provided, and encourage them to look up any words they do not understand. Allow 30 to 40 minutes for the students to read the letter and complete the handout.
5. **Review** the questions on the handout one by one, inviting the groups to report their answers to each question. Engage the students in a large-group discussion about the role of apologists and apologetic writing in the Church, and review the characteristics that make a particular writing apologetic.



Article
10

Reflect**Step 10**

Invite the students to research a modern organization and compare its structure and leadership model to the Church's organization and hierarchy.

- 1. Prepare** by providing computers or tablets with Internet access, at least one for each group of four. Also gather sheets of poster board or newsprint and sets of markers, one of each for each group of four, and write the following questions on the board:
 - Who is in charge?
 - Who makes major decisions?
 - Who is responsible if something goes wrong?
 - Who decides on policies and rules?
- 2. Assign** the students to read article 10, "Authority in the Church," in the student book as preparation for this learning experience.
- 3. Begin** by asking the students to brainstorm reasons why any group needs leadership and structure—whether the group is a student council, organization, or athletic team. Highlight answers suggesting that groups need leadership and structure so they can function effectively and carry out their mission or work. Tell the students that today they will research the leadership and structure of a modern organization.
- 4. Ask** the students to form groups of four. Instruct each group to brainstorm and select an organization with which they are already familiar, such as Girl Scouts or Boy Scouts, a sports team, a well-known company in your community, a hospital, or a Church organization such as Catholic Relief Services. Have the groups research the organization on the Internet, specifically taking notes to answer the four questions you wrote on the board. Allow 15 to 20 minutes for the groups to choose and research an organization. Circulate to offer suggestions to any groups having a difficult time deciding on an organization to research.
- 5. Distribute** the art supplies, and ask each group to create a chart to illustrate the leadership and structure of the organization it is researching. Ask each group to also write or summarize the organization's mission at the top of the poster. Allow the groups 10 to 15 minutes to create their posters.

Teacher Note

Links to suggestions for conducting and evaluating online research activities with students are available at smp.org/LivinginChrist.

6. **Invite** each group to present its research to the class. Have each group tell the class which organization it chose to research, briefly summarize the organization's mission, and present its chart of the organization's leadership and structure. After all the groups have presented, lead a discussion of what these organizations have in common and why an organizational structure and leader is necessary to accomplish their missions. Discuss what might happen to these organizations if they had no structure in place.
7. **Ask** the students to recall what they know about the roles of bishops, priests, and deacons in the modern Church. Have the students create three columns in their notes, labeled "Bishops," "Priests," and "Deacons." Give the students 5 minutes to write down everything they know about these three roles in the Church. Then create these three columns on the board with the same labels. Invite volunteers to share what they wrote in each column while you record their answers on the board. Ask the students to expand their notes when they hear something new from a classmate. If you think any important feature of these ordained ministries is overlooked, be sure to share it. In addition, be sure to clarify any misconceptions about the roles of bishop, priest, and deacon.
8. **Invite** the students to create a chart on the board depicting the Church's structure, similar to the charts the groups created for their organizations. The chart should include the Pope and the bishops, as well as priests and deacons. Conclude by asking the students to consider why a centralized structure and hierarchy are necessary to carry out the Church's work. Invite the students to discuss how this structure allows the Church to fulfill her mission to share the Good News of salvation throughout the world.



Article
11

Perceive

Step 11

Present information on the role of Constantine in the early Church and the resulting changes in the Church's worship.

1. **Prepare** by downloading the PowerPoint presentation "Early Christian Worship in the West and East" (Document #: TX002919) and arranging to use an LCD projector in your classroom.
2. **Assign** the students to read article 11, "Constantine and the *Edict of Milan*," in the student book as preparation for this learning experience.
3. **Begin** by leading the students in a discussion about Constantine.
 - Who was Constantine?
 - What was his role in Church history? What did he accomplish?

- In what specific ways did Constantine's decisions affect the growth and development of the Church?

Ensure that the discussion reinforces the following key points:

- Constantine converted after he had a dream advising him to carry the Chi-Rho, the symbol combining the first two letters of Christ's name, into battle against a rival emperor. He did as instructed and won the battle, becoming emperor of the Western Empire.
- Constantine, along with Licinius, his counterpart from the Eastern Empire, issued the *Edict of Milan* to proclaim religious toleration throughout the empire. This edict ended centuries of persecution of Christians.
- Constantine also granted Christians new privileges. He exempted clergy from paying taxes, returned property that had been confiscated from Christians, and commissioned new churches to be built throughout the empire.

4. Introduce Constantine's effect on the early Church's worship in these or similar words:

- The legalization of Christianity had a profound effect on the way Christians gathered for worship. After centuries of having to gather and worship in secret, they were now able to gather publicly. Instead of gathering secretly in private homes, Christians now began building basilicas where they could gather for Mass and for the celebration of the Sacraments
- Greater changes to the early Church's worship practices occurred when Constantine moved the seat of government out of Rome to Byzantium, which he renamed Constantinople.

Now present the PowerPoint presentation "Early Christian Worship in the West and East" (Document #: TX002919).

5. Conclude by having the students write a one-page essay comparing and contrasting Constantine and Saint Paul in terms of their conversion experiences and their impact on the early Church, particularly how their leadership and influence helped the Church flourish.

Teacher Note

You may want to remind the students that they studied Saint Paul's conversion and his influence on the Church in article 4, "The Conversion of Saint Paul," and in article 5, "The Significance of Saints Peter and Paul," in the student book.

Understand

Step 12

Conduct a stand-up quiz to assess the students' understanding.

Teacher Note

This type of assessment allows for a deeper level of understanding and review of the unit's content. The goal is for you to gauge what material the students have retained and for the students to review the material by hearing the information their classmates share. This is an easy task for most of the students and provides you with an opportunity to correct and expand on the knowledge the students share. It is important not to embarrass a student who does not have information to share. Simply allow that student to either sit down or have more time to think.

1. **Prepare** by providing a review of the material in advance and letting the students know they will have a stand-up quiz during the next class. Print the names of the students in the class on separate slips of paper and place these in a bowl or hat.
2. **Ask** all the students to stand up on the day of the quiz. Randomly call on students by pulling their names from the bowl or hat. Invite each student to share one factual item he or she has learned from this unit. Emphasize that the students must also explain a cause-and-effect relationship in the item they name. For example, "Because of geographic distance and cultural differences, different worship practices developed in the church in the East and West"; or "Because their faith in one God was seen as a threat to the order of the Roman Empire, Christians were persecuted." Students may not repeat what other students have already said. Instruct each student to sit down after he or she has shared. Continue until every student has had a chance to share some knowledge.

Understand

Step 13

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

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

1. **Remind** the students to bring to class any work they have already prepared so that they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts "Final Performance Task Options for Unit 1" (Document #: TX002912) and "Rubric for Final Performance Tasks for Unit 1" (Document #: TX002913). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.

- 2. Provide** some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the project.

Reflect**Step 14**

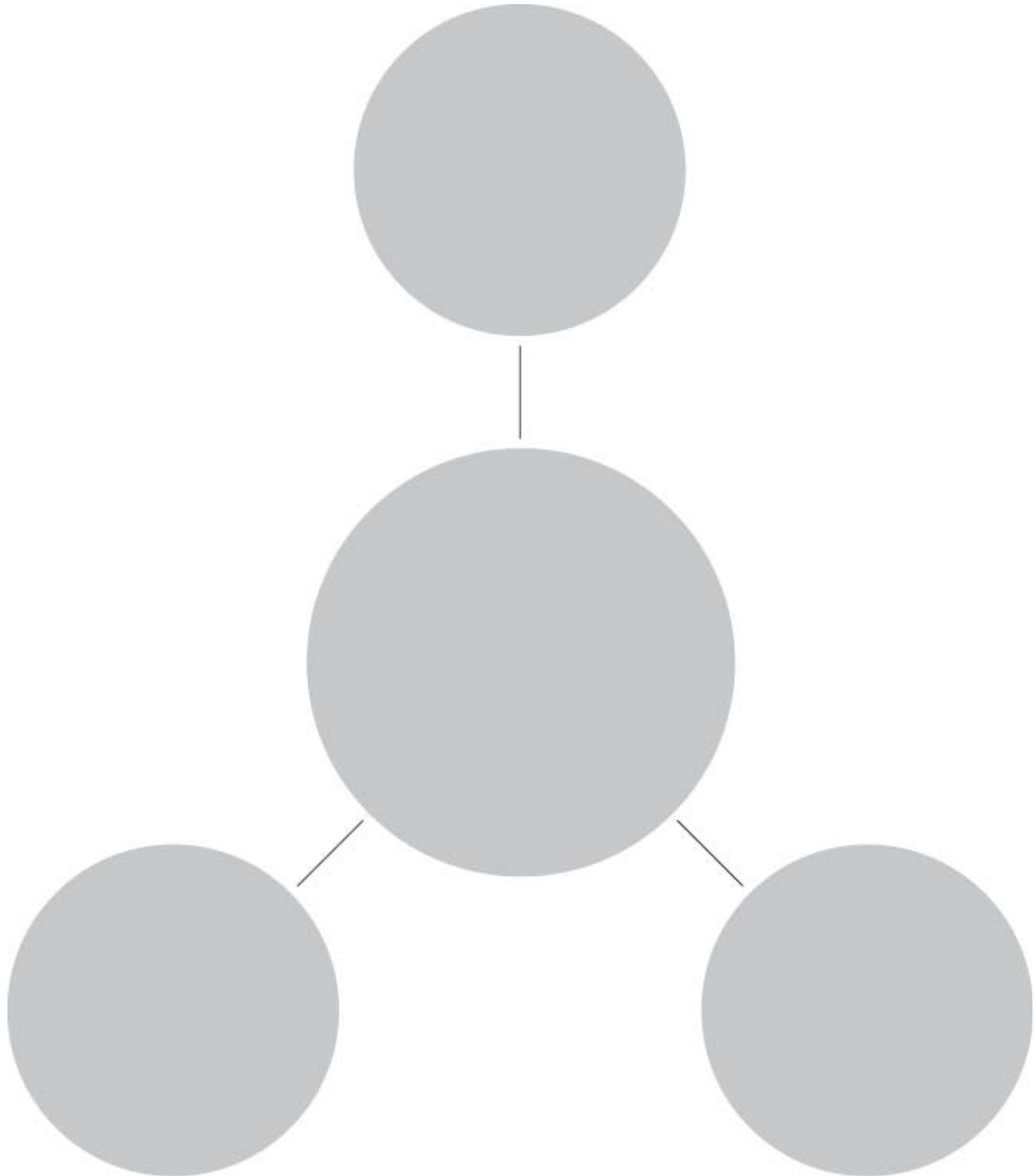
Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding of the growth and spread of the Church in the early centuries has developed throughout the unit.

- 1. Prepare** for this learning experience by downloading and printing the hand-out “Learning about Learning” (Document #: TX001159; see Appendix 1), one for each student.
- 2. Distribute** the handout and give the students about 15 minutes to answer the questions quietly.
- 3. Invite** the students to share any reflections they have about the content they learned as well as their insights into the way they learned.

Mind Map

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



Final Performance Task Options for Unit 1

Important Information for Both Options

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

- The historical study of the Church is the study of a reality with both invisible (spiritual) and visible aspects.
- The missions of Saints Peter and Paul and the development of the New Testament were essential in spreading the Word of God and preserving it for later generations.
- For three centuries after Jesus' death and Resurrection, Christians risked persecution and martyrdom for their faith, but the Church grew despite this risk.
- Constantine significantly affected the development of the early Church by proclaiming religious toleration in the Roman Empire and moving the seat of government to Constantinople.

Option 1: Dramatic Monologues

Your group of three or four has been hired by a major theater company to create a series of dramatic monologues that will be presented as a short play. The purpose of this production is to help the audience understand the experience of being a Christian in the early centuries after Jesus' death.

Your group will write six monologues from the perspective of people who had various roles in the Church. As you develop each monologue, put yourself in the mind of the person and write from the perspective of that early Christian. Include the person's thoughts, emotions, motivation, and personal experiences.

You must include a monologue from each of the following six people:

- Saint Peter
- Saint Paul
- an individual working to identify the canon of the New Testament
- a Christian living in Rome during Emperor Nero's reign
- one of the Christian apologists mentioned in the student book
- a member of the Council of Jerusalem

Your monologues must include or demonstrate the following:

- an understanding of the four main ideas of unit 1, as listed at the beginning of this handout
- an explanation of why learning about each individual's experience can benefit the modern Christian
- a well-written script for all of the monologues, assembled in an order that works well as a short play
- appropriate content and maturity level for a high school religion class
- a well-rehearsed live performance, or a prerecorded video of your performance



Option 2: A Professional Portfolio for an Apologist

Pretend that you are applying for a job as an apologist like Saint Justin Martyr or Saint Irenaeus. Assemble a portfolio to present to the Christian community to demonstrate why you are qualified for this job. What qualities and characteristics make you well suited for this job? What traits do you possess that will help you be successful in this role? What risks will you take to be successful, and how are you prepared to take those risks? Out of all of the potential candidates, what makes you the best person for the job?

Your portfolio must include or demonstrate the following:

- an understanding of the four main ideas of unit 1, as listed at the beginning of this handout
- a cover letter to the Christian community, explaining why you are suited for this job
- a résumé that reflects your knowledge of the early Church, including the following:
 - the canon of the New Testament
 - the roles of Saints Peter and Paul
 - trials and persecutions in the early Church
 - Constantine's influence on the early Church
 - the growth of the early Church
- two letters of reference from individuals who have witnessed and can attest to your qualities and experience
- appropriate content and maturity level for a high school religion class



Rubric for Final Performance Tasks for Unit 1

Criteria	4	3	2	1
Assignment includes all items requested in the instructions.	Assignment includes all items requested, and they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the following concept: <i>The historical study of the Church is the study of a reality with both invisible (spiritual) and visible aspects.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The missions of Saints Peter and Paul and the development of the New Testament were essential in spreading the Word of God and preserving it for later generations.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>For three centuries after Jesus' death and Resurrection, Christians risked persecution and martyrdom for their faith, but the Church grew despite this risk.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>Constantine significantly affected the development of the early Church by proclaiming religious toleration in the Roman Empire and moving the seat of government to Constantinople.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment uses proper grammar and spelling.	Assignment has no grammar or spelling errors.	Assignment has one grammar or spelling error.	Assignment has two grammar or spelling errors.	Assignment has multiple grammar or spelling errors.
The presentation of the assignment is effective.	Presentation is organized, clear, and engaging.	Presentation is clear and engaging.	Presentation is clear but not well organized and not engaging.	Presentation is disorganized, unclear, and boring.



Vocabulary for Unit 1

apologist: One who speaks or writes in defense of someone or something.

Apostle: The general term *apostle* means “one who is sent” and can be used in reference to any missionary of the Church during the New Testament period. In reference to the twelve companions chosen by Jesus, also known as “the Twelve,” the term refers to those special witnesses of Jesus on whose ministry the early Church was built and whose successors are the bishops.

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.

bishop: One who has received the fullness of the Sacrament of Holy Orders and is a successor to the Apostles.

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

Christian: A name derived from that of Christ himself. Refers to one who follows Christ, or a member of the Christian church.

college of bishops: The assembly of bishops, headed by the Pope, that holds the teaching authority and responsibility in the Church.

covenant: A personal, solemn promise of faithful love that involves mutual commitments and creates a sacred relationship.

deacon: One who is ordained for service and ministry, but not for ministerial priesthood, through the Sacrament of Holy Orders. Deacons are ordained to assist priests and bishops in a variety of liturgical and charitable ministries.

Deposit of Faith: The heritage of faith contained in Sacred Scripture and Sacred Tradition. It has been passed on from the time of the Apostles. The Magisterium takes from it all that it teaches as revealed truth.

Edict of Milan: A decree signed by emperors Constantine and Licinius in AD 313 proclaiming religious toleration in the Roman Empire, thereby ending the persecution of Christians.

emperor: The leader of an empire. In the Roman Empire, the emperor ruled by dictatorship and was considered a god by his subjects.



Eucharist, the: Also called the Mass or Lord's Supper, and based on a word for "thanksgiving," it is the central Christian liturgical celebration, established by Jesus at the Last Supper. In the Eucharist the sacrificial death and Resurrection of Jesus are both remembered and renewed. The term sometimes refers specifically to the consecrated bread and wine that have become the Body and Blood of Christ.

Fathers of the Church (Church Fathers): During the early centuries of the Church, those teachers whose writings extended the Tradition of the Apostles and who continue to be important for the Church's teachings.

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

martyrdom: Witness to the saving message of Christ through the sacrifice of one's life.

Messiah: Hebrew word for "anointed one." The equivalent Greek term is *christos*. Jesus is the Christ and the Messiah because he is the Anointed One.

New Covenant: The covenant or law established by God in Jesus Christ to fulfill and perfect the Old Covenant or Mosaic Law. It is a perfection here on earth of the divine law. The law of the New Covenant is called a law of love, grace, and freedom. The New Covenant will never end or diminish, and nothing new will be revealed until Christ comes again in glory.

persecutions: In the Roman Empire, these were organized programs of oppression, imprisonment, and cruelty against Christians, often resulting in death by martyrdom.

presbyter: A synonym to "elder" in the Acts of the Apostles and an alternative word for *priest* today.

priest: One who has received the ministerial priesthood through the Sacrament of Holy Orders. The priest serves the community of faith by representing and assisting the bishop in teaching, governing, and presiding over the community's worship.

providence of God: God's loving care throughout salvation history and in each individual life, bringing what is needed into every situation and even bringing good out of evil.

redemption: From the Latin *redemptio*, meaning "a buying back," referring, in the Old Testament, to Yahweh's deliverance of Israel and, in the New Testament, to Christ's deliverance of all Christians from the forces of sin.

Sacred Tradition: From the Latin *tradere*, meaning "to hand on." Refers to the process of passing on the Gospel message. It began with the oral communication of the Gospel by the Apostles, was written down in Sacred Scripture, and is interpreted by the Magisterium under the guidance of the Holy Spirit.



The Development of the New Testament

Use a separate sheet of paper to answer the following questions. Each group member must turn in an answer sheet.

1. What did the first-century Jews and the early Church know and read as their Scriptures?
2. What is the official prayer of the Church called? What two parts make up this prayer?
3. How did the Apostles and disciples evangelize before the Gospels were written down?
4. Describe the three stages of the formation of the New Testament.
5. How many books are in the Old Testament? In the New Testament?
6. What types of books are in the New Testament?
7. Who decided which books to include in the canon of the New Testament?
8. List and describe the four criteria that a book had to meet to be confirmed as part of the New Testament canon.



Characteristics of Apologetics

With your group, read Saint Ignatius of Antioch's letter to the Romans. Then answer the following questions.

1. Whom is the writer addressing?

2. Why is the writer writing?

3. What are the writer's concerns about the Christian faith?

4. What lesson is the writer teaching about the Christian faith?



5. What makes this writing typical of the apologetic style? Review article 9, "The Early Apologists," in the student book for an explanation of apologetic writing.

6. What passage in the letter most surprises you? Why?



Unit 1 Test

Part 1: Multiple Choice

Write your answers in the blank spaces at the left.

- ____ 1. The Seven Sacraments are _____.
- A. a visible sign of an invisible reality
 - B. signs of Christ's self-giving love
 - C. requirements for every faithful Catholic
 - D. A and B but not C
- ____ 2. What does the "Great Commission" refer to?
- A. when Jesus was baptized in the Jordan by his cousin, John the Baptist
 - B. when Jesus sent his Apostles out to "make disciples of all nations" (Matthew 28:19)
 - C. when Jesus said that Peter was the rock on whom Jesus would build the Church
 - D. when Saul converted to Christianity and took the name Paul
- ____ 3. What was a primary goal of the Council of Jerusalem (AD 49 or 50)?
- A. to discuss how to welcome Gentile converts into the Church and determine whether they must follow Jewish Law
 - B. to discuss the Roman Empire's persecution of Christians
 - C. for Paul to introduce himself to the Christian community
 - D. to discuss the need to write down accounts of Christ's life
- ____ 4. As an example of Peter's early leadership in the Church, _____.
- A. he was the first to give witness to Christ in a speech at Pentecost
 - B. he listened to everyone's views at the Council of Jerusalem and then considered the best way to proceed, with the help of the Holy Spirit
 - C. he advised choosing a replacement for Judas, and the Apostles took his advice
 - D. all of the above
- ____ 5. What did the early Christians read in their worship assemblies?
- A. the Jewish Scripture (which we know today as the Old Testament)
 - B. the Gospel
 - C. the Psalms
 - D. A and C, but not B



- ____ 6. All of the following are characteristics of early Christian apologetic texts *except* _____.
- A. they defended Christian beliefs and the Christians' way of life
 - B. they acknowledged mistakes and sought forgiveness
 - C. they explained to pagans why Christianity is reasonable, creditable, and respectable
 - D. they exposed errors of heresies and contrasted them with the teaching of the Apostles and Sacred Scripture
- ____ 7. The heresy of Gnosticism include all of the following beliefs *except* _____.
- A. that Mary is not the Mother of God
 - B. that one earns salvation through knowledge, which can only be known by a favored few
 - C. that the physical world is inferior to the spiritual world
 - D. that Christ had no human nature
- ____ 8. Which criteria helped the early Church authenticate the books to be included in the New Testament?
- A. A book had to be based on the teaching and preaching of the Apostles and their closest companions.
 - B. A book had to be accepted by an important Christian community and used in Christian liturgical celebrations, especially the Eucharist.
 - C. A book's message had to be consistent with the Hebrew writings and other Christian writings.
 - D. all of the above
- ____ 9. Which of the following are considered the successors to the Apostles?
- A. bishops
 - B. priests
 - C. deacons
 - D. all of the above
- ____ 10. Christianity became legal when _____.
- A. the Roman Empire in the West fell
 - B. Constantine issued the *Edict of Milan*
 - C. Peter and Paul were martyred
 - D. the Apostle Peter made Rome the headquarters of the Church



Part 2: Matching

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

Column A

- A. apologist
- B. Apostolic Succession
- C. charism
- D. Deposit of Faith
- E. Magisterium
- F. martyrdom
- G. Pentecost
- H. Pope
- I. presbyter
- J. Sacred Tradition

Column B

- _____ 1. The Church's living teaching office, which consists of all bishops, in communion with the Pope, the Bishop of Rome.
- _____ 2. Witness to the saving message of Christ through the sacrifice of one's life.
- _____ 3. A special gift or grace of the Holy Spirit given to an individual Christian or community, commonly for the benefit and building up of the entire Church.
- _____ 4. One who speaks or writes in defense of someone or something.
- _____ 5. From the Latin meaning "to hand on." Refers to the process of passing on the Gospel message. It began with the oral communication of the Gospel by the Apostles, was written down in Sacred Scripture, and is interpreted by the Magisterium under the guidance of the Holy Spirit.
- _____ 6. A synonym to *elder* in the Acts of the Apostles and an alternative word for *priest* today.
- _____ 7. The heritage of faith contained in Sacred Scripture and Sacred Tradition. It has been passed on from the time of the Apostles. The Magisterium takes from it all that it teaches as revealed truth.
- _____ 8. 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.
- _____ 9. Another name for the Bishop of Rome.
- _____ 10. The name of the Jewish harvest feast on which the Holy Spirit came to the Apostles.



Part 3: Essay

Respond to the following.

1. Describe the three stages of development of the New Testament canon.
2. What were some reasons for the Roman persecution of Christians?
3. Why did the Church grow and thrive despite the persecution of Christians in the Roman Empire?
4. How did Peter become the first Pope, the Bishop of Rome?

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



Unit 1 Test Answer Key

Part 1: Multiple Choice

- | | |
|------|-------|
| 1. D | 6. B |
| 2. B | 7. A |
| 3. A | 8. D |
| 4. D | 9. A |
| 5. D | 10. B |

Part 2: Matching

- | | |
|------|-------|
| 1. E | 6. I |
| 2. F | 7. D |
| 3. C | 8. B |
| 4. A | 9. H |
| 5. J | 10. G |

Part 3: Essay

1. *Answers should include the following:* The New Testament developed in three stages. The first stage involved the life and teaching of Jesus until his Ascension. The second stage was the oral tradition that began with the Apostles, who handed on what Jesus said and did in their own preaching and teaching. Christ had commissioned them to take his Gospel to the ends of the earth, and they were able to do so because of the fuller understanding made possible by Christ's Resurrection and the guidance of the Holy Spirit. The third and final stage is the written tradition. In their written accounts, inspired authors selected, synthesized, and explained elements from what had been handed down by the Apostles, seeking to bring us the truth about Jesus. These written accounts became what we know today as the New Testament.
2. *Answers should include the following:* The Romans considered the Christians a threat to the natural order. Christians were viewed as atheistic (because they did not believe in Roman gods), subversive (because they refused to worship the Roman gods or emperor), and cannibalistic (because they partook of the Eucharist). Previously, the Romans had granted the Jews an exemption from the requirement to worship the emperor. But once the Christian faith spread into Gentile communities and became a separate religion, the Romans no longer granted Christianity



this exemption. Christians were therefore required to worship the emperor and offer sacrifices to the Roman gods. When they refused, they were persecuted and condemned. They became an easy scapegoat for natural disasters, which the Romans thought to be punishments from the Roman gods because Christians did not worship them. The Christians also were blamed and persecuted in response to upheaval and turmoil in the Roman Empire, such as when Rome was destroyed by fire (which was blamed on Emperor Nero).

3. *Answers should include the following:* The Church thrived despite Roman persecutions, because of the loving example set by Christians. People were inspired by witnessing Christians who were willing to die rather than renounce their faith or accommodate the requirement for public worship of the Roman gods and emperor. Christians stood out in their love for one another, for the Christian God, and for those who lived outside the mainstream, such as the poor, slaves, the elderly, and women, especially widows. Intellectuals and others of good will found much to value in the Christian way of life, which offered appealing alternatives to the cruelty of Roman society. The Roman Empire itself made it possible for Christianity to spread easily, through a common language and culture, safe and reliable means of travel, and the *Pax Romana*, or Roman peace, which united the Mediterranean lands and protected them from the disruptions of war.
4. *Answers should include the following:* Jesus made Peter the foundation, or rock, of his Church and entrusted the “keys” (or symbol of authority) to him. The Gospel of Matthew, which records this fact for us today, had not yet been written. Nonetheless, the early Christians knew that Jesus had commissioned Peter to lead the Church. The Gospels and the Acts of the Apostles, written later, attested to the community’s acceptance of Peter as the leader. Peter became the Bishop of Rome because Rome was the capital of the Roman Empire and was therefore considered the capital of the ancient world, with far-reaching influence well beyond the empire’s borders. It was only natural, then, that Peter would make Rome the headquarters of the Church. Rome became the “See of Peter” (*see* means “seat”), and Peter therefore was called the Bishop of Rome. The Bishops of Rome—successors of Peter—were later called popes, from familiar words for *father* in Greek and Latin.



Unit 2

The Age of the Fathers and the Early Middle Ages

Overview

Now that the students have learned about the Church in the early Christian centuries, they will explore the Age of the Fathers and the Church in the early medieval period, after the collapse of the Roman Empire in the West. This unit examines the work of the early Church Fathers and Ecumenical Councils, the beginning of Western monasticism, the development of Islam and its consequences for the Church, Charlemagne's Holy Roman Empire, and the schism that divided the Church in the Middle Ages.

Key Understandings and Questions

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

- The work of the early Church Fathers and Ecumenical Councils enhanced the stability and unity of the Church by articulating and defending Church teachings about the Trinity, Mary, and the Church's authority.
- Following the fall of the Roman Empire in the West, the Church faced many threats and experienced lasting and significant developments, including the development of monasticism.
- The rise and spread of Islam in the seventh century altered the political and religious composition of all of Arabia and North Africa, the Iberian Peninsula, and parts of Asia Minor, with catastrophic consequences for the Church.
- Charlemagne's rule as Holy Roman Emperor ushered in a period of conflict between secular and ecclesial interests that threatened the spiritual authority of the Pope as the leader of the People of God.
- Growing tensions and differences between the Eastern and Western Churches led to a decisive schism between the two in 1054.

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

- How did the work of the early Church Fathers and Ecumenical Councils develop the Church's doctrine?
- How did western monasticism shape and influence the Church and society in the Middle Ages?
- How did Islam develop and what challenges did its spread of bring for the Church?


- In what ways were the Roman Empire and the Church weakened following Charlemagne's rule as Holy Roman Emperor?
- What differences and tensions between the Eastern and Western Churches led to their definitive schism?

How Will You Know the Students Understand?

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

- handout "Final Performance Task Options for Unit 2" (Document #: TX002925)
- handout "Rubric for Final Performance Tasks for Unit 2" (Document #: TX002926)
- handout "Unit 2 Test" (Document #: TX002931)

Student Book Articles

This unit draws on articles from the *Church History: Apostolic Times to Today* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from "Section 1: The Church in the Early Christian Centuries" and "Section 2: The Church in the Middle Ages" and are as follows:

- "The Fathers of the Church" (article 12)
- "Church Councils and Doctrinal Development" (article 13)
- "The Collapse of the Roman Empire of the West" (article 14)
- "Western Monasticism" (article 15)
- "The Development of Islam" (article 16)
- "Charlemagne: Holy Roman Emperor" (article 17)
- "Gregorian Reform" (article 18)
- "The Eastern Schism" (article 19)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students to enable them to explore the Age of the Fathers and the Church in the Early Middle Ages. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.

Explain **Step 1:** Preassess what the students already know about Church history in the Age of the Fathers and the Early Middle Ages.

Understand **Step 2:** Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 2” (Document #: TX002925) and “Rubric for Final Performance Tasks for Unit 2” (Document #: TX002926).

Perceive **Interpret** **Step 3:** Have the students create poster presentations to study Church Fathers and Doctors who made significant contributions to the early Church.

Explain **Step 4:** Invite the students to learn about doctrinal development in today’s Church and during the Ecumenical Councils of Nicaea, Constantinople, Ephesus, and Chalcedon.

Apply **Step 5:** Help the students understand the collapse of the Roman Empire of the West by having them build a time line.

Understand **Step 6:** Have the students research and present skits about key saints involved in the rise of Western monasticism.

Understand **Step 7:** Invite the students to explore the communal life of the Western monastic orders by writing a rule for a new religious community.

Empathize **Perceive** **Step 8:** Invite a guest speaker to talk to the students about Islam and what it means to live the Muslim faith.

Perceive **Step 9:** Assign the students to research the Holy Roman Empire at the time of Charlemagne.

Perceive **Interpret** **Step 10:** Help the students study the terms *antipope*, *feudalism*, *iconoclasm*, and *simony* by having them create cartoons to illustrate these concepts.

Perceive **Reflect** **Step 11:** Invite the students to reflect on the significance of Pope Gregory VII in the reform of the medieval Church.

Perceive **Reflect** **Step 12:** Examine the tensions between the Eastern and Western Churches that ultimately led to the Eastern Schism, and invite the students to explore the relations between these Churches today through a digital scavenger hunt.

Understand **Step 13:** Make sure the students are all on track with their final performance tasks, if you have assigned them.

Reflect **Step 14:** Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about these and other concepts taught in this unit:

- “The Divinity of Jesus: An Early Christian Debate” (Document #: TX002920)
- “The East-West Split” (Document #: TX002921)
- “Islam: Historical Origins” (Document #: TX002922)

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

- “Using an Ungraded Association Quiz” (Document #: TX001010)
- “Guidelines for Assigning and Assessing PowerPoint Presentations” (Document #: TX001534)
- “Using Final Performance Tasks to Assess Understanding” (Document #: TX001012)
- “Using Rubrics to Assess Work” (Document #: TX001011)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout “Vocabulary for Unit 2” (Document #: TX002927), one for each student.

abbot, abbess	hermit
antipope	hypostatic union
Arianism	iconoclasm
charism	illuminated manuscript
Christendom	<i>Logos</i>
consubstantial	papal bull
Doctor of the Church	Papal States
Ecumenical Council	patriarch (Eastern)
Fathers of the Church (Church Fathers)	rule of life
feudalism	simony
<i>filioque</i>	<i>Theotokos</i>
Franks	Vikings
	Vulgate

Learning Experiences

Explain**Step 1**

Preassess what the students already know about Church history in the Age of the Fathers and the Early Middle Ages.

- 1. Prepare** by downloading and printing the handout “Age of the Fathers and Early Middle Ages Quiz”(Document #: TX002923), one for each student. Also download and print one copy of the handout “Age of the Fathers and Early Middle Ages Quiz: Answer Key” (Document #: TX002924) for your own use during this learning experience.
- 2. Begin** by explaining that in this unit the students will learn about the Age of the Church Fathers and the Church in the Early Middle Ages. Distribute the handout “Age of the Fathers and Early Middle Ages Quiz”(Document #: TX002923). Explain that this quiz will not be graded—it is simply a chance for the students to see what they already know and to anticipate what they will explore in this unit. Instruct the students to read through the quiz carefully and match the terms to the definitions provided. Explain that it is fine to leave some answers blank, but ask them to do their best. Allow 10 to 15 minutes for the students to work.
- 3. Ask** the students to find a partner. Invite the pairs to compare quizzes, filling in any blanks and correcting any answers on their own handouts. Allow another 5 to 10 minutes for the pairs to work.
- 4. Gather** the students back together, and invite volunteers to provide the answers to each item on the quiz as the rest of the students take notes. Confirm or correct the answers using your copy of the handout “Age of the Fathers and Early Middle Ages Quiz: Answer Key”(Document #: TX002924). Then lead a large-group discussion to identify which terms the students already knew and which were unfamiliar to them. Ask the students to keep the handout and come back to it throughout the unit as they explore the Age of the Fathers and the Church in the Early Middle Ages.

Teacher Note

Further prepare for this learning experience by referring to the method article “Using an Ungraded Association Quiz” (Document #: TX001010) at smp.org/LivinginChrist for background information.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 2” (Document #: TX002925) and “Rubric for Final Performance Tasks for Unit 2” (Document #: TX002926).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a children’s picture book about the Church from the Age of the Fathers through the Early Middle Ages and creating a PowerPoint presentation focusing on events in these eras. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

- 1. Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 2” (Document #: TX002925) and “Rubric for Final Performance Tasks for Unit 2” (Document #: TX002926), one of each for each student.
- 2. Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
- 3. Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - ▶ If you would like to work in a small group, you may choose option 1. If you wish to work alone or with a partner, you may choose option 2.
 - ▶ Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.
- 4. Explain** the types of tools and knowledge the students will gain throughout the unit so they can successfully complete the final performance task.
- 5. Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need in order to show you that they understand the key concepts relating to the Church in the Age of the Fathers and the Early Middle Ages.

Teacher Note

Remind the students to choose their final performance task in accordance with any course requirements you may have established.

Teacher Note

You will want to assign due dates for the final performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.



Article
12

Perceive

Interpret

Step 3

Have the students create poster presentations to study Church Fathers and Doctors who made significant contributions to the early Church.

- 1. Prepare** by gathering nine sheets of poster board or newsprint and nine sets of markers. Also provide computers or tablets with Internet access for nine groups. Write the following chronological list of Church Fathers and Doctors on the board:

- Saint Athanasius
- Saint Basil the Great
- Saint Gregory of Nazianzus
- Saint Ambrose, Bishop of Milan
- Saint Augustine of Hippo
- Saint Jerome
- Saint John Chrysostom
- Saint Leo the Great
- Saint Gregory the Great

Teacher Note

You may assign the research portion of this learning experience for homework instead. The students can research their group's topic outside class and come prepared to create the group's poster presentation.

- 2. Assign** the students to read article 12, "The Fathers of the Church," from the student book as preparation for this learning experience.
- 3. Begin** by drawing three columns on the board. Label the first column "The Trinity," the middle column "Scripture Translation," and the last column "The Papacy." Ask the students to brainstorm Church teachings about the Trinity, and record these under "The Trinity." Next ask the students to brainstorm what they know about translations of Scripture, and record these under "Scripture Translation." Finally ask the students to brainstorm what they know about the Pope and his role in the Church, and record these under "The Papacy."
- 4. Introduce** the next part of the learning experience using these or similar words:
 - The Church's teachings about the Trinity, Scripture translation, and the papacy did not develop overnight. Rather, they reflect the efforts of the Church Fathers and Doctors to affirm and articulate the beliefs of Christianity, guided by the Holy Spirit.
- 5. Ask** the students to form nine groups. Assign each group one of the Church Fathers or Doctors listed on the board, and ask each group to research its assigned person. Explain that each group must uncover as much reliable information about its assigned person as possible, paying particular attention to the following details:
 - when the Church Father or Doctor lived
 - where he was from

- what role he served in his community
- at least one significant contribution he made to the Church

Allow 15 to 20 minutes for the groups to research their topics.

- 6. Distribute** the art supplies to the groups, and explain that each group is to create a poster to present its assigned Church Father or Doctor to the class. Encourage the groups to be as creative as they wish, using mind maps or other visual elements to reinforce the information. Allow 15 to 20 minutes for the groups to complete their posters.
- 7. Invite** each group to present its poster, in the order given in the somewhat chronological list you wrote on the board. Allow the other students to ask questions after each group presents. After all the groups have presented, hang the posters around the room, and leave them posted for the remainder of the unit.
- 8. Conclude** by inviting the students to write a one-page reflection on what they learned about the Church Fathers' efforts to enhance the stability and unity of the Church by articulating her core beliefs.



Article
13

Explain

Step 4

Invite the students to learn about doctrinal development in today's Church and through the Ecumenical Councils of Nicaea, Constantinople, Ephesus, and Chalcedon.

- 1. Prepare** by printing copies of Blessed John Paul II's apostolic constitution *Pastor Bonus*, paragraphs 48 through 55, one copy for each student. This passage describes the role and responsibilities of the Vatican's Congregation for the Doctrine of the Faith. A link to the online text is available at smp.org/LivinginChrist. In addition, download the PowerPoint presentation "Church Councils and Doctrinal Development" (Document #: TX002933), and arrange to use an LCD projector in your classroom.
- 2. Assign** the students to read article 13, "Church Councils and Doctrinal Development," from the student book as preparation for this learning experience.
- 3. Begin** by introducing the Church's doctrinal development in these or similar words:
 - Since the Church's earliest days, doctrine has been clarified and defined by many Church leaders and great thinkers, working together to reach a clear and universal understanding.

- The Vatican's Congregation for the Doctrine of the Faith does this for the modern Church.

Distribute the handout you created from *Pastor Bonus*, and invite volunteers to read aloud each numbered paragraph. Briefly define any terms or concepts on the handout with which the students may be unfamiliar. Then explain that the Congregation for the Doctrine of the Faith works today to defend and promote many Church teachings that go back to the work of the earliest Ecumenical Councils.

4. **Share** the PowerPoint presentation “Church Councils and Doctrinal Development” (Document #: TX002933). Instruct the students to take notes on the presentation, paying special attention to the key beliefs clarified and defined by each Council.
5. **Conclude** by inviting the students to write an essay (in class or for homework) explaining how the work of the Church Fathers and the Ecumenical Councils enhanced the stability and unity of the early Church.



Article
14

Apply

Step 5

Help the students understand the collapse of the Roman Empire of the West by having them build a time line.

1. **Prepare** by downloading and printing the handout “The Fall of the Roman Empire in the West: Time Line” (Document #: TX002928), one for each student. Create a blank time line on the board by drawing a horizontal line across the top and six evenly spaced vertical lines downward from the horizontal line.
2. **Assign** the students to read article 14, “The Collapse of the Roman Empire of the West,” in the student book as preparation for this learning experience.
3. **Begin** by explaining that the students will create a time line to visualize the sequence of events during the fall of the Roman Empire in the West.
4. **Ask** the students to find a partner. Distribute the handout “The Fall of the Roman Empire in the West: Time Line” (Document #: TX002928), and point out that the time line has six blank lines. Ask the pairs to work together to review the first half of article 14, “The Collapse of the Roman Empire of the West,” in the student book, stopping at the heading “The Empire in the East.” Invite them to create a time line that captures the six key dates mentioned in this first half of the article. Explain that for each event they record, they should add two or three bullet points providing details about that event. Allow 15 to 20 minutes for the pairs to work.

5. **Gather** the students back together, and invite one pair to add its first event and bulleted notes to the first vertical line on the blank time line you drew on the board. Invite other students to suggest additional notes to add to the event, and remind the students to expand their notes on their own time lines. Repeat this process for each of the six events. Ensure that the students capture, at minimum, the following key dates and details about the fall of the Roman Empire in the West:

- 27 BC: This year is commonly identified as the start of the Roman Empire.
- AD 395: Emperor Theodosius died, and the leaders who followed were figureheads. This event led to a variety of results for the empire:
 - social and moral decay
 - weakened military that had difficulty protecting the growing empire
 - economic hardships
 - vulnerability to attacks
- AD 410: Rome was sacked by the Visigoths, a Germanic tribe from the north.
- AD 455: Rome fell.
- AD 476: The last Roman emperor, Romulus Augustus, was deposed by a barbarian chieftain, Odaecer, and the Western Empire collapsed.

Summarize the time line by pointing out that the fourth century AD was when the Western Empire began to decline and lose its strength and authority, as barbarian invasions and ineffective or corrupt emperors put pressures on the empire.

6. **Assign** the students to answer the following questions as homework, based on the second half of article 14, “The Collapse of the Roman Empire of the West,” from the heading “The Empire in the East” to the end of the article:

- What factors contributed to the eventual fall of the Eastern Empire?
- What leadership roles did the Church assume after the sack of Rome in 410?



Article
15

Understand

Step 6

Have the students research and present skits about key saints involved in the rise of Western monasticism.

1. **Prepare** by downloading the PowerPoint presentation “Western Monasticism” (Document #: TX002934) and arranging to use an LCD projector in your classroom. Provide computers or tablets with Internet access and

PowerPoint for seven groups, and be sure to arrange to have an LCD projector in your classroom on the day the groups share their PowerPoint presentations. Write the following list of saints on the board:

- Saint Anthony of Egypt (251–356)
- Saint Martin of Tours (316–397)
- Saint Patrick (387–460 or 493)
- Saint Brigid of Kildare (451–525)
- Saint Columba (521–597)
- Saint Benedict (480–543)
- Saint Scholastica (480–547)

Teacher Note

Further prepare for this learning experience by referring to the method article “Guidelines for Assigning and Assessing PowerPoint Presentations” (Document #: TX001534) at smp.org/LivinginChrist for background information.

You may also wish to provide the students with guidelines for creating a good PowerPoint presentation. A link to a suitable video (3 minutes) is available at smp.org/LivinginChrist.

2. **Assign** the students to read article 15, “Western Monasticism,” in the student book as preparation for this learning experience.
3. **Begin** by telling the students that today they will examine the rise of Western monasticism as one social change that contributed to the spread of Christianity and the growth of the Church in the Early Middle Ages.
4. **Share** the PowerPoint presentation “Western Monasticism” (Document #: TX002934). Remind the students to take notes, and invite questions and comments.
5. **Ask** the students to form seven groups. Assign each group to research one of the saints from the list you wrote on the board. Ask the groups to research their assigned saint, giving particular attention to the following question:
 - What was the saint’s unique contribution to the development of Western monasticism?

Explain that the groups should use their research to create a 5- to 8-minute skit to present their saint to the class, focusing especially on his or her role in the rise of monasticism. Allow 20 to 30 minutes for the groups to work.

6. **Invite** each group to present its skit, following the order in which the saints are listed on the board. Ask the rest of the students to take notes as each group presents. After all the groups have presented, lead a discussion about what each saint contributed to the development of Western monasticism.
7. **Conclude** by inviting the students to write a one-page reflection on how the work of these saints and their communities is reflected in the Church and society even today.

Understand

Step 7

Invite the students to explore the communal life of the Western monastic orders by writing a rule for a new religious community.

- 1. Prepare** by downloading and printing the handout “Monastic Rule” (Document #: TX002929), one for each group of four.
- 2. Begin** by introducing the ideas of *charism* and *rule of life* to the students, using these or similar words:
 - Now that you have learned about medieval monastic communities and some of the saints who founded them, today you will consider communal life in a monastic community by writing a rule of life to govern a new monastic order.
 - Today we define a *religious community* as a group of men or women religious who are joined by a common charism. A *charism* is a special gift or grace of the Holy Spirit given to an individual Christian or community, commonly for the benefit and building up of the entire Church. One community’s charism might center on caring for those in need, and another community might live out a charism to pray for souls in Purgatory.
 - You have already learned that Saint Benedict wrote a rule of life, the Rule of Saint Benedict. A *rule of life* is a constitution that clarifies the mission and directs the daily life of a religious community or institute according to the spirit of the Gospel. In other words, a *rule of life* identifies how a community lives out its charism, or mission, including the structure, setting, and daily rhythms that allow the community to do so.
 - Today, you will work in groups to found an imaginary religious community, identify its mission, and draft a rule of life to govern the community.
- 3. Ask** the students to form groups of four, and tell the groups to imagine they are going to start a monastery, like Saint Benedict did. Distribute the handout “Monastic Rule” (Document #: TX002929), one copy to each group. Instruct each group to answer the questions on the handout as a way to create a monastic rule, or constitution, to govern its community. Allow 20 to 30 minutes for the groups to work.
- 4. Direct** each group to present its monastic rule to the class, inviting the other students to comment or ask questions.
- 5. Conclude** by inviting the students to write a one-page reflection imagining what it might be like to live in a monastic community. Use these or similar questions to help guide their writing:

- What kind of charism would attract you more—an active charism of service to the world, or a contemplative or prayerful charism away from society?
- What would be the benefits and the drawbacks for you to live in a religious community?
- What can you contribute as a member of such a community?



Article
16

Perceive

Empathize

Step 8

Invite a guest speaker to talk to the students about Islam and what it means to live the Muslim faith.

1. **Prepare** for this learning experience by inviting a Muslim guest speaker who knows the tenets of Islam and can speak, from an academic perspective, about Islam and what it means to live as a Muslim. A local Islamic center may be able to provide you with a list of acceptable speakers. If your speaker requests guidance about specific topics, suggest that he or she focus on describing the origins of Islam, the five pillars of Islam, and specific ways that Muslims worship. Time permitting, it may also be helpful for the speaker to address some common misunderstandings about Islam.

Check with the speaker to find out if he or she will need any materials or equipment, such as photocopies or digital projection equipment, and make these arrangements in advance.

Links to useful background reading about ongoing Catholic-Muslim interreligious dialogues are available at smp.org/LivinginChrist.

2. **Assign** the students to read article 16, “The Development of Islam,” in the student book as preparation for this learning experience.
3. **Welcome** the speaker to the class, and remind the students to give her or him respectful attention as a guest. At the end of class, invite the students to give the speaker a round of applause and to express their gratitude.
4. **Ask** the students to spend time in the following class session discussing what they learned from the speaker and from article 16, “The Development of Islam,” in the student book. Use these or similar discussion questions:
 - What similarities did you find between Christianity and Islam?
 - What significant differences did you find between Christianity and Islam?

Teacher Note

Consider having the students write a class thank-you note to send the speaker afterward, identifying two or three things they found most interesting in the presentation.

- How did Islam spread east and west in the early centuries?
- What were the consequences of Islam for Christendom in the Early Middle Ages?



Article
17

Perceive**Step 9**

Assign the students to research the Holy Roman Empire at the time of Charlemagne.

1. **Prepare** by downloading and printing the handout “The Roman Empire at the Time of Charlemagne: Research Worksheet” (Document #: TX002930), one for each student. If you have standard guidelines for recommended research sources, be prepared to share these with the students, perhaps by creating a separate handout. Links to some suitable sources are available at smp.org/LivinginChrist.
2. **Assign** the students to read article 17, “Charlemagne: Holy Roman Emperor,” in the student book as preparation for this learning experience.
3. **Begin** by telling the students that this learning experience is a chance to examine the Roman Empire at the time of Charlemagne and to consider what being a member of the Christian Church at that time might have been like.
4. **Distribute** the handout “The Roman Empire at the Time of Charlemagne: Research Worksheet” (Document #: TX002930), and review the instructions with the students, including any guidelines you want them to follow with regard to acceptable sources and citation. Advise them of when the essays are due.
5. **Instruct** the students to share their completed essays with a partner, using the reflection questions at the bottom of the handout “The Roman Empire at the Time of Charlemagne: Research Worksheet” (Document #: TX002930) as a starting point.

Teacher Note

If you wish to allow the students to conduct some research during class, make available a computer or tablet with Internet access for each student.

Perceive

Interpret

Step 10

Help the students study the terms *antipope, feudalism, iconoclasm, and simony* by having them create cartoons to illustrate these concepts.

- 1. Prepare** by gathering sheets of poster board or newsprint and sets of markers, one of each for every two students.
- 2. Begin** by explaining that visual art can help us remember vocabulary that is important for understanding the Church in the Early Middle Ages. Write the following terms on the board:
 - antipope
 - feudalism
 - iconoclasm
 - simony
- 3. Ask** the students to find a partner. Assign each pair one of the terms on the board. Instruct the pairs to use their student book to review the definition of the word assigned to them. Then distribute the art supplies, and invite each pair to create a cartoon that illustrates the meaning of their term. They can create a single-panel cartoon or a comic strip of three or four panels. Allow 15 to 20 minutes for the pairs to work.
- 4. Invite** each pair to share its cartoon with the class. You may wish to present all the cartoons for each term before moving on to the next term. Post the cartoons around the room, and conclude by asking the students to identify which cartoons are most likely to help them understand and remember the meaning of each term. What made these cartoons particularly memorable or helpful?



Article
18

Perceive

Reflect

Step 11

Invite the students to reflect on the significance of Pope Gregory VII in the reform of the medieval Church.

- 1. Assign** the students to read article 18, “Gregorian Reform,” in the student book as preparation for this learning experience.
- 2. Begin** by reminding the students that the feudal system of the Early Middle Ages opened the way for abusive practices to develop in the Church as well

as society, because every estate was a somewhat self-contained kingdom. Today the students will reflect on the reforms initiated by Pope Gregory VII, specifically how those reforms still shape the Church today.

3. **Draw** three columns on the board. Label the first column “Challenges Faced by Pope Gregory VII,” the second “Lay Investiture Crisis,” and the third “Cluniac Reforms.” Ask the students to brainstorm key details of these three topics that they recall from their assigned reading. Record student responses under each heading, and remind the students to record these details in their notes.
4. **Lead** a large-group discussion on Pope Gregory VII and his reform of the Church. Ask the following questions to prompt discussion:
 - Who was Pope Gregory VII?
 - Why did he feel the Church needed reform?
 - What were the Cluniac reforms?
 - What was lay investiture, and how did it negatively affect the medieval Church?
5. **Instruct** the students to select one of the Church reforms from the Early Middle Ages, and ask them to write a one-page reflection on how this reform improved the Church. Allow approximately 10 minutes for the students to write.
6. **Invite** the students to share their responses. Try to have at least one student share a reflection on each of the major challenges mentioned during the brainstorming and class discussion.



Article
19

Perceive

Reflect

Step 12

Examine the tensions between the Eastern and Western Churches that ultimately led to the Eastern Schism, and invite the students to explore the relations between these Churches today through a digital scavenger hunt.

1. **Prepare** for this learning experience by providing computers with printers and Internet access, one for each student.
2. **Assign** the students to read article 19, “The Eastern Schism,” in the student book as preparation for this learning experience.
3. **Begin** by asking the students to summarize the tensions and disagreements that plagued the Eastern and Western Churches. Record their

responses on the board. Continue by presenting the following material on the Eastern Schism:

- The decisive split between the two Churches occurred in 1054. The churches in the East and West accepted the Pope as the successor of Peter. However, the Byzantine Church felt that the Pope took that authority too far when he declared his authority over the whole Church, including the Eastern Church, taking control away from the Patriarch of Constantinople.
- The two Churches also disagreed over the inclusion of the word *filioque* (“and from the Son”) in the Nicene Creed. The Latin Church included the word *filioque* to assert that the Holy Spirit descends from the Father and the Son together. The Eastern Church believed that this was heresy, instead teaching that the Holy Spirit descends from the Father *through* the Son.
- These disagreements were part of growing tensions between the two Churches. Pope Leo XI sent legates in 1054 to meet with Patriarch Michael Cerularius to try to repair the relationship between the two Churches, but they could not reach an agreement.
- The Patriarch closed all of the Latin churches in the East, excommunicated all priests who remained in the Roman tradition, and removed the *filioque* from the Nicene Creed. In turn, the Pope demanded that the Patriarch submit to the papacy, but Cerularius refused. The Pope’s envoy then excommunicated the Patriarch, without the authority to do so. In response, the Patriarch excommunicated the Pope.
- Since then the Church in the West has been known as the Roman Church, and the Church in the East has been known as the Orthodox Church, or Greek Church.
- In 1976 Pope Paul VI and Patriarch Athenagorus I lifted the various excommunications and began ecumenical efforts that continue today.

4. Explain that the students will go on a digital scavenger hunt for information on the current state of the ecumenical dialogue between the Roman and Eastern Orthodox Churches. Ask the students to conduct an Internet search using the key terms *ecumenical dialogue* and *Roman and Orthodox Churches*. Point out that they must be careful to focus on dialogue with Orthodox Churches that do not acknowledge the Pope as their head, versus the Eastern Catholic Churches, which do. Explain that they must find one source of information that they believe is reliable and print it. If any students need help, links to some suitable sources are available at smp.org/LivinginChrist.

Once the students have located and printed reliable information, ask them to write two to three sentences summarizing the information they found. Allow 20 to 30 minutes for the students to work.

5. **Invite** the students to present the information they found describing any recent dialogues between the Roman and Orthodox Churches. Ask the following question to prompt discussion:
 - What is the current state of the ecumenical dialogue between the Roman and Orthodox Churches?

Understand**Step 13**

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

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

1. **Remind** the students to bring to class any work they have already prepared so that they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts “Final Performance Task Options for Unit 2” (Document #: TX002925) and “Rubric for Final Performance Tasks for Unit 2” (Document #: TX002926). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
2. **Provide** some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the project.

Reflect**Step 14**

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

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding of the history of the Church in the Age of the Fathers and the Early Middle Ages has developed throughout the unit.

1. **Prepare** for this learning experience by downloading and printing the handout “Learning about Learning” (Document #: TX001159; see Appendix 1), one for each student.
2. **Distribute** the handout and give the students about 15 minutes to answer the questions quietly.
3. **Invite** the students to share any reflections they have about the content they learned as well as their insights into the way they learned.

Age of the Fathers and Early Middle Ages Quiz

Read each definition carefully. Match the terms and definitions you think best go together. This quiz will not be graded. It is simply a chance to check what you already know as you begin a new unit.

- | | |
|---|---------------------------|
| A. abbot, abbess | M. hypostatic union |
| B. antipope | N. iconoclasm |
| C. Arianism | O. illuminated manuscript |
| D. Christendom | P. <i>Logos</i> |
| E. consubstantial | Q. papal bull |
| F. Doctor of the Church | R. Papal States |
| G. Ecumenical Council | S. patriarch (Eastern) |
| H. Fathers of the Church (Church Fathers) | T. simony |
| I. feudalism | U. <i>Theotokos</i> |
| J. <i>filioque</i> | V. Vikings |
| K. Franks | W. Vulgate |
| L. hermit | |

- ___ 1. A gathering of the Church's bishops from around the world convened by the Pope or approved by him to address pressing issues in the Church.
- ___ 2. A Germanic tribe who inhabited the Roman provinces of Gaul (roughly coinciding with modern-day France) starting in the sixth century.
- ___ 3. A Greek title for Mary meaning "God bearer."
- ___ 4. A Greek word meaning "Word"; a title of Jesus Christ found in the Gospel of John that illuminates the relationship between the three Persons of the Holy Trinity (see John 1:1,14).
- ___ 5. A heresy developed in the late third century that denied Christ's full divinity, stating that Christ was a created being who was superior to human beings but inferior to God.
- ___ 6. A book in which the text is supplemented with artwork such as decorated initials, borders, and illustrations, often using gold and silver. During the Middle Ages, such books were copied and illuminated by hand, work often done by monks.
- ___ 7. A person claiming to be pope in opposition to the Pope chosen in accordance with Church law.
- ___ 8. A person who lives a solitary life in order to commit himself or herself more fully to prayer and in some cases to be completely free for service to others.



- ___ 9. A system that evolved in Western Europe in the eighth and ninth centuries in which society was ordered around relationships derived from the holding of land in exchange for service and protection.
- ___ 10. A title officially bestowed by the Church on those saints who are highly esteemed for their theological writings, as well as their personal holiness.
- ___ 11. An independent country ruled by the Pope until 1870, covering a wide strip of land in the middle of the Italian Peninsula.
- ___ 12. An official letter or charter issued by the Pope, named for the wax seal used to authenticate it.
- ___ 13. Buying or selling of something spiritual, such as a grace, a Sacrament, or a relic. It violates the honor of God.
- ___ 14. During the early centuries of the Church, those teachers whose writings extended the Tradition of the Apostles and who continue to be important for the Church's teachings.
- ___ 15. Having the same nature or essence.
- ___ 16. In the Old Testament, this title is given to the male head of a group or tribe. In the Eastern (or Greek) Church, this title refers to a spiritual father. The title is given to the highest ranking bishops in the Church.
- ___ 17. Latin for "and from the Son," this phrase was added to the Nicene Creed in the Roman Church to express that the Holy Spirit descended from the Father and the Son, rather than *from* the Father and *through* the Son, as the Byzantine Church expressed.
- ___ 18. The deliberate destruction of religious symbols.
- ___ 19. The Scandinavian explorers, merchants, and warriors who invaded and settled in Europe from the late eighth to the eleventh centuries.
- ___ 20. The superior and spiritual leader of a monastery.
- ___ 21. Jesus Christ's divine and human natures in one Divine Person.
- ___ 22. The version of the Bible that was translated from Hebrew and Greek into Latin by Saint Jerome and that became the definitive version officially promulgated by the Church.
- ___ 23. Today this term refers to the worldwide community of Christians. In the medieval context, the term refers to the Church's sphere of power and authority, both politically and spiritually.



Age of the Fathers and Early Middle Ages Quiz: Answer Key

1. G

9. I

17. J

2. K

10. F

18. N

3. U

11. R

19. V

4. P

12. Q

20. A

5. C

13. T

21. M

6. O

14. H

22. W

7. B

15. E

23. D

8. L

16. S



Final Performance Task Options for Unit 2

Important Information for Both Options

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

- The work of the early Church Fathers and Ecumenical Councils enhanced the stability and unity of the Church by articulating and defending Church teachings about the Trinity, Mary, and the Church's authority.
- Following the fall of the Roman Empire in the West, the Church faced many threats and experienced lasting and significant developments, including the development of monasticism.
- The rise and spread of Islam in the seventh century altered the political and religious composition of all of Arabia and North Africa, the Iberian Peninsula, and parts of Asia Minor, with catastrophic consequences for the Church.
- Charlemagne's rule as Holy Roman Emperor ushered in a period of conflict between secular and ecclesial interests that threatened the spiritual authority of the Pope as the leader of the People of God.
- Growing tensions and differences between the Eastern and Western Churches led to a decisive schism between the two in 1054.

Option 1: A Children's Picture Book

Your small group is a team of authors hired by a major publishing company to write and illustrate a picture book teaching first- or second-graders about the history of the Church from the Age of the Fathers through the Early Middle Ages. The book should provide a summary of the key events and people from these eras, in a manner suitable for teaching younger children.

Your group will write and illustrate a 16-page book, including front and back covers. Your book must mention seven of the following characters and terms, devoting two pages to each topic:

- Church Fathers
- Ecumenical Councils
- The Roman Pope and Eastern Patriarch
- Pope Leo the Great
- Saint Benedict
- Monasticism and monks
- Islam
- Pope Gregory VII
- Charlemagne
- The Eastern Schism



Your children's book must demonstrate the following:

- an understanding of the four main concepts of the unit, as listed at the beginning of this handout
- a well-written story that flows chronologically
- illustrations suitable for children in first or second grade
- appropriate content and maturity level for teaching children in first or second grade

In addition, you must present a well-rehearsed reading of your story to your classmates.

Option 2: A PowerPoint Presentation for a Parish Community

Your parish priest has asked you to prepare a presentation to teach a parish community about the Church in the Age of the Fathers and the Early Middle Ages. Working alone or with a partner, choose seven of the following topics, and develop a PowerPoint presentation and written script to teach your parish about these topics in the context of the Church during the Age of the Fathers and the Early Middle Ages.

- Church Fathers
- Ecumenical Councils
- The Roman Pope and Eastern Patriarch
- Pope Leo the Great
- Saint Benedict
- Monasticism and monks
- Islam
- Pope Gregory VII
- Charlemagne
- The Eastern Schism

Your presentation must include or demonstrate the following:

- an understanding of the four main concepts of the unit, as listed at the beginning of this handout
- a written script (750 to 1,000 words) for your presentation, suitable for both adults and children
- a PowerPoint presentation of at least eight slides, covering seven of the topics listed above
- at least one image for each topic in the presentation to help visual learners understand the Age of the Fathers and the Church in the Early Middle Ages
- appropriate content and maturity level for a high school religion class.

In addition, you must deliver your well-rehearsed presentation to your classmates and be prepared to answer questions.



Rubric for Final Performance Tasks for Unit 2

Assignment includes all items requested in the instructions.	Assignment includes all items requested, and they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the following concept: <i>The work of the early Church Fathers and Ecumenical Councils enhanced the stability and unity of the Church by articulating and defending Church teachings about the Trinity, Mary, and the Church's authority.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>Following the fall of the Roman Empire in the West, the Church faced many threats and experienced lasting and significant developments, including the development of monasticism.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The rise and spread of Islam in the seventh century altered the political and religious composition of all of Arabia and North Africa, the Iberian Peninsula, and parts of Asia Minor, with catastrophic consequences for the Church.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>Charlemagne's rule as Holy Roman Emperor ushered in a period of conflict between secular and ecclesial interests that threatened the spiritual authority of the Pope as the leader of the People of God.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>Growing tensions and differences between the Eastern and Western Churches led to a decisive schism between the two in 1054.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment uses proper grammar and spelling.	Assignment has no grammar or spelling errors.	Assignment has one grammar or spelling error.	Assignment has two grammar or spelling errors.	Assignment has multiple grammar or spelling errors.
The presentation of the assignment is effective.	Presentation is organized, clear, and engaging.	Presentation is clear and engaging.	Presentation is clear but not well organized and not engaging.	Presentation is disorganized, unclear, and boring.



Vocabulary for Unit 2

abbot, abbess: The superior and spiritual leader of a monastery (masculine: abbot; feminine: abbess).

antipope: A person claiming to be Pope in opposition to the Pope chosen in accordance with Church law.

Arianism: A heresy developed in the late third century that denied Christ's full divinity, stating that Christ was a created being who was superior to human beings but inferior to God.

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

Christendom: The Church's sphere of power and authority, both politically and spiritually, during the Middle Ages.

consubstantial: Having the same nature or essence.

Doctor of the Church: A title officially bestowed by the Church on those saints who are highly esteemed for their theological writings, as well as their personal holiness.

Ecumenical Council: A gathering of the Church's bishops from around the world convened by the Pope or approved by him to address pressing issues in the Church.

Fathers of the Church (Church Fathers): During the early centuries of the Church, those teachers whose writings extended the Tradition of the Apostles and who continue to be important for the Church's teachings.

feudalism: A system that evolved in Western Europe in the eighth and ninth centuries in which society was ordered around relationships derived from the holding of land in exchange for service and protection.

***filioque*:** Latin for "and from the Son," this phrase was added to the Nicene Creed in the Roman Church to express that the Holy Spirit descended from the Father and the Son, rather than *from* the Father and *through* the Son, as the Byzantine Church expressed.

Franks: A Germanic tribe that inhabited the Roman provinces of Gaul (roughly coinciding with modern-day France) starting in the sixth century.

hermit: A person who lives a solitary life in order to commit himself or herself more fully to prayer and in some cases to be completely free for service to others.



hypostatic union: The union of Jesus Christ's divine and human natures in one Divine Person.

iconoclasm: The deliberate destruction of religious icons and symbols.

illuminated manuscript: A manuscript in which the text is supplemented with artwork such as decorated initials, borders, and illustrations, often using gold and silver. During the Middle Ages, manuscripts were copied and illuminated by hand, work often done by monks.

Logos: A Greek word meaning "Word." Logos is a title of Jesus Christ found in the Gospel of John that illuminates the relationship between the three Persons of the Holy Trinity. (See John 1:1,14.)

papal bull: An official letter or charter issued by the Pope, named for the *bull*, or wax seal, that was used to authenticate it.

Papal States: An independent country ruled by the Pope until 1870, covering a wide strip of land in the middle of the Italian Peninsula. The Papal States were awarded to the papacy in 756 in a formal deed called the Donation of Pepin.

patriarch (Eastern): In the Old Testament, a patriarch is the father of a group or tribe. In the Eastern (or Greek) Church, a patriarch is a spiritual father. The title is given to the highest ranking bishops in the Church.

rule of life: Constitution that clarifies the mission and directs the daily life of a religious community or institute according to the spirit of the Gospel.

simony: Buying or selling something spiritual, such as a grace, a Sacrament, or a relic. It violates the honor of God.

Theotokos: A Greek title for Mary meaning "God bearer."

Vikings: The Scandinavian explorers, merchants, and warriors who invaded and settled in Europe from the late eighth to the eleventh centuries.

Vulgate: The version of the Bible translated from Hebrew and Greek into Latin by Saint Jerome and which became the definitive version and officially promulgated by the Church.



The Fall of the Roman Empire in the West: Time Line



4. How will your community's prayer life be structured? Why?

5. How will your community support itself?

6. How will meals be organized? Why?

7. How will your community provide clothing for its members, and will they dress in a specific way? Why?



The Roman Empire at the Time of Charlemagne: Research Worksheet

Write a five-paragraph essay summarizing changes and significant events that affected the Church from the 700s through the 800s. Your essay must include suitable citations. You may use article 17, “Charlemagne: Holy Roman Emperor,” in the student book as a starting point, but you must also cite at least three additional credible sources, only one of which may come from Wikipedia. Your essay should mention the following topics:

- The Franks
- Pepin
- The Papal States
- Charlemagne
- Christendom
- Carolingian Renaissance
- Vikings and Slavs

Reflection Questions

When you have completed your essay, you will be asked to share and reflect on your work with a partner, discussing the following questions:

1. What details did both you and your partner include?

2. What details did your partner include that you did not?



Unit 2 Test

Part 1: Multiple Choice

Write the letter of the correct answer in the space provided before each question.

- ___ 1. Saint Jerome is known for which contribution to the life of the Church?
- A. converting the peoples of present-day Great Britain
 - B. translating the Bible from its original Hebrew and Greek into Latin, forming the major part of the Vulgate
 - C. introducing classical Greek thought to the early Church
 - D. defending Church teachings against the heresy of Arianism
- ___ 2. Saint Athanasius is known for which contribution to the life of the Church?
- A. converting the peoples of present-day Great Britain
 - B. translating the Bible from its original Hebrew and Greek into Latin, forming the major part of the Vulgate
 - C. introducing classical Greek thought to the early Church
 - D. defending Church teachings against the heresy of Arianism
- ___ 3. The Nicene Creed is the product of which two Ecumenical Councils?
- A. the Councils of Nicaea and Constantinople
 - B. the Councils of Nicaea and Chalcedon
 - C. the Councils of Ephesus and Chalcedon
 - D. none of the above
- ___ 4. Which of the following factors led to the collapse of the Roman Empire in the West?
- A. Constantine moved his capital to Constantinople (formerly Byzantium), leaving weak or corrupt emperors to govern the Western Empire.
 - B. Waves of barbarian invasions created economic, social, and political pressures on the Western Empire.
 - C. The Visigoths sacked Rome in AD 410.
 - D. all of the above
- ___ 5. Which of the following saints was *not* associated with the development of Western monasticism?
- A. Saint Anthony of Egypt
 - B. Saint Brigid of Kildare
 - C. Saint Augustine
 - D. Saint Martin of Tours



- ___ 6. All of the following statements characterize Saint Benedict's community at Monte Cassino *except* ____.
- A. the community was a complete, self-sustaining economic unit
 - B. the monks took vows of chastity and obedience, but not poverty
 - C. the monks' way of life balanced prayer and work (*ora et labora*)
 - D. the community followed the Rule of Benedict, which emphasized moderation in all things
- ___ 7. Which of the following is *not* a belief in the Muslim religion?
- A. Jesus was a prophet sent by God.
 - B. Jesus was not divine.
 - C. Jesus is the Second Person in the Trinity.
 - D. There is only one God.
- ___ 8. Which of the following factors led the Pope to crown Charlemagne the first Holy Roman Emperor?
- A. Charlemagne defeated the Lombards, a Germanic tribe seeking to expand into northern Italy.
 - B. After conquering new lands, Charlemagne often forced their people to convert to Christianity.
 - C. Charlemagne created the most powerful empire since the Roman Empire, at a time of great threat to Western Europe.
 - D. all of the above
- ___ 9. During his papacy, Pope Gregory (or Hildebrand) initiated reforms of which common practice in the early medieval Church?
- A. simony, the buying or selling of something spiritual, such as a grace, a Sacrament, or a relic
 - B. the marriage of priests
 - C. lay investiture, the practice by which a high-ranking secular leader could appoint bishops or abbots and require their loyalty
 - D. all of the above
- ___ 10. Which of the following was *not* a cause of the Eastern Schism?
- A. disagreement over whether the Pope or the Patriarch of Constantinople had primacy over the Church
 - B. military conquest by the Turks
 - C. disagreement over whether the Holy Spirit descended from the Father and the Son, or from the Father through the Son
 - D. a papal legate's excommunication of Patriarch Cerularius of Constantinople



Part 2: Matching

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

Column A

- A. Christendom
- B. Doctor of the Church
- C. Ecumenical Council
- D. Father of the Church
- E. feudalism
- F. hermit
- G. iconoclasm
- H. Mohammed
- I. papal bull
- J. Papal States

Column B

- ___ 1. The founder of Islam
- ___ 2. An independent country ruled by the Pope until 1870, covering a wide strip of land in the middle of the Italian Peninsula. The Papal States were awarded to the papacy in 756 in a formal deed called the Donation of Pepin.
- ___ 3. During the early centuries of the Church, a teacher whose writings extended the Tradition of the Apostles and who continues to be important for the Church's teachings.
- ___ 4. A person who lives a solitary life in order to commit himself or herself more fully to prayer and in some cases to be completely free for service to others.
- ___ 5. A gathering of the Church's bishops from around the world convened by the Pope or approved by him to address pressing issues in the Church.
- ___ 6. The Church's sphere of power and authority, both politically and spiritually, during the Middle Ages.
- ___ 7. An official letter or charter issued by the Pope, named for the wax seal that is used to authenticate it.
- ___ 8. A title officially bestowed by the Church on those saints who are highly esteemed for their theological writings, as well as their personal holiness.
- ___ 9. The deliberate destruction of religious symbols.
- ___ 10. A system that evolved in Western Europe in the eighth and ninth centuries in which society was ordered around relationships derived from the holding of land in exchange for service and protection.



Part 3: Essay

Respond to the following.

1. Choose one of the Fathers or Doctors of the Church you studied in this unit, and outline his key contributions to the Church.
2. Describe the lay investiture crisis, and explain why it posed a problem for the Church.
3. Describe three ways the Church responded to the fall of the Roman Empire in the West.
4. What is the role of a monastic rule in a religious community?



Unit 2 Test Answer Key

Part 1: Multiple Choice

- | | |
|------|-------|
| 1. B | 6. B |
| 2. D | 7. C |
| 3. A | 8. D |
| 4. D | 9. D |
| 5. C | 10. B |

Part 2: Matching

- | | |
|------|-------|
| 1. H | 6. A |
| 2. J | 7. I |
| 3. D | 8. B |
| 4. F | 9. G |
| 5. C | 10. E |

Part 3: Essay

1. *Answers will vary but may include any of the Church Fathers or Doctors studied in step 3 of this unit or in article 12, "The Fathers of the Church," in the student book.*
2. *Answers should include the following: Lay investiture is the practice by which a high-ranking secular leader (such as an emperor or lord) could appoint bishops or abbots. In so doing, the secular leader "invested" these Church leaders with power and in turn required their loyalty. That meant that abbots and bishops were dependent on, and answered to, the local secular leader, not the Pope. Their divided loyalty made it difficult for such bishops and abbots to maintain their commitment to the Gospel and the Church's mission. Pope Gregory (or Hildebrand) ruled against lay investiture, viewing the clergy's independence from civil authority as crucial to his other reforms in the Church.*



3. *Answers should include the following:* First, the Church, as one stable and respected institution that could provide governance and protection, filled the leadership vacuum created by the collapse of the Western Empire. Second, the Church also began to provide for the basic needs of citizens, expanding and organizing her system of charitable relief for the poor in Rome. This charitable work was supported by donations from noble families and from Church-owned farms. Third, the Church established schools for clergy that also provided some instruction for the laity—often these were the only sources of lay education.
4. *Answers should include the following:* A monastic community typically follows the rule set forth by its founder or another well-known rule, such as the Rule of Saint Benedict. A *rule* is a type of constitution that specifies the mission (or charism) of a religious community, describes its location and the people it serves, and outlines the day-to-day life and governance of the community, including guidelines for praying, eating, working, and sleeping.



Overview

Now that the students understand how the Church developed in the Age of the Fathers and the Early Middle Ages, this unit will focus on the Church of the High Middle Ages. The students will examine the causes of the Crusades and their effect on the Church, other challenges facing the papacy and the Church, and the developments in religious orders, Church teachings, architecture, and education in this period.

Key Understandings and Questions

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

- The Crusades were launched to regain territories lost to the Turks, but the campaigns ended in a mix of gains and losses.
- The decline in the strength of the papacy led to the Avignon Papacy, which in turn brought about the Great Western Schism.
- The Church and Western society were strengthened by the intense activity and renewal of monastic orders that started in the eleventh century.
- The Church's teaching, particularly on the Eucharist, was strengthened through Lateran Council IV, and heresies against the Eucharist were quelled through the Medieval Inquisition.

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


- What were the motivations for the Crusades, and what were their outcomes?
- What led to the Great Western Schism (or Papal Schism), and how did this schism affect the Church?
- How did the major developments and reforms in monastic life during the High Middle Ages shape the Church and Christendom?
- How did the Church defend and explain its teachings on the Eucharist in the medieval era?
- What are the similarities and differences between the Medieval Inquisition and the Spanish Inquisition?

How Will You Know the Students Understand?

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

- handout “Final Performance Task Options for Unit 3” (Document #: TX002937)
- handout “Rubric for Final Performance Tasks for Unit 3” (Document #: TX002938)
- handout “Unit 3 Test” (Document #: TX002942)

Student Book Articles

This unit draws on articles from the *Church History: Apostolic Times to Today* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from “Section 2: The Church in the Middle Ages” and are as follows:

- “The Crusades” (article 20)
- “Challenges to the Papacy” (article 21)
- “New Religious Orders” (article 22)
- “Medieval Cathedrals: Works of Beauty and Inspiration” (article 23)
- “Scholastics and Medieval Universities” (article 24)
- “The Eucharist: Heresies, Teachings, and Devotions” (article 25)
- “Understanding the Inquisitions” (article 26)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students to enable them to discover the significant events and challenges the Church faced in the High Middle Ages. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.



Step 1: Preassess what the students already know about the history of the Church in the High Middle Ages through a true-or-false exercise.



Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 3” (Document #: TX002937) and “Rubric for Final Performance Tasks for Unit 3” (Document #: TX002938).

Explain

Step 3: Examine the Crusades and their consequences through a fishbowl discussion.

Interpret

Step 4: Engage the students in a research exercise to explore the lives and significance of Church leaders in the High Middle Ages.

Understand

Step 5: Invite the students to consider the Avignon Papacy and the Great Western Schism through a creative writing assignment.

Reflect

Step 6: Lead the students in a prayer experience centered on Christian unity, reflecting on Christ's wish that we might transcend differences and misunderstandings to be one in him.

Apply

Step 7: Engage the students in learning about religious orders of the eleventh century by having them create promotional brochures.

Interpret

Step 8: Invite the students to discover medieval cathedrals as works of beauty and inspiration through a Web quest.

Explain

Step 9: Lead the students in a discussion exploring scholasticism and the role of medieval universities.

Apply

Step 10: Introduce the students to significant developments in Eucharistic devotion and doctrine during the High Middle Ages, especially the thirteenth century.

Interpret

Step 11: Invite the students to explore the Inquisitions by having them create a wiki.

Understand

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

Reflect

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

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about these and other concepts taught in this unit:

- “Belief and Violence: The Crusades” (Document #: TX002935)
- “Were Medieval Universities Catholic?” (Document #: TX002936)

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

- “The Fishbowl Method” (Document #: TX001530)
- “Guidelines for Assigning and Assessing PowerPoint Presentations” (Document #: TX001534)
- “Web Quest” (Document #: TX001525)
- “Using Final Performance Tasks to Assess Understanding” (Document #: TX001012)
- “Using Rubrics to Assess Work” (Document #: TX001011)

Scripture Passages

The Scripture passages featured in the unit are as follows:

- John, chapter 17 (the prayer of Jesus)
- Matthew 18:20 (a brother who sins)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout “Vocabulary for Unit 3” (Document #: TX002939), one for each student.

chancel	Medieval Inquisition
conciliar movement	mendicants
Divine Office	mystic
friars	nave
Great Western Schism	scholasticism
indulgence	Spanish Inquisition

Learning Experiences

Explain

Step 1

Preassess what the students already know about the history of the Church in the High Middle Ages through a true-or-false exercise.

1. **Prepare** by providing each student with a small dry-erase board and marker. Alternately, prepare signs that say “true” on one side and “false” on the opposite side.
2. **Begin** by explaining that the students have studied the Church in the Early Middle Ages and are now ready to learn more about the Church in the High Middle Ages. Distribute the dry-erase boards and markers or the true-false signs. Explain that you will read a list of statements. For each statement, have the students write “true” on their dry-erase board, or display their “true” sign, if they think the statement is true. Ask them to write “false” on their dry-erase board, or display their “false” sign, if they think the statement is false. For each statement note where the students’ responses reveal gaps in knowledge. Then provide the students with the correct answer, reminding them that they will learn more about these concepts during the unit.

Read the following statements:

- The Crusades had no negative consequences. (*false*)
- The Crusades were launched to regain territory that was lost by the Christians to the Turks. (*true*)
- In the fourteenth century, the papacy moved from Rome to France, remaining there for more than seventy years. (*true*)
- The word *schism* means “together.” (*false*)
- Benedictines, Franciscans, Dominicans, and Poor Clares are all examples of religious orders that emerged during the High Middle Ages. (*false*)
- A mendicant order is a religious community that specializes in fixing or mending things. (*false*)
- A nave is the main body of a church or cathedral. (*true*)
- Medieval universities were completely separate from the Church and from teachings about God. (*false*)

- A sect known as the Albigensians considered all creation to be evil, were against priests, and rejected the Eucharist. (*true*)
 - The Medieval Inquisition sought to enforce adherence to Catholicism in Spain. (*false*)
- 3. Conclude** by inviting the students to choose one statement that surprised them from this learning experience—a false statement that they thought was true, or vice versa. Ask them to write a one-paragraph reflection on what they would like to learn about that fact from this time period.

Teacher Note

You may wish to have the students hand in their reflections to guide your planning for this unit. If you do so, be sure to hand back the reflections at the end of the unit so the students can assess what they have learned.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 3” (Document #: TX002937) and “Rubric for Final Performance Tasks for Unit 3” (Document #: TX002938).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: creating modern-day podcasts about the Church in the High Middle Ages or writing a journal in the voice of a Christian who lived during the High Middle Ages. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

- 1. Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 3” (Document #: TX002937) and “Rubric for Final Performance Tasks for Unit 3” (Document #: TX002938), one of each for each student.
- 2. Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
- 3. Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - If you prefer to work in a group of two or three students, choose option 1. If you prefer to work alone, choose option 2.

Teacher Note

Remind the students to choose their final performance task in accordance with any course requirements you may have established.

Teacher Note

You will want to assign due dates for the performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.

- Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.

4. **Explain** the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.
5. **Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need in order to show you that they understand the history of the Church in the High Middle Ages.

Explain**Step 3**

Examine the Crusades and their consequences through a fishbowl discussion.



Article
20

1. **Prepare** by downloading the PowerPoint presentation “The Crusades” (Document #: TX002945) and arranging to use an LCD projector in your classroom. In addition, prepare a list of questions for a fishbowl discussion about the Crusades. Use the following list as a starting point, but add your own questions as well:

Teacher Note

Further prepare for this learning experience by referring to the method article “The Fishbowl Method” (Document #: TX001530) at smp.org/LivinginChrist for background information. Links to additional information about the Crusades are available at the Web site as well.

- What were some good reasons for embarking on the Crusades? Were they justified only by standards of the time, or would we consider them good reasons today as well?
- What were some questionable reasons for embarking on the Crusades? Which reasons were simply ill-advised? Which would you consider immoral?
- What were some short- and long-term benefits of the Crusades?
- What were some negative outcomes of the Crusades?

- Given what we know today about the Crusades, did the benefits (planned and unplanned) outweigh the negative outcomes?
 - What are some things to consider when we weigh the actions of the past from the perspective of our standards today?
2. **Assign** the students to read article 20, “The Crusades,” in the student book as preparation for this learning experience.
 3. **Begin** by explaining that you are going to present information about the Crusades. Direct the students to draw a line down the middle of a sheet of paper to create columns. Have them label the first column “Pros” and the second column “Cons.” Ask the students to use the columns to record the pros and cons about the Crusades—specifically their goals and outcomes—during the presentation. Share the PowerPoint presentation “The Crusades” (Document #: TX002945).
 4. **Explain** that the students will now engage in a fishbowl exercise to discuss the pros and cons of the Crusades. Ask the students to arrange their desks in two concentric circles facing inward. The inner circle should have six desks; the remaining desks will be in the outer circle. Ask for five volunteers to start in the inner circle, leaving one desk empty for anyone who wants to join the conversation. Explain that the students in the inner circle will discuss a question, while those in the outer circle observe. If someone in the outer circle wants to contribute, he or she will sit in the empty desk, and someone in the inner circle will leave it. There must always be an empty desk to allow new students to join the conversation. Check to see if the students have any questions about this process before beginning.
 5. **Share** the first discussion question, and ask the students in the inner circle to begin the discussion. Periodically remind the students in the outer circle that they can join by sitting in the empty desk. If you see a student who has something to say but seems reluctant to join, invite him or her to join the inner circle. Depending on your class dynamic, you may even want to swap out half of the group in the inner circle at designated intervals. Continue the discussion until all agree that consensus has been reached or until the topic has been adequately discussed.
 6. **Conclude** by having the students respond to the following questions in a one-page reflection, either in class or for homework.
 - Given what you know now about the Crusades, did the benefits (planned and unplanned) justify the negative outcomes?

Teacher Note

If the students seem inclined to digress into current tensions involving the Middle East or questions about modern-day Islam, you may want to remind them to focus the discussion on the causes and context of the medieval Crusades. Alternatively, thoughtful and respectful discussion of modern parallels may be an opportunity to explore what we can learn by studying history, depending on your class dynamic.



Articles
20, 21

Interpret

Step 4

Engage the students in a research exercise to explore the lives and significance of Church leaders in the High Middle Ages.

- 1. Prepare** by providing computers or tablets with Internet access and PowerPoint, at least one for each group of four students. In addition, write each of the following names on slips of paper, and put them in a hat or bowl:

- Pope Innocent III
- Pope Boniface VIII
- Pope Clement V
- Saint Catherine of Siena
- Pope Gregory XI

Make enough slips of paper to have one for each group of four. If your class has more than twenty students, more than one group may research the same person.

Arrange to use an LCD projector in your classroom on the day the groups share their PowerPoint presentations.

Teacher Note

Further prepare for this learning experience by referring to the method article “Guidelines for Assigning and Assessing PowerPoint Presentations” (Document #: TX001534) at smp.org/LivinginChrist for background information.

- 2. Assign** the students to review article 20, “The Crusades,” and to read article 21, “Challenges to the Papacy,” in the student book as preparation for this learning experience.
- 3. Begin** by explaining that the students will work in groups to study significant leaders from this period of Church history.
- 4. Ask** the students to form groups of four, and have each group draw a slip of paper from the hat or bowl. Instruct the groups to review their assigned Church leader in the student book as an overview. Then have the students use the Internet to research the person on their slip, gathering information from at least two reliable sources. Links to suitable resources are available at smp.org/LivinginChrist. Allow 20 to 30 minutes for the groups to do their research.
- 5. Invite** the groups to create PowerPoint presentations to introduce their assigned person to the class. Explain that their PowerPoint presentations should include at least four slides, with a minimum of one image per slide, and should including the following information:
 - a brief biographical sketch, identifying three to five key details about the person’s life
 - a summary of the person’s role or importance in the medieval Church
 Allow 20 to 30 minutes for the groups to create their presentations.

- 6. Gather** the students back into the large group, and then invite each group to present its Church leader. If more than one group researched a given leader, have those groups present consecutively, allowing each to present fully in case one group highlights unique information. After each group presents, allow the other students to ask questions of the group.



Article
21

Understand

Step 5

Invite the students to consider the Avignon Papacy and the Great Western Schism through a creative writing assignment.

- 1. Prepare** by downloading and printing the handout “Challenges to the Papacy” (Document #: TX002940), one for each student.
- 2. Assign** the students to review article 21, “Challenges to the Papacy,” in the student book as preparation for this learning experience.
- 3. Begin** by reminding the students that the previous learning experience invited them to examine the lives of individual leaders of the Church during the High Middle Ages. Today they will explore the broader context of those leaders: specifically, the Avignon Papacy and the Great Western Schism. Explain that they will also review the effects of the Black Death on society and the Church during this period.
- 4. Ask** the students to form groups of four, and distribute the handout “Challenges to the Papacy” (Document #: TX002940). Invite the groups to review article 21, “Challenges to the Papacy,” in the student book and then complete the handout together. Explain that each student should complete the handout and turn it in. Allow 15 minutes for the groups to work.
- 5. Gather** the students back into the large group, and discuss the handout questions with the students. Then instruct the students to imagine they are an advisor to Pope Clement V. Ask them to work individually to write a magazine opinion article from their perspective discussing the Pope’s choice to move the Church’s headquarters to Avignon, France. Writing as advisors to the Pope, they should explain to magazine readers why they did or did not advise the Pope to leave Rome. Explain that their opinion piece must include the following:
 - a list of the pros of moving to Avignon
 - a list of the cons of moving to Avignon
 - your opinion on whether the Pope should have moved the Church’s headquarters from Rome to France
 - at least three points to support your opinion

Allow the students 30 to 45 minutes to write. Alternatively, you may ask them to write the article for homework and bring it to class.

6. **Conclude** by inviting the students to share their opinions. Use the following questions to guide the large-group discussion:
- What were some of the pros for Pope Clement V in leaving Rome?
 - What were the disadvantages of the Pope's decision?
 - Would you personally have advised the Pope to move to France? Why or why not?

Reflect

Step 6

Lead the students in a prayer experience centered on Christian unity, reflecting on Christ's wish that we might transcend differences and misunderstandings to be one in him.

1. **Prepare** the classroom for student reflection. You may choose to clear a space in the classroom to allow the students to sit comfortably on the floor. Gather hymnals for the students to share, and choose a hymn that reflects the desire for Christian unity. Mark the Gospel of John, chapter 17, in a Bible.
2. **Invite** the students to find a comfortable place to sit and focus on the prayer experience. Distribute the hymnals. You may want to ask in advance for volunteers to read the Scripture reading, and give them a chance to review John, chapter 17, beforehand.
3. **Begin** with these or similar words:
 - Jesus said, "Where two or three are gathered together in my name, there am I in the midst of them" (Matthew 18:20). Please take a moment to recall that we are in the holy presence of God.

Allow the students to become quiet and ready for prayer. After a moment, continue:

- In this unit and the previous one, we have studied schisms that resulted when disagreements and misunderstandings divided groups of Christians in the medieval Church.
- Today we also see disagreements and misunderstandings among Christian communities. But we know that Christ wished for his followers to live in unity and harmony, reflecting the unity of the Trinity.
- Together let us pray for Christian unity in the world.

4. **Invite** the volunteers to read John, chapter 17, aloud, asking the students to focus on Jesus' prayer for his followers. After the reading allow one or two minutes for the students to reflect on Jesus' words.
5. **Pray** this prayer from the 2006 Week of Prayer for Christian Unity:
 - Let us pray:

Lord Jesus Christ,
You call us together in faith and love.
Breathe again the new life of your Holy Spirit among us
That we may hear your holy word,
Pray in your name,
Seek unity among Christians,
And live more fully the faith we profess.
All glory and honor be yours
With the Father, and the Holy Spirit, forever and ever.
Amen.

Close by inviting the students to sing the hymn you chose.
6. **Conclude** by inviting the students to reflect on ways we can live out Jesus' prayer for unity among Christians. Ask them to write a one-page reflection answering the following question:
 - What can we do to promote the unity of Christians around the world?



Article
22

Apply

Interpret

Step 7

Engage the students in learning about religious orders of the eleventh century by having them create promotional brochures.

1. **Prepare** for this learning experience by providing letter- or legal-size paper—enough sheets for six groups—as well as markers, magazines (for cutting out images), scissors, and glue.
2. **Assign** the students to read article 22, “New Religious Orders,” in the student book as preparation for this learning experience.

Teacher Note

If you prefer, you may have the students create their brochures electronically. Microsoft Publisher, Apple Pages, and other educational software offer templates for creating brochures.

3. **Begin** by reminding the students that in the previous unit they explored the rise of Western monasticism as well as the tenth-century Cluniac reforms:
 - ▶ You have learned that Western monasticism developed in the early Middle Ages. In particular, Saint Benedict of Nursia founded his monastery at Monte Cassino and developed a rule of life to govern the daily life of his monks. The Rule of Saint Benedict, which emphasizes moderation in all things, became a foundation for not only the Benedictine order but also many other religious communities.
 - ▶ Benedictine monasticism was renewed and reaffirmed in the eleventh century when a new monastery was founded at Cluny, in France, emphasizing a return to true Christian discipleship, poverty and simplicity, and freedom from secular rule or influence.
 - ▶ At the same time, new monastic orders were being founded, including the Cistercians, the Franciscans, and the Dominicans.
 - ▶ Today you will examine these three orders in greater detail by creating a three-panel brochure to promote one of these orders and recruit new members from the eleventh century.
4. **Ask** the students to form six groups. Assign two groups to the Cistercian order, two groups to the Franciscan order, and the last two groups to the Dominican order. Distribute the art supplies, and explain that each group will create an original six-panel (folded) brochure promoting its assigned religious order, based on the order's description in article 22, "New Religious Orders," in the student book. Advise the groups to aim to reach a medieval audience—not a modern audience. Furthermore, inform the students that the brochure must contain the following elements:
 - the name of the religious order
 - an original slogan for the order
 - key attributes of the order, especially elements of its mission that might lead someone to discern a calling to join it
 - an illustration or photo collage that symbolizes the religious orderRemind the groups to be as creative as possible within these guidelines. Allow 20 to 30 minutes for the groups to work.
5. **Invite** each group to share its promotional brochure with the class, explaining how the group chose to promote its religious order. Consider posting the brochures around the classroom.
6. **Conclude** by asking the students to write a one-page reflection on which religious order they might have found most interesting as a young person in the High Middle Ages, based on their own personality, the descriptions in the student book, and what they learned from their classmates' presentations.



Article
23

Interpret**Step 8**

Invite the students to discover medieval cathedrals as works of beauty and inspiration through a Web quest.

- 1. Prepare** by providing computers or tablets with Internet access and PowerPoint for six groups of students. Read or review the method article “Web Quest” (Document #: TX001525) at smp.org/LivinginChrist for background information. Write the following topics on slips of paper, and place them in a bowl or hat:
 - Romanesque cathedral architecture
 - Gothic cathedral architecture
 - typical cathedral floor plan
 - Salisbury Cathedral—Salisbury, England (history and unique features)
 - Cathédrale Notre-Dame de Paris—Paris, France (history and unique features)
 - Basilique Saint-Denis—Saint-Denis, France (history and unique features)

Arrange to use an LCD projector in your classroom on the day the groups share their PowerPoint presentations.

- 2. Assign** the students to read article 23, “Medieval Cathedrals: Works of Beauty and Inspiration,” in the student book as preparation for this learning experience.
- 3. Begin** by explaining that medieval cathedrals are one entry point through which we can share the awe and reverence that someone attending Mass in the Middle Ages experienced. Tell the students that today they will learn more about medieval cathedrals by conducting a Web quest and creating a PowerPoint presentation to share their findings with the class.
- 4. Ask** the students to form six groups, and explain that each group will research a topic related to cathedrals in the Middle Ages. Tell the students that three groups will research general information about cathedral architecture, and the other three groups will research specific examples of medieval cathedrals. Have each group draw one of the topic slips you created. Explain that each group will research its topic on the Internet and create a PowerPoint presentation of five to ten slides to present the topic to the class. Allow one or more class periods for the groups to conduct their research and to create their PowerPoint presentations. Remind the groups to add visual elements to their presentations.

Teacher Note

You may have the groups complete part or all of this learning experience outside class. For example, group members can research the group’s topic outside class and come prepared with images and original text to help create the group’s PowerPoint presentation during class.

5. **Invite** each group to share its PowerPoint presentation with the class. Allow the other students to ask questions of each group. After all the groups have presented, lead the students in a large-group discussion of what they have learned about the beauty, inspiration, and function of medieval cathedrals.



Article
24

Explain

Step 9

Lead the students in a discussion exploring scholasticism and the role of medieval universities.

1. **Prepare** by downloading and printing the handout “Scholastics and Medieval Universities” (Document #: TX002941), one for each student.
2. **Assign** the students to read article 24, “Scholastics and Medieval Universities,” in the student book as preparation for this learning experience.
3. **Ask** the students to find a partner, and then distribute the handout “Scholastics and Medieval Universities” (Document #: TX002941). Invite the students to work with their partner to review article 24, “Scholastics and Medieval Universities,” and answer the questions on the handout. Allow 15 to 20 minutes for the pairs to work.
4. **Lead** the students in a discussion of the scholastics and medieval universities using the handout as a framework. Be sure to highlight the following two points from the student book:
 - Although concerned with all scientific learning, scholasticism is most closely identified with knowledge about God.
 - Modern universities were born out of the *universitas* model used in the High Middle Ages.



Article
25

Apply

Step 10

Introduce the students to significant developments in Eucharistic devotion and doctrine during the High Middle Ages, especially the thirteenth century.

Teacher Note

A link to the canons of the Fourth Lateran Council, which you will discuss during this learning experience, is available at smp.org/LivinginChrist.

1. **Prepare** by working with your school’s campus ministry team school chaplain to develop and conduct a Eucharistic Adoration experience for your class that is liturgically appropriate and feasible in your school’s setting. In addition, download the PowerPoint presentation “Medieval Teachings on the Eucharist” (Document #: TX002944), and arrange to use an LCD projector in your classroom.

2. **Assign** the students to read article 25, “The Eucharist: Heresies, Teachings, and Devotions,” in the student book as preparation for this learning experience.
3. **Share** the PowerPoint presentation “Medieval Teachings on the Eucharist” (Document #: TX002944). After the presentation use the following questions to review the material during class discussion:
 - Why did the Fourth Lateran Council need to clarify and affirm the Church’s teachings on the Eucharist?
 - What heresies challenged the Church’s doctrine on the Eucharist? Why?
 - Describe the devotions to the Eucharist that developed in the thirteenth century.
4. **Ask** the students to raise their hands if they have ever taken part in Adoration of the Blessed Sacrament. Explain that you and the campus ministry team have made arrangements for the students to spend time in Eucharistic Adoration as a class. Continue this learning experience in accordance with the plans you developed with the campus ministry staff.
5. **Conclude** by inviting the students to write a one-page reflection on their experience of Eucharistic Adoration. They may focus on what they felt or thought during the experience itself, or they could reflect on taking part in a devotion that so many have practiced for centuries.



Article
26

Interpret

Step 11

Invite the students to explore the Inquisitions by having them create a wiki.

1. **Prepare** by providing computers or tablets with Internet access, at least one for each group of four. Identify an online wiki (or shared research space) on the Internet, or ask your school media staff if the school owns or prefers a specific wiki creation tool. Links to online wiki creation tools are available at smp.org/LivinginChrist. Be sure to make any advance preparations required by your chosen wiki tool, such as setting up online accounts. On the day the groups present their wikis, arrange to have Internet access in your classroom and to use an LCD projector.
2. **Assign** the students to read article 26, “Understanding the Inquisitions,” in the student book as preparation for this learning experience.

Teacher Note

If your students have never created their own wikis, consider showing them the brief online instructional video “Wikis in Plain English.” A link is available at smp.org/LivinginChrist.

3. **Begin** by explaining to the students that this learning experience is an opportunity to study the complex history of the Inquisitions in greater depth—particularly their different purposes and how they were conducted. Tell the students that they will research and create wiki pages that summarize the history of the Inquisitions.
4. **Ask** the students to form groups of four. Assign the Medieval Inquisition to half the groups, and assign the Spanish Inquisition to the remaining groups. Tell the groups that they may use their student book as a starting point and must find at least two additional online resources to study the group's assigned topic. Then explain that each group is to put together a small wiki that demonstrates its understanding of the Medieval or Spanish Inquisition. Tell the students that each wiki must include the following:
 - a clear definition or description of the group's assigned Inquisition
 - a discussion of who was responsible for launching the Inquisition
 - a time line of the assigned Inquisition
 - at least two graphics that reflect a deeper understanding of the group's assigned Inquisition
 - an original explanation (in the students' own words) of why the group's assigned Inquisition was launched
 - at least two wiki pages related to the primary topic—these can give more information about who carried out the assigned Inquisition or whom it targeted

Allow one or two class periods for the groups to research and create their wikis.

5. **Invite** each group to present its wiki to the class, beginning with the groups who worked on the Medieval Inquisition and then moving on to those who worked on the Spanish Inquisition. Allow the other students to ask questions or make observations. After the presentations conduct a large-group discussion comparing and contrasting the two Inquisitions and examining common beliefs and misconceptions about them.
6. **Conclude** by asking the students to write a one-page reflection on what they have learned about the Medieval and Spanish Inquisitions. Consider using the following questions:
 - In your opinion, how did the Inquisitions promote the Church? How did they scar the reputation of the Church?

Understand

Step 12

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

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

1. **Remind** the students to bring to class any work they have already prepared so they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts “Final Performance Task Options for Unit 3” (Document #: TX002937) and “Rubric for Final Performance Tasks for Unit 3” (Document #: TX002938). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
2. **Provide** some class time for the students to work on their performance tasks. This then allows you to work with students who need additional guidance with the project.

Reflect

Step 13

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

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding of the events and issues of the Church in the High Middle Ages has developed throughout the unit.

1. **Prepare** for this learning experience by downloading and printing the handout “Learning about Learning” (Document #: TX001159; see Appendix 1), one for each student.
2. **Distribute** the handout and give the students about 15 minutes to answer the questions quietly.
3. **Invite** the students to share any reflections they have about the content they learned as well as their insights into the way they learned.

Final Performance Task Options for Unit 3

Important Information for Both Options

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

- The Crusades were launched to regain territories lost to the Turks, but the campaigns ended in a mix of gains and losses.
- The decline in the strength of the papacy led to the Avignon Papacy, which in turn brought about the Great Western Schism.
- The Church and Western society were strengthened by the intense activity and renewal of monastic orders that started in the eleventh century.
- The Church's teaching, particularly on the Eucharist, was strengthened through Lateran Council IV, and heresies against the Eucharist were quelled through the Medieval Inquisition.

Option 1: Modern Podcasts on the Church in the High Middle Ages

Your group is a team of broadcast journalists, and you have been invited by a Christian radio station to create a series of podcasts about the history of the Church in the High Middle Ages. Your team of two or three must create at least three original podcasts explaining the significant historical events in this era. Each podcast must be 5 to 10 minutes long.

Your series of podcasts must do the following:

- demonstrate understanding of the four main concepts of unit 3, as listed at the beginning of this handout
- creatively answer questions regarding the Church in the High Middle Ages, as suggested by the four main concepts of unit 3
- demonstrate the appropriate content and maturity level for a high school religion class

Option 2: Journal of a Christian in the High Middle Ages

Working alone, imagine that you are a Christian living during the High Middle Ages. Create a personal journal that reflects on your faith life and the events in the Church during your time. Be creative. For example, you may choose to be a member of a religious order, a scholastic theologian, a Crusader, or a layperson.



Your journal must do the following:

- demonstrate an understanding of the four main concepts of unit 3, as listed at the beginning of this handout
- include five to seven original entries, each at least one page long
- demonstrate the appropriate content and maturity level for a high school religion class



Rubric for Final Performance Tasks for Unit 3

Assignment includes all items requested in the instructions.	Assignment includes all items requested, and they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the following concept: <i>The Crusades were launched to regain territories lost to the Turks, but the campaigns ended in a mix of gains and losses.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The decline in the strength of the papacy led to the Avignon Papacy, which in turn brought about the Great Western Schism.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The Church and Western society were strengthened by the intense activity and renewal of monastic orders that started in the eleventh century.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The Church's teaching, particularly on the Eucharist, was strengthened through Lateran Council IV, and heresies against the Eucharist were quelled through the Medieval Inquisition.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment uses proper grammar and spelling.	Assignment has no grammar or spelling errors.	Assignment has one grammar or spelling error.	Assignment has two grammar or spelling errors.	Assignment has multiple grammar or spelling errors.
The presentation of the assignment is effective.	Presentation is organized, clear, and engaging.	Presentation is clear and engaging.	Presentation is clear but not well organized and not engaging.	Presentation is disorganized, unclear, and boring.



Vocabulary for Unit 3

chancel: The part of a cathedral that contains the high altar.

conciliar movement: A reform movement that emerged in the Church in the fourteenth century that held that final authority in spiritual matters rested with church councils, not with the Pope. Conciliarism emerged in response to the Avignon Papacy.

Divine Office: Also known as the Liturgy of the Hours, the official public, daily prayer of the Catholic Church. The Divine Office provides standard prayers, Scripture readings, and reflections at regular hours throughout the day.

friars: Members of religious orders of men who serve the Church through teaching or preaching.

Great Western Schism: A split within the Church that lasted from 1378 to 1417, when there were two or three claimants to the papacy at once. Also called the Papal Schism.

indulgence: The means by which the Church takes away the punishment that a person would receive in Purgatory.

Medieval Inquisition: An inquisition established by the Church in the thirteenth century aimed at rooting out heresies. Sometimes called the Papal Inquisition.

mendicants: Members of religious orders that rely on charity for support.

mystic: A person who regularly has an intense experience of the presence and power of God, resulting in a deep sense of union with him.

nave: The main body of a church or cathedral, where the assembly gathers.

scholasticism: The method of thinking, teaching, and writing devised in, and characteristic of, the medieval universities of Europe from about 1100 to 1500. Although concerned with all of scientific learning, scholasticism is most closely identified with knowledge about God.

Spanish Inquisition: An inquisition process established in the late fifteenth century by the Spanish monarchs Ferdinand and Isabella intended to maintain Catholic orthodoxy in Spain.



Challenges to the Papacy

Complete this handout with your group as you review article 21, “Challenges to the Papacy,” in the student book.

1. In the fourteenth century, what three things weakened the temporal (secular) power of the papacy?
2. With which Pope did the power of the papacy begin to decline? When did he reign?
3. How did the kings of England and France seek to wield authority over the Church? What was the Pope’s response to this action by the kings?
4. How did the Pope end up living in Avignon, France, instead of Rome?
5. Catherine of Siena was a mystic. What does this mean?



6. What role did Catherine play in bringing the Pope home to Rome?

7. Who were the two popes whose elections resulted in the Great Western Schism?

8. How was the Great Western Schism resolved?

9. List three significant costs to the Church that resulted from the Great Western Schism.

10. How did the Black Death arrive in Italy?

11. What was the effect of the Black Death on the clergy?



Scholastics and Medieval Universities

Complete this handout with your partner as you review article 24, “Scholastics and Medieval Universities,” in the student book.

1. What is a modern college or university like? Why do people go to a college or university today?
2. What was the purpose of medieval universities? Who went to them?
3. How did the medieval universities begin?
4. Describe scholasticism.
5. Why is Saint Thomas Aquinas considered so influential in the development of the Church’s doctrine?



6. What did Saint Anselm and Blessed John Duns Scotus promote?
7. Based on this reading about medieval universities, compare and contrast medieval universities and modern colleges and universities. What do they appear to have in common? How are they different? Which one would you rather attend, and why?



Unit 3 Test

Part 1: Multiple Choice

Write the letter of the correct answer in the space provided before each question.

- ___ 1. What prompted the First Crusade?
- A. The Byzantine emperor asked Pope Urban II for protection against invading Turkish Muslims.
 - B. The Turks besieged Jerusalem, destroyed the city's Church of the Holy Sepulchre, and began to subjugate Christians in the Holy City.
 - C. The Turks were preventing Christian pilgrims from visiting Jerusalem.
 - D. all of the above
- ___ 2. Which of the following events widened the split between the Eastern and Western Churches during the Fourth Crusade?
- A. The Crusaders lost Jerusalem to the Turks.
 - B. The Crusaders pillaged Constantinople, vandalizing sacred places and attacking the citizens.
 - C. The Crusaders lacked the resources to carry out the military campaign.
 - D. The children who marched in the Crusade died or were enslaved.
- ___ 3. Which of the following was *not* a factor in the weakening of the papacy in thirteenth and fourteenth centuries?
- A. the rise of nationalism, in which people felt stronger loyalty toward their nations and secular rulers than they did toward the Church
 - B. Pope Clement V's decision to move the Church's headquarters from Rome to Avignon, France
 - C. the Black Death
 - D. the Conciliar movement, which gave Church councils (sometimes appointed by secular leaders) supremacy over popes
- ___ 4. Which of the following describes the Great Western Schism?
- A. a split within the Church that lasted from 1378 to 1417, when there were two or three claimants to the papacy at once
 - B. the divide between the Eastern (Greek) and Western (or Roman) Churches
 - C. the conflict between the Pope and the kings of England and France over taxation of clergy
 - D. the tendency for the Church to excommunicate anyone who disagreed with it
- ___ 5. Which of the following characterized the Franciscan order, founded during the High Middle Ages?
- A. an emphasis on prayer and work (*ora et labora*)
 - B. monastic life, secluded from the general population
 - C. imitating Christ and his poverty by begging for sustenance
 - D. a way of life dedicated to combating heresy through preaching



- ___ 6. Stained glass in medieval cathedrals served which of the following functions?
- A. depicted events from Sacred Scripture and Church history
 - B. provided beautiful light to illuminate the space and inspire worshippers
 - C. served as a method of religious instruction at a time when the population was largely illiterate
 - D. all of the above
- ___ 7. The aims of medieval scholasticism included all of the following *except* _____.
- A. teaching illiterate churchgoers how to read
 - B. arriving at the truth by dialogue and dialectical reasoning between two or more people
 - C. reconciling the logic of Aristotle with the truths of the Church
 - D. pursuing all scientific learning, especially knowledge about God
- ___ 8. The canons issued by Lateran Council IV accomplished all of the following *except* _____.
- A. defining *Transubstantiation*
 - B. affirming Mary's role as Mother of God
 - C. establishing the seal of confession
 - D. enforcing clerical celibacy and ended the practice of simony
- ___ 9. The Medieval (or Papal) Inquisition was established for which purpose?
- A. rooting out heresies, for the purpose of converting the heretic and correcting the heresy
 - B. burning those identified as witches
 - C. condemning rulers who sought to tax the clergy
 - D. maintaining Catholic orthodoxy in Spain
- ___ 10. The Spanish Inquisition was established for which purpose?
- A. rooting out heresies, for the purpose of converting the heretic and correcting the heresy
 - B. burning those identified as witches
 - C. condemning rulers who sought to tax the clergy
 - D. maintaining Catholic orthodoxy in Spain



Part 2: Sentence Completion

Complete the following sentences, using words from the box. Not all words will be used.

Albigensians	Black Death	Eucharistic Adoration
Gothic	Greek	mendicant
Papal	Romanesque	Saint Catherine of Siena
Saint Thomas Aquinas	Transubstantiation	Turkish

- _____, one of the great medieval mystics and a Doctor of the Church, is credited with persuading Pope Gregory XI to return the Church's headquarters from Avignon to Rome.
- The Crusaders brought back the works of _____ philosophers, which influenced the scholastics of the twelfth and thirteenth centuries, including Thomas Aquinas.
- For the Church, the _____ brought a drastic loss of clergy, and the scramble to replace them meant that sometimes men ill-prepared to be priests were ordained.
- At the end of the Crusades, Jerusalem was under _____ control.
- Members of the new _____ orders involved themselves in the world, preaching and teaching and serving the poor, traveling from town to town, and relying on charity for their basic needs.
- Cathedrals built in the _____ style had massive pillars, rounded arches, thick walls, and small windows.
- _____ was a scholastic and Doctor of the Church who wrote *Summa Theologica*, seeking in part to provide the existence of God and our relationship with him.
- _____ is the Church's doctrine that the substance of bread and wine is transformed in the Eucharist into the Real Presence of Jesus Christ through his Body and Blood.
- The _____ were a heretical sect that saw all of the created world as evil, opposed the priesthood, and rejected the dogma of the Eucharist.
- The practice of _____ refers to displaying and praying before the exposed Blessed Sacrament; the practice first became an established devotion in the medieval Church and continues to today.



Part 3: Essay

Respond to the following.

1. In your opinion, were the Crusades successful? Why or why not? Support your answer with specific examples.
2. Choose one of the new mendicant orders you learned about in this unit, and describe its founding, aims, and way of life.
3. Briefly summarize the scholastic model of learning and explain its primary aims and focus.
4. Describe the Medieval (Papal) Inquisition and the Spanish Inquisition, and explain the difference between the two.



Unit 3 Test Answer Key

Part 1: Multiple Choice

- | | |
|------|-------|
| 1. D | 6. D |
| 2. B | 7. A |
| 3. C | 8. B |
| 4. A | 9. A |
| 5. C | 10. D |

Part 2: Sentence Completion

- | | |
|-----------------------------|---------------------------|
| 1. Saint Catherine of Siena | 6. Romanesque |
| 2. Greek | 7. Saint Thomas Aquinas |
| 3. Black Death | 8. Transubstantiation |
| 4. Turkish | 9. Albigensians |
| 5. mendicant | 10. Eucharistic Adoration |

Part 3: Essay

- Answers may vary. The students may describe the far-reaching intellectual and cultural gains through contact with Muslim scholars; the military successes, including territories gained (and subsequently lost); the treatment of Jews and Muslims during the military campaigns; the Crusaders' pillaging of Constantinople; or the damage done to the relationship between the Roman and Eastern Churches.*
- Answers should include the following:* Scholasticism is a method of thinking, teaching, and writing that was developed in and typical of the medieval universities of Europe. Two or more people engage in dialectical reasoning, in which they attempt to reconcile opposing points of view to arrive at the truth through dialogue and logical argument. Although scholasticism concerned all of scientific learning, this method is most closely identified with expanding knowledge about God.
- Answers will vary, but the students may describe the Franciscans, Dominicans, or Poor Clares.*



4. The Medieval Inquisition was established by the Church in the thirteenth century to root out heresies, particularly those of the Albigensians and the Waldensians. The inquisitors were primarily from the well-educated mendicant orders who were loyal to the Pope. They determined whether a heresy had occurred, tried the accused, and rendered a verdict. Penalties were typically canonical penances involving fasting, making pilgrimages, or attending Mass more frequently; few were executed or sentenced to prison. Although abuses did take place, reasonable and compassionate sentences were more typical, seeking to reunite the sinner with God.

In contrast, the Spanish Inquisition was instituted by the Spanish monarchs two centuries later. Unlike the Medieval Inquisition, which sought to combat heresy throughout Europe, the Spanish Inquisition was conducted under the direct authority of the Spanish monarchy for the specific purpose of maintaining Catholic orthodoxy in Spain. Ferdinand and Isabella, the monarchs, sought to promote their own authority by rooting out opposition and uniting all of Spain through conformity to the Catholic faith. Among those persecuted were Jews and Muslims, even those who converted. The Spanish Inquisition also focused on those suspected of Protestant sympathies and those accused of blasphemy and sexual sins. The condemned were often sentenced to death. Although the Pope had authorized the Spanish Inquisition, he objected to some of the aims and results and demanded that the accused be allowed to appeal to Rome and have legal counsel. The Spanish monarchs refused and cut the Pope out of the process entirely.



Unit 4 The Renaissance, the Reformation, and the Counter-Reformation

Overview

Now that the students understand the developments of the Church in the High Middle Ages, they will examine the Church in the Renaissance era. In particular, the students will learn about the abuses within the Church that led to Martin Luther's protests and eventually to the Reformation that divided Christendom, as well as the Catholic Reformation led by the Council of Trent. The students will also study religious orders founded in the 1500s.

Key Understandings and Questions

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

- The Renaissance period included a movement called humanism, which sought to revive classical learning and focus on human achievements, not the divine.
- The Protestant Reformation began when questionable Church practices in the sixteenth century, especially the sale of indulgences, led Martin Luther and other critics to split from the Catholic Church and establish other Christian denominations.
- The Ecumenical Council of Trent clarified and defined Church teaching on the creed, Scripture, original sin, justification, and the Sacraments, especially the Eucharist.
- The Catholic Reformation, inaugurated by the Council of Trent, gave rise to the establishment of several new religious orders.

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


- How did the society and culture of the Renaissance period reflect the revival of classical learning?
- How did the abuses relating to indulgences provoke protests by Martin Luther and other Catholic theologians of the era?
- How did the Council of Trent clarify and reform Church doctrine?
- How did the Church's reforms in the sixteenth century lead to the founding of new religious orders?

How Will You Know the Students Understand?

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

- handout “Final Performance Task Options for Unit 4” (Document #: TX002948)
- handout “Rubric for Final Performance Tasks for Unit 4” (Document #: TX002949)
- handout “Unit 4 Test” (Document #: TX002957)

Student Book Articles

This unit draws on articles from the *Church History: Apostolic Times to Today* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from “Section 3: An Age of Renewal and Growth” and are as follows:

- “The Renaissance” (article 27)
- “Luther’s Complaint” (article 28)
- “Religious Confessions in Europe” (article 29)
- “The Council of Trent” (article 30)
- “The Catholic Reformation and New Religious Orders” (article 31)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students to enable them to begin their study of the Renaissance as an age of renewal, reformation, and growth in the Church. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.



Step 1: Preassess what the students already know about the Renaissance, the Protestant Reformation, and the Catholic Reformation by having the students write ten-word summaries.



Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 4” (Document #: TX002948) and “Rubric for Final Performance Tasks for Unit 4” (Document #: TX002949).

Perceive

Step 3: Help the students to understand *humanism* by guiding them in exploring human abilities and achievements.

Understand

Step 4: Invite the students to explore Renaissance expressions of humanism by guiding them through a Web quest and having them create PowerPoint presentations.

Explain

Interpret

Step 5: Introduce the students to the popes of the Renaissance by having them create poster presentations.

Understand

Step 6: Invite the students to examine the practice of indulgences and Martin Luther's concerns by leading them through a think-pair-share exercise.

Explain

Step 7: Invite the students to research the development of a specific Protestant religious confession in Europe and to present their findings in a skit.

Perceive

Reflect

Step 8: Show the film *A Man for All Seasons* (1966, 120 minutes, rated A-I and G), and invite the students to reflect on the example of Saint Thomas More in an essay.

Explain

Step 9: Introduce the Council of Trent to the students through a presentation and guided notes.

Apply

Interpret

Step 10: Invite the students to learn about modern-day Lutheran-Catholic dialogue on the doctrine of justification by having them examine a primary source and engage in a fishbowl exercise.

Apply

Interpret

Step 11: Invite the students to create a brochure promoting one of the religious orders founded in the sixteenth century, during the period of reform in the Church.

Understand

Step 12: Invite the students to learn more about key saints of the Catholic Reformation by having them create poster presentations.

Understand

Step 13: Make sure the students are all on track with their final performance tasks, if you have assigned them.

Reflect

Step 14: Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about these and other concepts taught in this unit:

- “Dialogue with Others” (Document #: TX002947)
- “The Council of Trent” (Document #: TX002946)
- “Christian Unity and Ecumenical Dialogue” (Document #: TX001529)

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

- “Treating Sensitive Topics” (Document #: TX001335)
- “Web Quest” (Document #: TX001525)
- “Guidelines for Assigning and Assessing PowerPoint Presentations” (Document #: TX001534)
- “Using the Think-Pair-Share Method” (Document #: TX001019)
- “Using Video in Your Classroom” (Document #: TX002102)
- “The Fishbowl Method” (Document #: TX001530)
- “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011)
- “Using Rubrics to Assess Work” (Document #: TX001012)

Scripture Passage

The Scripture passage featured in this unit is as follows:

- John 17:21 (that all may be one)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout “Vocabulary for Unit 4” (Document #: TX002950), one for each student.

<i>apocrypha</i>	justification
college of cardinals	merit
deuterocanonical	predestination
grace	theocracy
humanism	

Learning Experiences

Teacher Note

If your class includes students who belong to a Protestant denomination, as well as Catholic students, this unit may include sensitive subjects for your Protestant students. You may want to address this issue at the start of the unit. Remind all the students that you are engaging in a study of history, and reassure them that the material in this unit is not intended to be an attack on modern expressions of the Christian faith. The method article “Treating Sensitive Topics” (Document #: TX001335) may be helpful in preparing to teach this unit.

Teacher Note

You may find it useful to collect the students’ individual ten-word summaries at this time to assess what they already know and what they need to learn during the unit. You may also repeat this exercise later in the unit so the students can compare what they know and understand at the end of the unit with their preassessment knowledge.

Explain

Step 1

Preassess what the students already know about the Renaissance, the Protestant Reformation, and the Catholic Reformation by having the students write ten-word summaries.

1. **Prepare** by gathering blank index cards, one for each student.
2. **Tell** the students that they will now move from the medieval Church into the Church of the Renaissance, which included the Protestant Reformation and the Catholic Reformation, sometimes also called the Counter-Reformation. Distribute the index cards, and invite the students to write a ten-word summary on one side of the card describing what they know and understand about the Renaissance. On the reverse side of the card, direct them to write another ten-word summary outlining what they know and understand about the Protestant Reformation.
3. **Ask** the students to form groups of four or five, and have each group identify a recorder and a reporter. Invite the students to share the responses on their cards with their group members, and explain that the groups must then create two new ten-word summaries—one for the Renaissance and one for the Protestant Reformation—summarizing and combining the points they have raised while sharing their individual ten-word summaries. Allow 10 to 15 minutes for the groups to work.
4. **Invite** the reporter from each small group to share the group’s new summaries with the large group. Observe which points were raised by multiple groups and which (if any) were raised by a single group. Conclude by inviting the students to identify what they want to learn about these periods in the Church.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 4” (Document #: TX002948) and “Rubric for Final Performance Tasks for Unit 4” (Document #: TX002949).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a documentary video about the Protestant Reformation and the Catholic Reformation, and writing a journal from the perspective of someone witnessing the Reformation. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

1. **Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 4” (Document #: TX002948) and “Rubric for Final Performance Tasks for Unit 4” (Document #: TX002949), one of each for each student.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
3. **Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - If you wish to work alone, you may choose either option. If you wish to work in a group of up to three students, you may choose option 1.
 - Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.
4. **Explain** the types of tools and knowledge the students will gain throughout the unit so they can successfully complete the final performance task.
5. **Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need in order to show you that they understand the developments in the Church during the Renaissance, Protestant Reformation, and Catholic Reformation.

Teacher Note

Remind the students to choose their final performance task in accordance with any course requirements you may have established.

Teacher Note

You will want to assign due dates for the final performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.



Article
27

Perceive

Step 3

Help the students to understand *humanism* by guiding them in exploring human abilities and achievements.

1. **Prepare** by gathering sheets of poster board or newsprint and markers, or gather dry-erase boards and markers, for each group of four. Links to more information about Renaissance humanism may be found at smp.org/LivinginChrist.
2. **Assign** the students to read article 27, “The Renaissance,” in the student book as preparation for this learning experience.
3. **Begin** by explaining that the students will consider questions to shed light on principles of humanism. Introduce *humanism* in these or similar words:
 - *Humanism* was a movement that emphasized human achievements and abilities. Renaissance humanism looked beyond the realms of theology and natural science, which had been the focus of medieval scholasticism. Instead humanists emphasized development in art, architecture, music, and scholarship based on classical principles that originated with the Greek and Roman philosophers.
 - Today we sometimes hear the word *humanism* in the context of “secular humanism,” a system of ethics partly grounded in separation from religious belief. In the Renaissance, however, those who considered themselves *humanists* did not necessarily view human abilities and achievements as separate from God. Many pursued humanist endeavors in the service of the Catholic Church.
4. **Ask** the students to form groups of four. Distribute the art supplies to each group. Invite the groups to brainstorm a list of human characteristics and achievements using the following prompt questions:
 - What physical abilities does a human person have?
 - What mental abilities does a human person have?
 - What creative abilities does a human person have?
 - What are some examples of great achievements in music? the visual arts? architecture?

After each question, allow 3 to 5 minutes for the students to brainstorm in their groups.

5. **Invite** a reporter from each group to share some of the qualities from the group’s list for each question. Compile these into a class list on the board. Then lead a large-group discussion on the unique characteristics and abilities of the human person.

6. **Conclude** by inviting the students to review article 27, “The Renaissance,” in the student book individually and to write a one-page reflection in their notebooks, answering the following question:

- How do some of the Renaissance achievements discussed in the student book reflect the characteristics and abilities of the human person we discussed today?

Teacher Note

You may assign the one-page reflection as an in-class project or as an individual writing assignment for the students to complete as homework.



Article
27

Understand

Step 4

Invite the students to explore Renaissance expressions of humanism by guiding them through a Web quest and having them create PowerPoint presentations.

1. **Prepare** by providing computers or tablets with Internet access and PowerPoint for four groups. Download and print the handout “Web Quest on Renaissance Culture” (Document #: TX002951), one for each small group. Arrange to use an LCD projector in your classroom on the day the groups share their PowerPoint presentations.
2. **Begin** by reviewing with the students the various ways in which people in the Renaissance began to express humanist ideas: scholarship, art, architecture, or music. Explain that today the students will study these humanist expressions in greater depth by engaging in a Web quest and creating a PowerPoint presentation for the rest of the class.
3. **Ask** the students to form four groups. Distribute the handout “Web Quest on Renaissance Culture” (Document #: TX002951). Assign each group one of the topics listed on the handout: scholarship, art, architecture, or music in the Renaissance. Go over the handout instructions, and ask the groups to begin by reviewing article 27, “The Renaissance,” in the student book, giving particular attention to the section that corresponds to their assigned topic. Then allow 20 to 30 minutes for the groups to do their online research and complete the handout. Links to more information about Renaissance humanist culture may be found at smp.org/LivinginChrist.

Teacher Note

Further prepare for this learning experience by referring to the method articles “Web Quest” (Document #: TX001525) and “Guidelines for Assigning and Assessing PowerPoint Presentations” (Document #: TX001534) at smp.org/livinginChrist for background information.

Teacher Note

If you have a large class, consider asking the students to form eight groups. Then you may assign two groups to each of the four topics listed on the handout “Web Quest on Renaissance Culture” (Document #: TX002951).

Teacher Note

You may want to encourage the group working on Renaissance music to locate audio files or links to music from the Renaissance. If you choose this option, ensure that the group will be able to share its PowerPoint presentation using a computer equipped with speakers.

4. **Ask** each group to use its online research to create an informative and engaging PowerPoint presentation about its assigned topic. Remind the groups to include images in their presentations, especially the groups working on Renaissance art and architecture. Allow 20 to 30 minutes for the groups to create their PowerPoint presentations.
5. **Invite** each group to share its PowerPoint presentation with the class. Allow the other students to comment or ask follow-up questions after each presentation. Conclude by asking the students to summarize what they have learned about human achievements during the Renaissance.

Explain**Interpret****Step 5**

Invite the students to learn about the popes of the Renaissance by having them create poster presentations.

1. **Prepare** by downloading the PowerPoint presentation “The Popes of the Renaissance” (Document #: TX002961) and arranging to use an LCD projector in your classroom. Provide computers or tablets with Internet access for ten groups. Gather sheets of poster board or newsprint and markers. Write the following list of Renaissance popes on the board, to provide the students with the exact spelling of names for their research:
 - Nicholas V (d. 1455)
 - Callistus III (d. 1458)
 - Pius II (d. 1464)
 - Paul II (d. 1471)
 - Sixtus IV (d. 1484)
 - Innocent VIII (d. 1492)
 - Alexander VI (d. August 1503)
 - Pius III (d. October 1503)
 - Julius II (d. 1513)
 - Leo X (d. 1521)
2. **Begin** by explaining to the students that the Popes of the Renaissance played a key role in defending and promoting the Church in the face of protest—even as some popes instituted or engaged in practices that did not have the Church’s best interests at heart. Today the students will learn more about the life and achievements of the Popes of the Renaissance.

3. **Share** the PowerPoint presentation “The Popes of the Renaissance” (Document #: TX002961). Encourage the students to ask any questions during or after the presentation.
4. **Ask** the students to form ten groups, and assign one group to each of the Renaissance popes listed on the board. Explain that each group will research its assigned Pope online and create a poster to present the Pope to the class. Ask the groups to include the following information on their posters:
 - the Pope’s name
 - the years of the Pope’s reign
 - two or more significant details or accomplishments from the Pope’s reign
 - one way in which the Pope’s life or work is representative of the Renaissance or humanism

Distribute the art supplies, and allow 20 to 30 minutes for the groups to research and create their posters.

5. **Invite** each group to present its assigned Pope to the class, following the order listed on the board. After all groups have finished presenting, lead the students in a discussion of what insights they gained about the Church during the Renaissance by studying the work of the Renaissance Popes.



Article
28

Understand

Step 6

Invite the students to examine the practice of indulgences and Martin Luther’s concerns by leading them through a think-pair-share exercise.

1. **Prepare** by downloading and printing the handouts “Reviewing Martin Luther’s Complaint and the Church’s Response” (Document #: TX002952) and “Reflecting on Luther’s Theses” (Document #: TX002953), one of each for each student. Also download the PowerPoint presentation “Martin Luther and His Complaint against the Church” (Document #: TX002960), and arrange to use an LCD projector in your classroom. Links to more information about indulgences and Martin Luther may be found at smp.org/LivinginChrist.
2. **Assign** the students to read article 28, “Luther’s Complaint,” in the student book as preparation for this learning experience.

Teacher Note

Further prepare for this learning experience by referring to the method article “Using the Think-Pair-Share Method” (Document #: TX001019) at smp.org/LivinginChrist for background information.

3. **Begin** by asking the students to describe what they know about indulgences. Remind the students that selling indulgences was one abusive practice that led, in part, to the Protestant Reformation, beginning with Martin Luther's *Ninety-five Theses*. Explain that today the students will examine some of Luther's concerns in greater depth.
4. **Distribute** the handout "Reviewing Martin Luther's Complaint and the Church's Response" (Document #: TX002952). Ask the students to use the handout to take notes as you present information about the sale of indulgences, Luther's doctrine, and the Church's response. Share the Power-Point presentation "Martin Luther and His Complaint against the Church" (Document #: TX002960). After the presentation, allow another 5 to 10 minutes for the students to complete their handouts. Inform them that they may also review article 28, "Luther's Complaint," in the student book to flesh out any answers.
5. **Distribute** the handout "Reflecting on Luther's Theses" (Document #: TX002953), and explain that the students will now read and reflect on a few examples from Luther's *Ninety-five Theses*. Allow 15 to 20 minutes for the students to work individually on this handout.
6. **Invite** the students to find a partner, and ask the pairs to discuss their answers from the handout "Reflecting on Luther's Theses" (Document #: TX002953). Remind the students to be respectful speakers and listeners during their discussion with their partners, and explain that they may wish to expand their answers on their own handouts as their thinking evolves during the discussion. Allow 10 to 15 minutes for the pairs to share their thoughts.
7. **Bring** the students' attention back to the large group. Review with the class each question on the handout, and invite volunteer pairs to share their responses. Invite volunteers to also discuss their general impressions of Luther's theses, based on this sampling. Conclude by asking the students to evaluate how their thinking expanded or changed during their discussions with their partner. Call on several volunteers to share their responses to this reflection.



Article
29

Explain**Step 7**

Invite the students to research the development of a specific Protestant religious confession in Europe and to present their findings in a skit.

- 1. Prepare** by providing computers or tablets with Internet access for four groups. Write the following topics on four slips of paper, and place the slips in a bowl or hat:
 - Germany: Lutheranism (Martin Luther)
 - Switzerland: Calvinism (John Calvin) and the work of Ulrich Zwingli
 - British Isles: Church of England (under King Henry VIII)
 - British Isles: Calvinism and Scots Presbyterianism (John Knox)
- 2. Assign** the students to read article 29, “Religious Confessions in Europe,” in the student book as preparation for this learning experience.
- 3. Begin** by reminding the students that the Protestant Reformation did not end with Luther. Many other scholars at the time were questioning Church teachings, especially practices that they found abusive or unhelpful for promoting Christian living. Explain that today the students will create skits to present other Protestant developments to the class.
- 4. Ask** the students to form four groups, and ask each group to draw a slip of paper. Explain that each group will gather information on a Protestant religious confession as it developed in a particular area of Europe and will then develop a 5- to 8-minute skit to introduce its assigned Protestant confession to the class. Emphasize that some of the religious confessions developed differently in different countries, so the group must focus on how its assigned religious confession developed in its assigned country. Allow 20 to 30 minutes for the groups to research their topics online. Then allow another 15 to 20 minutes for the groups to develop their skits.
- 5. Invite** each group to present its skit to the class. Allow the other students to ask questions after each skit. When all groups have presented, engage the students in a large-group discussion about the causes of the Protestant Reformation and the similarities and differences between the various religious confessions that developed in Europe during this period.

Teacher Note

The students may use their books as a starting point to guide their online research. You may wish to provide guidance as to appropriate online sources for their research.



Article
29

Perceive

Reflect

Step 8

Show the film *A Man for All Seasons* (1966, 120 minutes, rated A-I and G), and invite the students to reflect on the example of Saint Thomas More in an essay.

1. **Prepare** by locating a copy of the film *A Man for All Seasons* (1966, 120 minutes, rated A-I and G) and reserving any necessary equipment to show the film in your classroom.

Teacher Note

Further prepare for this learning experience by referring to the method article “Using Video in Your Classroom” (Document #: TX002102) at smp.org/LivinginChrist for background information.

Teacher Note

This film runs 120 minutes. You may need two or three class periods to show the film in its entirety.

2. **Assign** the students to review article 29, “Religious Confessions in Europe,” in the student book as preparation for this learning experience. Ask them to give particular attention to the sidebar “The Execution of Saint Thomas More,” on page 131 of the student book.
3. **Begin** by explaining that the students will watch a biographical film on Saint Thomas More, who was martyred for following his conscience when King Henry VIII of England sought to establish himself as head of the Church in England.

If you choose, inform the students that *A Man for All Seasons* is based on a play by Robert Bolt and that it was released in 1966 and won six Academy Awards. A link to more details about the film is available at smp.org/LivinginChrist.

4. **Show** the film *A Man for All Seasons*. After the film ask the students to spend 5 to 10 minutes brainstorming a list of insights they gained about the importance of standing up for one’s beliefs.
5. **Conclude** by asking the students to write a two- to three-page essay in response to the following reflection questions:
 - Do you think Saint Thomas More made the right decision when he chose to stand up for his beliefs rather than recognize Henry VII as the head of the Catholic Church in England? Why or why not?
 - What details of the struggle between Saint Thomas More and the king made the greatest impression on you? What lesson for your own life can you take away from them?



Article
30

Explain
Step 9

Introduce the Council of Trent to the students through a PowerPoint presentation and guided notes.

1. **Prepare** by downloading the PowerPoint presentation “The Council of Trent” (Document #: TX002959) and arranging to use an LCD projector in your classroom. Download and print the handout “Guided Notes: The Council of Trent” (Document #: TX002954), one for each student.
2. **Assign** the students to read article 30, “The Council of Trent,” in the student book as preparation for this learning experience.
3. **Begin** by explaining that the Protestant Reformation touched off the Catholic Counter-Reformation. Tell the students that the Catholic Church’s efforts to reform from within began with the Ecumenical Council of Trent.
4. **Distribute** the handout “Guided Notes: The Council of Trent” (Document #: TX002954), and ask the students to answer the questions as you present information on the Council of Trent. Share the PowerPoint presentation “The Council of Trent” (Document #: TX002959). Note that the final slide invites the students to compare some of the Council decisions to what they know about Church doctrine and practices today.
5. **Invite** the students to write one question they still have about the Council of Trent. Then assign the students to research their question and to write a paragraph answering it for homework. When the class meets again, ask the students to share their question and its answer with the class.

Teacher Note

A link to the full texts of documents issued by the Council of Trent is available at smp.org/LivinginChrist.



Article
28

Apply
Interpret
Step 10

Invite the students to learn about modern-day Lutheran-Catholic dialogue on the doctrine of justification by having them examine a primary source and engage in a fishbowl exercise.

1. **Prepare** a handout containing paragraphs 25–27 of the 1999 *Joint Declaration on the Doctrine of Justification*, from the Pontifical Council for Promoting Christian Unity and the Lutheran World Federation. A link to the online text is available at smp.org/LivinginChrist. In addition, download and

print the handout “Examining the *Joint Declaration on the Doctrine of Justification*” (Document #: TX002955), one for each student.

2. **Assign** the students to review article 28, “Luther’s Complaint,” specifically the Catholic Wisdom sidebar “Justification by Faith Today,” on page 125 of the student book as preparation for this learning experience.
3. **Begin** by introducing this learning experience in these or similar words:
 - As you have learned, the Council of Trent reaffirmed the Church’s teaching that humankind is justified by faith combined with good works. In contrast, Luther taught that we are justified through faith alone.

Teacher Note

If the students have access to computers or tablets with an Internet connection, you may simply provide them with the link to the online text of the *Joint Declaration on the Doctrine of Justification* and direct them to focus on paragraphs 25–27 for this learning experience.

- Catholics and Lutherans today engage in ongoing ecumenical dialogue. An *ecumenical dialogue* is an ongoing conversation between Christian denominations or confessions to promote greater unity, following Christ’s wish that his followers “may all be one, as you, Father, are in me and I in you” (John 17:21).
- The doctrine of justification has long been a key topic of Lutheran-Roman Catholic ecumenical dialogue. In 1999 the Vatican’s Pontifical Council for Promoting Christian Unity and the Lutheran World Federation issued a joint statement declaring a mutual understanding of the doctrine of justification. Although some Lutherans do not accept this statement, it generally resolved this key disagreement between the Catholic and Lutheran Churches.

- Today we will read an excerpt from this statement, called the *Joint Declaration on the Doctrine of Justification*.

4. **Ask** the students to form groups of four. Distribute the handout “Examining the *Joint Declaration on the Doctrine of Justification*” (Document #: TX002955) as well as the handout you created containing the *Joint Declaration* excerpt (paragraphs 25–27). Invite the groups to read the excerpt and work together to answer the questions on the handout. Allow 15 to 20 minutes for the groups to work.
5. **Gather** the students back into the large group, and review the handout questions with the students. Where appropriate, ask the students to point to specific passages in the excerpt to support their answers.
6. **Ask** the students to rearrange their desks in two concentric circles facing inward. The inner circle should have six desks; the remaining desks will be in the outer circle. Ask for five volunteers to start in the inner circle, leaving one desk empty for anyone who wants to join the conversation. Explain that the students in the inner circle will discuss a question, while those in the outer circle observe. If someone in the outer circle wants to contribute, he or she will sit in the empty desk, and someone in the inner circle will leave it. There must always be an empty desk to allow new students to join the

conversation. Check to see if the students have any questions about this process before beginning.

7. Begin the fishbowl discussion by asking the first question from the list below, and invite the students in the inner circle to begin the discussion:

- Why do you think the Catholic Church teaches that justification requires both faith and good works?
- Can one have faith in God without doing good works?
- Can one do good works without having faith in God?
- If faith in God naturally leads one to do good works, is this the same thing as saying that both are necessary to forgive our sins and make us holy? Why or why not?

Periodically remind the students in the outer circle that they can join by sitting in the empty desk. If you see a student who has something to say but seems reluctant to join, invite him or her to join the group. Depending on your class dynamic, you may even want to swap out half of the students in the inner circle at designated intervals. Continue the discussion until all agree that consensus has been reached or the topic has been adequately discussed.

8. Conclude by having the students write a one-page reflection on their understanding of the doctrine of justification, especially noting any new insights from this learning experience.

Teacher Note

Further prepare for this learning experience by referring to the method article “The Fishbowl Method” (Document #: TX001530) at smp.org/LivinginChrist for background information.



Article
31

Apply

Interpret

Step 11

Invite the students to create a brochure promoting one of the religious orders founded in the sixteenth century, during the period of reform in the Church.

- 1. Prepare** by providing computers or tablets with Internet access for each group of four. Download and print the handout “Creating a Promotional Brochure” (Document #: TX002956). Gather letter-size or legal-size paper, as well as markers, crayons, or colored pencils for each group.
- 2. Assign** the students to read article 31, “The Catholic Reformation and New Religious Orders,” in the student book as preparation for this learning experience.

Teacher Note

If you prefer, you may have the students create their brochures electronically. Microsoft Publisher, Apple Pages, and other education software offer templates for creating brochures.

3. **Begin** by explaining that the students will work in groups to develop promotional brochures for the Jesuits or the Discalced Carmelites—two religious orders founded in the sixteenth century.
4. **Ask** the students to form groups of four. Assign half of the groups to create brochures for the Jesuit order, and assign the remaining groups to create brochures for the Carmelite order. Distribute the handout “Creating a Promotional Brochure” (Document #: TX002956), and ask the groups to consider the following information as they create their brochures:
 - You are creating this brochure as people living in the sixteenth century, during the period of reform in the Church, and your audience is other people living in that time period.
 - The religious order you are recruiting for is brand new.
 - It is your responsibility to teach about the religious order.
 - Keep in mind what a potential recruit would want to know about your assigned religious order.
 - Make sure the sources you choose to gather your information are reliable.

Explain that the students may start with the information in their student books, but advise them that they must also find two reliable online sources specifically describing the origins and life of these orders in the sixteenth century—not the religious orders as they exist today. Distribute the art supplies, and allow the groups 45 to 60 minutes to do their research and create their brochures.

5. **Place** the completed brochures around the room, and invite the groups to circulate the room and view one another’s work. Then ask for volunteers to discuss which religious order appeals more to them, based on what they learned from the brochures.

Understand

Step 12

Invite the students to learn more about key saints of the Catholic Reformation by having them create poster presentations.

1. **Prepare** by providing computers or tablets with Internet access for seven groups. Gather sheets of poster board or newsprint and markers. Write the following list of saints on the board, to provide the students with the exact spelling of names for their research:
 - Saint Ignatius of Loyola (1491–1556)
 - Saint Teresa of Ávila (1515–1582)

- Saint Peter Canisius (1521–1597)
 - Saint Charles Borromeo (1538–1584)
 - Saint Robert Bellarmine (1542–1621)
 - Saint Francis de Sales (1567–1622)
 - Saint Jane Frances de Chantal (1572–1641)
2. **Begin** by explaining that the students will research key saints from the Catholic Reformation and create poster presentations for the class.
3. **Ask** the students to form seven groups, and assign one group to each of the saints listed on the board. Distribute the art supplies. Invite the groups to research their assigned saint and to create a poster to present the saint to the class. In particular, ask the groups to include the following information:
- the saint's name, nationality, and years of birth and death
 - three details about what the saint achieved or is known for today
 - at least one detail about the saint's role in the Catholic Reformation
- Remind the groups to present the information creatively—for example, they may use mind maps or images to enliven lists of facts. Allow 20 to 30 minutes for the groups to work.
4. **Invite** the groups to hang their posters around the room, and then allow the students to take a tour of the resulting gallery. Conclude by leading the class in a discussion of what lasting impact these key figures had on the Church during the Renaissance and today.

Understand**Step 13**

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

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

1. **Remind** the students to bring to class any work they have already prepared so that they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts “Final Performance Task Options for Unit 4” (Document #: TX002948) and “Rubric for Final Performance Tasks for Unit 4” (Document #: TX002949). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
2. **Provide** some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the project.

Reflect**Step 14**

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

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding of the developments in the Church during the Renaissance, Protestant Reformation, and Catholic Reformation has developed throughout the unit.

- 1. Prepare** for this learning experience by downloading and printing the handout “Learning about Learning” (Document #: TX001159; see Appendix 1), one for each student.
- 2. Distribute** the handout and give the students about 15 minutes to answer the questions quietly.
- 3. Invite** the students to share any reflections they have about the content they learned as well as their insights into the way they learned.

Final Performance Task Options for Unit 4

Important Information for Both Options

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

- The Renaissance period included a movement called humanism, which sought to revive classical learning and focus on human achievements, not the divine.
- The Protestant Reformation began when questionable Church practices in the sixteenth century, especially the sale of indulgences, led Martin Luther and other critics to split from the Catholic Church and establish other Christian denominations.
- The Ecumenical Council of Trent clarified and defined Church teaching on the creed, Scripture, original sin, justification, and the Sacraments, especially the Eucharist.
- The Catholic Reformation, inaugurated by the Council of Trent, gave rise to the establishment of several new religious orders.

Option 1: A Video about the Protestant Reformation and the Catholic Reformation

Your small group will create an original documentary video about the Protestant Reformation and the Catholic Reformation (or Counter-Reformation). Working with one or two other students, create a 7- to 10-minute documentary describing significant historical events and key people from these periods in the Church.

You may combine reenactment skits, photos, music, and text to create your video. The video must contain or demonstrate each of the following elements:

- an understanding of the four main concepts of unit 4, as listed at the beginning of this handout
- creative reflection on and explanation of the Protestant Reformation and the Catholic Reformation
- appropriate content and maturity level for a high school religion class

Option 2: A Journal from the Perspective of Someone Witnessing the Protestant Reformation and the Catholic Reformation

Working alone, imagine that you are a Catholic during the Renaissance who witnesses the changes brought about by the Protestant Reformation and Catholic Reformation. Write a personal journal that reflects on your faith life and the happenings in the Church during your time. Be creative. Be sure to include your thoughts on how the events of the era have affected you personally, as well as how they have affected the Church as a whole.



Your journal must include or demonstrate the following:

- understanding of the four main concepts of unit 4, as listed at the beginning of this handout
- seven to ten original one-page entries
- proper grammar, punctuation, and spelling
- appropriate content and maturity level for a high school religion class



Rubric for Final Performance Tasks for Unit 4

Assignment includes all items requested in the instructions.	Assignment includes all items requested, and they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the following concept: <i>The Renaissance period included a movement called humanism, which sought to revive classical learning and focus on human achievements, not the divine.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The Protestant Reformation began when questionable Church practices in the sixteenth century, especially the sale of indulgences, led Martin Luther and other critics to split from the Catholic Church and establish other Christian denominations.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The Ecumenical Council of Trent clarified and defined Church teaching on the creed, Scripture, original sin, justification, and the Sacraments, especially the Eucharist.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The Catholic Reformation, inaugurated by the Council of Trent, gave rise to the establishment of several new religious orders.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment uses proper grammar and spelling.	Assignment has no grammar or spelling errors.	Assignment has one grammar or spelling error.	Assignment has two grammar or spelling errors.	Assignment has multiple grammar or spelling errors.
The presentation of the assignment is effective.	Presentation is organized, clear, and engaging.	Presentation is clear and engaging.	Presentation is clear but not well organized and not engaging.	Presentation is disorganized, unclear, and boring.



Vocabulary for Unit 4

apocrypha: Writings about Jesus or the Christian message not accepted as part of the canon of Sacred Scripture.

college of cardinals: A Church body made up of all the cardinals whose function is to advise the Pope about Church matters and to elect a successor following the death of a pope.

deuterocanonical: Books of the Old Testament that do not appear in the Hebrew Scripture but are accepted by the Church as part of the canon of Scripture.

grace: The free and undeserved gift of God's loving and active presence in our lives, empowering us to respond to his call and to live as his adopted sons and daughters. Grace restores our loving communion with the Holy Trinity, lost through sin.

humanism: A cultural and intellectual movement that emphasized classical learning, such as Latin and Greek literary and historical texts, and that focused on human achievements rather than on the divine.

justification: An invitation toward conversion, which happens as a response to God through the active life of faith. It involves the removal of sin and the gift of God's sanctifying grace to renew holiness. Justification was accomplished by Christ's Paschal Mystery, in his sacrificial death for all humanity.

merit: God's reward to those who love him and by his grace do good works. We cannot "merit" justification or eternal life, which are a free gift of God. The source of any merit we have before God is due to the grace of Christ in us.

predestination: The belief that each person's fate after death is predetermined by God and that no one can do anything to change it.

theocracy: A form of government in which God is understood to be head of the state, ruling by divine guidance granted to its clergy or other ruling officials.



Web Quest on Renaissance Culture

1. Write your group member's names at the top of this handout, and circle the topic assigned to your group:
 - Scholarship in the Renaissance
 - Art in the Renaissance
 - Architecture in the Renaissance
 - Music in the Renaissance
2. Use the Internet to locate three reliable sources about your group's assigned topic in Renaissance culture. Use this handout to organize your information and take notes.

Web site 1	
Site author / creator	
Description of site	
Notes on your assigned topic	

Web site 2	
Site author / creator	
Description of site	
Notes on your assigned topic	



Web site 3	
Site author / creator	
Description of site	
Notes on your assigned topic	

- Using your research notes, create a poster that illustrates what your group has learned about your assigned topic: art, music, scholarship, or architecture in the Renaissance. You will present your poster to explain to your classmates what you have learned.



Reviewing Martin Luther's Complaint and the Church's Response

Use this handout to take notes from the in-class presentation on article 28, "Luther's Complaint," in the student book.

1. What practice related to indulgences at the start of the 1500s left the Church vulnerable to scrutiny and criticism?
2. What is the purpose of indulgences?
3. How did indulgences come to be seen instead, and why?
4. How were indulgences commonly acquired in this time period?



5. Who was one infamous seller of indulgences? What did he do with the money?

6. List three biographical facts about Martin Luther:

a.

b.

c.

7. What is the doctrine of justification? What did Luther teach about justification?

8. What were the *Ninety-five Theses*, and why did Luther post them?



9. Define *Deposit of Faith*.

10. Briefly list three teachings in Martin Luther's doctrine.

11. Briefly explain the Church's response to Martin Luther.

12. What happened to the practice of selling indulgences after Luther's protest?



Reflecting on Luther's Theses

Read these five excerpts from Martin Luther's *Ninety-five Theses*. Then answer the reflection questions. Use a separate sheet of paper if you need more room.

Excerpts from Martin Luther's *Ninety-five Theses*

Thesis 32. They will be condemned eternally, together with their teachers, who believe themselves sure of their salvation because they have letters of pardon [indulgences].

Thesis 36. Any Christian whatsoever, who is truly repentant, enjoys plenary [complete] remission from penalty and guilt, and this is given him without letters of indulgence.

Thesis 40. A truly contrite sinner seeks out, and loves to pay, the penalties of his sins; whereas the very multitude of indulgences dulls men's consciences, and tends to make them hate the penalties.

Thesis 43. Christians should be taught that one who gives to the poor, or lends to the needy, does a better action than if he purchases indulgences.

Thesis 45. Christians should be taught that he who sees a needy person, but passes him by although he gives money for indulgences, gains no benefit from the pope's pardon, but only incurs the wrath of God.

1. What does Luther say leads to true remission of guilt?

2. According to Luther, what should Christians do instead of buying indulgences?

3. What contrast does Luther describe in Thesis 40? Explain it in your own words.



4. Do you agree with Luther's observation about human nature in Thesis 40? Why or why not?
5. Given what you have learned about the original purpose of indulgences, do you think indulgences can be an effective way to promote Christian piety? Why or why not?
6. Which of Martin Luther's actions and choices do you agree with, and why?
7. Which of Martin Luther's actions and choices do you believe could have been handled more effectively through different means? What would you have done differently?
8. Did the Church respond appropriately to Martin Luther's concerns? If you were Pope at the time Luther posted his *Ninety-five Theses*, how would you have responded?

(The excerpts on this handout are from "Disputation of Doctor Martin Luther on the Power and Efficacy of Indulgences," in *Works of Martin Luther*, Adolph Spaeth, L. D. Reed, and Henry Eyster Jacobs, editors and translators [Philadelphia: A. J. Holman Company, 1915], at www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html.)



Examining the *Joint Declaration on the Doctrine of Justification*

Answer the following questions as a group.

1. Based on this excerpt, describe *justifying faith* (that is, the faith by which we are justified) in your own words. What does it include? What does it not include?
2. What is the Lutheran understanding of the faith that justifies us, according to this excerpt? Where does this faith come from?
3. What is the Catholic understanding of justification, as explained in this excerpt? Where does justifying faith or grace come from?
4. What common ground do you see between the Lutheran and Catholic understandings of *justifying faith*, based on this excerpt? Identify three points of agreement.



Creating a Promotional Brochure

Your group has been assigned to create a brochure about one of the two major religious orders to emerge during the Catholic Reformation: the Jesuits or the Carmelites. Imagine that you are members of this new religious order during the Renaissance and that your job is to recruit new members. Create a three-panel (folded) brochure that promotes your religious order to your fellow Catholics during this period.

Your brochure must include the following:

- a description of the religious order
- the unique characteristics, mission, or charism of the religious order
- a brief biography of the founder of the order and other notable members
- information that someone considering religious life would want to know about the religious order
- a description of daily life in the order
- at least three illustrations to describe the order and to exemplify what the order stands for

You must use at least two sources, other than your student book, to compile the information you use in your brochure.



Unit 4 Test

Part 1: Matching

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

Column A

- A. Apocrypha
- B. deuterocanonical
- C. indulgences
- D. Johan Tetzl
- E. justification
- F. predestination
- G. printing press
- H. renaissance
- I. Saint Thomas More
- J. Theocracy

Column B

- _____ 1. This chancellor of England was executed for following his conscience and refusing to contradict Church teaching about the primacy of the Pope.
- _____ 2. These were originally intended to encourage Christians to do good as penance for their sins.
- _____ 3. Books of the Old Testament that do not appear in the Hebrew Scripture but are accepted by the Church as part of the canon of Scripture.
- _____ 4. This invention promoted scholarship during the Renaissance, making knowledge widely available to people.
- _____ 5. An invitation toward conversion, involving the removal of sin and the gift of God's sanctifying grace to renew holiness, and accomplished by Christ's Paschal Mystery.
- _____ 6. The Protestant term for writings about Jesus or the Christian message that many Protestant confessions do not include in the canon of Sacred Scripture.
- _____ 7. A term that means "rebirth."
- _____ 8. The belief that each person's fate after death is already determined by God and that no one can do anything to change it. Espoused by Protestant groups in Switzerland.
- _____ 9. This Dominican friar was an infamous seller of indulgences, generating profits to fund papal building projects, including Saint Peter's Basilica.
- _____ 10. A form of government in which God is understood to be head of the state, ruling by divine guidance granted to its clergy or other ruling officials.



Part 2: Sentence Completion

Complete the following sentences, using words from the box. Not all words will be used.

Calvinists	Catholic Reformation	deuterocanonical books
Discalced Carmelites	<i>Edict of Milan</i>	Henry VIII
humanism	Ignatius of Loyola	indulgences
<i>Ninety-five Theses</i>	salvation	scholasticism

1. A distinguishing characteristic of the Renaissance was _____, which sought to revive classical learning and promote achievements in scholarship, art, music, and architecture.
2. Because the Renaissance popes constantly needed money to fund their lavish building and arts projects, they sought new sources of revenue, including the sale of _____.
3. Seeking to preach reform of abuses in the Church, Martin Luther posted his _____ on the door of the church in Wittenberg, in present-day Germany.
4. Luther believed that _____ comes solely by divine grace (*sola gratia*), an unearned gift of God, and is not merited by the sinner.
5. Despite officially breaking with the Catholic Church to create the Church of England, _____ rejected Lutheran teaching and never considered himself a Protestant.
6. Like Lutherans, _____ believed in the supreme authority of Scripture alone, but they also denied Christ's presence in the Eucharistic elements and preferred simple worship without elaborate ritual or ornamentation.
7. Among its key decrees, the Council of Trent confirmed the inclusion of the _____ in the canon of Scripture, previously rejected by Martin Luther.
8. The Council of Trent inaugurated the _____, outlining reforms and clarifying points of doctrine.
9. The Jesuit order was founded by _____, a soldier who was seriously injured, began to study the lives of the saints, and realized that only a life lived for God held any meaning for him.
10. Saint Teresa of Ávila founded the order of _____, which emphasized poverty, simplicity, contemplation, and prayer.



Part 3: Essay

Respond to the following.

1. Describe three achievements in Renaissance scholarship, art, music, or architecture, and explain how each exemplifies the values of the time.
2. Compare and contrast Martin Luther's teachings about salvation, justification, and the Sacraments with what the Catholic Church teaches.
3. Describe three reforms or reaffirmations of Church practice and teachings that resulted from the Catholic Reformation.
4. Choose one of the saints of the Catholic Reformation whom you studied in this unit and describe her or his life and main contributions to the Church and society.



Unit 4 Test Answer Key

Part 1: Matching

- | | |
|------|-------|
| 1. I | 6. A |
| 2. C | 7. H |
| 3. B | 8. F |
| 4. G | 9. D |
| 5. E | 10. J |

Part 2: Sentence Completion

- | | |
|------------------------------|---------------------------|
| 1. humanism | 6. Calvinists |
| 2. indulgences | 7. deuterocanonical books |
| 3. <i>Ninety-five Theses</i> | 8. Catholic Reformation |
| 4. salvation | 9. Ignatius of Loyola |
| 5. Henry VIII | 10. Discalced Carmelites |

Part 3: Essay

1. *Answers will vary but may include accomplishments described in article 27, "The Renaissance," on pages 121–124 of the student book.*
2. *Answers may include the following:* Martin Luther taught that humankind is justified, or made righteous, through our faith alone; the Church teaches that humanity is justified through our faith as well as good works inspired by our faith. Luther also taught that salvation comes only through God's divine grace, which is not earned and does not require our cooperation. In contrast, the Church teaches that our cooperation with God's grace is essential for our salvation. Finally, Luther accepted only Baptism and the Eucharist as valid Sacraments and argued in favor of allowing priests to marry. In the Council of Trent, the Church reaffirmed the validity of the Seven Sacraments, emphasized Baptism's efficacy in remitting sin, and upheld the requirement of priestly celibacy.



3. *Answers may describe any three of the following:* the prohibition on selling indulgences; the reaffirmation of the Nicene Creed; the reaffirmation of the canon of Scripture and the Vulgate as its authoritative text; the affirmation of the doctrine of Original Sin and the efficacy of Baptism in remitting it; the affirmation that humanity is justified through faith as well as good works inspired by that faith; the recognition of the validity of all Seven Sacraments; the reaffirmation of the doctrine of Transubstantiation; the affirmation that the Mass is truly a sacrifice; the definition of Holy Orders as conferring an indelible mark on the soul of the ordained; the upholding of priestly celibacy; the founding of seminaries to provide proper education and formation of priests; the requirement that a priest witness a marriage, along with two other witnesses; Saint Teresa of Ávila's reform of her religious community to give renewed emphasis to poverty, simplicity, contemplation, and prayer.
4. *Answers will vary but may include any of the saints studied in step 12 of this unit or in article 31, "The Catholic Reformation and New Religious Orders," on pages 139–143 of the student book.*



Overview

Now that the students have studied the Church in Europe during the Renaissance, they will explore the Church in the New World during the Age of Exploration. Specifically, the students will learn about the missions to evangelize the peoples of Latin America, the Far East, and North America from the fifteenth through seventeenth centuries.

Key Understandings and Questions

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

- Spanish explorers who arrived in Mexico and South America encountered thriving civilizations, which they conquered and looted in search of gold.
- Catholic missionaries accompanied the Spanish expeditions to bring the native peoples of Latin America into the Catholic faith through evangelization and Baptism.
- Catholic missionaries in India, China, and Japan used a process of enculturation to introduce the Church into the Far East.
- The Spanish and the French set up Catholic missions in North America to convert and “civilize” the native peoples as well as to protect their own territorial interests.

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


- What were the effects and outcomes of Spain’s exploratory journeys and the conquistadors’ attack on the native civilizations of Latin America?
- Why were Catholic missionaries sent on exploratory expeditions?
- What are the significant developments and outcomes of the Catholic missions to the Far East?
- What are the significant characteristics and outcomes of the Catholic missions to North America?

How Will You Know the Students Understand?

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

- handout “Final Performance Task Options for Unit 5” (Document #: TX002964)
- handout “Rubric for Final Performance Tasks for Unit 5” (Document #: TX002965)
- handout “Unit 5 Test” (Document #: TX002971)

Student Book Articles

This unit draws on articles from the *Church History: Apostolic Times to Today* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from “Section 3: An Age of Renewal and Growth” and are as follows:

- “Missions to Latin America” (article 32)
- “Missions in the Far East” (article 33)
- “Missions to North America” (article 34)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, to enable them to learn about the Church's missions in the New World during the Age of Exploration. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.



Step 1: Preassess what the students already know about the Catholic missions to Latin America, the Far East, and North America during the Age of Exploration through the “I Know, I Think I Know, I Want to Know” exercise.



Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 5” (Document #: TX002964) and “Rubric for Final Performance Tasks for Unit 5” (Document #: TX002965).

Understand

Step 3: Have the students examine the intentions and experiences of the explorers, conquistadors, and missionaries through research and poster presentations.

Explain

Empathize

Step 4: Guide the students in researching the work of individual missionaries in Latin America between the fifteenth and seventeenth centuries and in preparing skits to present their findings.

Perceive

Empathize

Step 5: Show the film *The Mission* (1986, 125 minutes, rated A-III and PG) as one perspective comparing the Church's missions in Latin America to the more secular aims of European explorers and conquerors.

Empathize

Step 6: Introduce the students to the Dominican response to the mistreatment of the native peoples of Latin America by leading them through an excerpt from *A Brief Account of the Destruction of the Indians*, by Bartolomé de las Casas.

Understand

Step 7: Invite the students to research the Church's missions in the Far East and to create PowerPoint presentations to share their findings with the class.

Explain

Empathize

Step 8: Guide the students in researching the work of individual missionaries in Asia during the Age of Exploration and in preparing skits to present their findings.

Understand

Step 9: Invite the students to explore the Church in China today by showing the PBS *Frontline* video "Jesus in China" (2008, 23 minutes).

Interpret

Step 10: Invite the students to trace the Church's missions to North America by engaging them in a map coding exercise.

Apply

Reflect

Step 11: Engage the students in a fishbowl exercise to review the efforts to spread the Gospel to the New World.

Understand

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

Reflect

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

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about these and other concepts taught in this unit:

- “Around the World in More Than Eighty Days” (Document #: TX002962)
- “Bartolomé de las Casas: A Brief Outline of His Life and Labor” (Document #: TX002963)

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

- “Using Video in Your Classroom” (Document #: TX002102)
- “Using a Mind Map” (Document #: TX001009)
- “Guidelines for Assigning and Assessing PowerPoint Presentations” (Document #: TX001534)
- “The Fishbowl Method” (Document #: TX001530)
- “Using Final Performance Tasks to Assess Understanding” (Document #: TX001012)
- “Using Rubrics to Assess Work” (Document #: TX001011)

Scripture Passage

The Scripture passage featured in the unit is as follows:

- Matthew 28:19 (commissioning of the disciples)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout “Vocabulary for Unit 5” (Document #: TX002966), one for each student.

.....

Congregation for the Propagation of the Faith
 conquistadors
 enculturation

Learning Experiences

Explain

Step 1

Preassess what the students already know about the Catholic missions to Latin America, the Far East, and North America during the Age of Exploration through the “I Know, I Think I Know, I Want to Know” exercise.

1. **Remind** the students that they have studied the reform and renewal of the Church in Europe during the Renaissance, and explain that they will now turn to the missionary efforts to spread the Church to the New World during the same time period, as part of the Age of Exploration.
2. **Ask** the students to draw two vertical lines on a clean sheet of paper, creating three columns. Ask them to label the columns “I Know,” “I Think I Know,” and “I Want to Know.” Introduce the learning experience using these or similar words:
 - Think about the European expeditions to explore North and South America and the Far East during the fifteenth, sixteenth, and seventeenth centuries. In particular, think about what you know of missionary efforts to spread the Gospel to those lands during this Age of Exploration.

Invite the students to complete their columns with things they know, things they think they know, and things they want to know about the Church’s missionary efforts in the New World during the Age of Exploration. Instruct the students to try to fill in the handout with a minimum of ten items, with at least one item in each of the three columns. Allow 10 minutes for the students to work individually.

3. **Direct** the students to compare their handout with that of someone near them. Ask any students who did not come up with ten items to use this opportunity to gather additional ideas from their partner. Allow about 5 minutes for this conversation.
4. **Gather** the students back into the large group, and invite volunteers to share items from each of their three columns, beginning with the “I Know” column and then moving to the “I Think I Know” and “I Want to Know” columns. You may wish to record particular student responses on the board. Affirm the students’ knowledge about these details, as well as their willingness to pose questions. Assure the students that this unit will build on their present knowledge and that they will have the opportunity to discover many of the things they want to know.

5. **Direct** the students to keep this handout so they can refer to it throughout the unit as a study aid.

Understand**Step 2**

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 5” (Document #: TX002964) and “Rubric for Final Performance Tasks for Unit 5” (Document #: TX002965).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a gallery of original art on the missionaries of the Church during the Age of Exploration and writing an imaginary application to become a Christian missionary during this time period. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

1. **Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 5” (Document #: TX002964) and “Rubric for Final Performance Tasks for Unit 5” (Document #: TX002965), one of each for each student.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
3. **Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - If you wish to work with a small group of up to four students, you may choose option 1. If you wish to work alone, choose option 2.
 - Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.

Teacher Note

Remind the students to choose their final performance task in accordance with any course requirements you may have established.

Teacher Note

Artistically inclined students in your class may want to work individually on option 1 for the final performance task. To accommodate them, consider adjusting option 1 to require only three or four individual works of art, along with the written description of each as explained on the handout “Final Performance Task Options for Unit 5” (Document #: TX002964).

Teacher Note

You will want to assign due dates for the final performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.

4. **Explain** the types of tools and knowledge the students will gain throughout the unit so they can successfully complete the final performance task.
5. **Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need in order to show you that they understand the Church's missionary efforts in the New World during the Age of Exploration.

Understand**Step 3**

Have the students examine the intentions and experiences of the explorers, conquistadors, and missionaries through research and poster presentations.



Article
32

1. **Prepare** by providing computers or tablets with Internet access for six groups. Gather sheets of newsprint or poster board and markers for each group. Download and print the handout "Explorers, Conquistadors, and Missionaries Mind Map" (Document #: TX002967), one for each student.

Teacher Note

Further prepare for this learning experience by referring to the method article "Using a Mind Map" (Document #: TX001009) at smp.org/LivinginChrist as background information.

2. **Assign** the students to read article 32, "Missions to Latin America," in the student book as preparation for this learning experience.
3. **Begin** by observing that when explorers began traveling to Latin America, the Far East, and North America in the fifteenth century, missionaries often joined them, seeking to spread the Gospel. In this unit the students will begin studying the missions to these lands and their effects and outcomes, starting with the exploration and evangelization of Latin America.
4. **Ask** the students to form six groups. Assign two groups to each of the following topics:
 - explorers
 - conquistadors
 - missionaries

Explain that each group should begin by reviewing article 32, “Missions to Latin America,” in the student book—specifically, the section that corresponds to the group’s assigned topic. Then they should research their assigned topic on the Internet, focusing on the purpose and efforts of that group of people in setting out for Latin America. In addition, advise the “explorers” groups to focus on people whose main accomplishments lay in exploring areas of the globe not yet charted by Europeans, and ask the “conquistadors” groups to focus on people who worked to expand into the New World through military conquest. Remind all the groups to focus their research on the Age of Exploration. Allow 20 to 30 minutes for the groups to research their assigned topic.

5. **Distribute** the art supplies, and ask each group to create a poster that explains the purpose and efforts of the group of people they have been assigned to research. Encourage the groups to be as creative as possible, and remind them that they must be prepared to present their posters to the class. Allow another 15 minutes for the groups to create their posters.
6. **Gather** the students back into the large group, and distribute the handout “Explorers, Conquistadors, and Missionaries Mind Map” (Document #: TX002967). Explain that the students should complete the mind map as they listen to each group present its topic. Invite each group to present its poster. Even though two groups are assigned to each topic, allow both groups for each topic to present fully, because the second may cover material not mentioned by the first.
7. **Conclude** by inviting volunteers to share one thing they already knew and one thing they learned about the missions in Latin America through this learning experience.

Teacher Note

You may wish to acknowledge that the European explorers’ treatment of the native peoples of these regions was sometimes extremely un-Christian. However, remind the students that the missionaries who accompanied the explorers sought to bring the Good News to people who had never before heard it and who today form a vibrant and active part of the Church as the Body of Christ. You may also wish to remind the students of the limitations inherent in evaluating historical events through the lens of modern cultural sensitivities.

Teacher Note

Links to some general information about the explorers, conquistadors, and missionaries in South America are available at *smp.org/LivinginChrist*. Any of the groups may find useful information on these Web sites.

Explain

Empathize

Step 4

Guide the students in researching the work of individual missionaries in Latin America between the fifteenth and seventeenth centuries and in preparing skits to present their findings.

1. **Prepare** by providing computers or tablets with Internet access for five groups. Write the following list of missionaries to Latin America on the board, to provide the students with the exact spelling of names for their research:
 - Antonio de Montesinos (Hispaniola, d. 1545)
 - Bartolomé de las Casas (Chiapas, d. 1566)
 - Saint Rose of Lima (Peru, d. 1617)
 - Saint Martin de Porres (Peru, d. 1639)
 - Saint Peter Claver (Colombia, d. 1654)
2. **Begin** by asking the students to brainstorm what they know about the missionaries who accompanied the explorers to Mexico, the Caribbean, and South America, using the following questions as prompts:
 - What were the goals of the missionaries who accompanied the explorers to Latin America?
 - What were some challenges that confronted the missionaries to Latin America?
 - What were some of the successes of the missionaries' efforts? What were some failures?

Explain that today the students will research the work of individual missionaries to Latin America during this time period and present their findings to the class in skits.

Teacher Note

If your class is particularly large, you may prefer to have the students form groups of four. Then you can assign more than one group to a missionary on the list, perhaps focusing on the missionaries whose work may not be well known.

3. **Ask** the students to form five groups. Assign one group to each of the missionaries listed on the board. Explain that each group should research its assigned missionary on the Internet, specifically focusing on that missionary's goals, challenges, and successes in Latin America. Each group should find at least three sources about its assigned topic, only one of which may be Wikipedia. Allow 15 to 20 minutes for the groups to locate and review sources.

4. **Explain** that each group must develop a skit of 8 to 10 minutes to introduce its assigned missionary to the class. Ask each group to choose one member to narrate the skit and provide background, while the remaining group members act out scenes. Remind the groups that each skit should focus on the major highlights of that missionary's efforts in the New World, particularly his or her successes as well as any challenges he or she faced. Allow 20 to 30 minutes for the groups to develop and rehearse their skits.
5. **Invite** each group to present its skit, in the order listed on the board. Remind the other students to take notes on the information each group shares. After each skit, invite the class to ask questions about any gaps or unclear details.
6. **Conclude** by leading the students in a discussion about the successes and challenges of mission work in Latin America during this time period, asking the following questions:
 - ▶ What were some accomplishments of the missionaries in Latin America during this time period?
 - ▶ How might these missionaries have defined "success"? Were they successful by that standard?
 - ▶ What challenges did the missionaries overcome in spreading the Gospel to the native peoples of Mexico, the Caribbean, and Latin America? How did they overcome these challenges?
 - ▶ What challenges did the missionaries face from their own countrymen, the explorers and conquerors whom they accompanied to the New World? How did they respond to these challenges?

Perceive

Empathize

Step 5

Show the film *The Mission* (1986, 125 minutes, rated A-III and PG) as one perspective comparing the Church's missions in Latin America to the more secular aims of European explorers and conquerors.

1. **Prepare** by locating a copy of the film *The Mission* (1986, 125 minutes, rated A-III and PG) and arranging to use equipment to show the film in your classroom. Download and print the handout "Film Reflection: *The Mission*" (Document #: TX002968), one copy for each student.

Teacher Note

Further prepare for this learning experience by referring to the method article "Using Video in Your Classroom" (Document #: TX002102) at smp.org/LivinginChrist for background information.

2. **Begin** by explaining that the students will watch *The Mission*, a fictional account of a Spanish Jesuit missionary who works to convert a native South American community to Christianity and in the process converts a fellow Spaniard, a slaver. Together they help defend the native community against European plantation owners and colonists who seek to enslave the native people.

If you choose, inform the students that the film's screenplay was written by Robert Bolt (who also wrote *A Man for All Seasons*, viewed in unit 4) and that it was released in 1986. Roland Joffé won the highest prize at the 1986 Cannes Film Festival for directing *The Mission*. A link to more details about *The Mission* is available at smp.org/LivinginChrist.

3. **Distribute** the handout "Film Reflection: *The Mission*" (Document #: TX002968), and ask the students to work on it as the film progresses. Then show the film. Afterward ask the students to spend 5 to 10 minutes brainstorming a list of insights they gained about the intent of the missionaries and life in the missions.

Teacher Note

This film runs 125 minutes. You may need two or three class periods to show the film and discuss it afterward with the students. Consider reserving time at the end of each class period for the students to work on the handout.

4. **Ask** the students to form groups of four. Invite the students to discuss their list of insights with their group members. Then write the following questions on the board, and invite the students to discuss them in their groups. Remind the students to identify concrete examples.

- What was the original intention of the missionaries? How did that intention change?
- What were some challenges the missionaries faced in this film?
- Did the missionaries always make the right decisions when it came to their treatment of the native people? Why or why not?

Allow 15 to 20 minutes for the groups to work.

5. **Gather** the students back into the large group, and lead a discussion of the handout as well as the questions listed on the board.
6. **Conclude** by having the students write a one-page reflection on the following question:
- Where do you see the example of Christ reflected in this film?

Empathize

Step 6

Introduce the students to the Dominican response to the mistreatment of the native peoples of Latin America by leading them through an excerpt from *A Brief Account of the Destruction of the Indians*, by Bartolomé de las Casas.

- 1. Prepare** by creating a handout containing an excerpt from *A Brief Account of the Destruction of the Indians*, by Bartolomé de las Casas: specifically, the first section, titled “The Cruelties of the Spaniards Committed in America.” A link to an online version of the complete text is available at smp.org/LivinginChrist. Download the PowerPoint presentation “The Dominican Missionaries in the Spanish Colonial Period” (Document #: TX002973), and arrange to use an LCD projector in your classroom. Also download and print copies of the handout “Read and Reflect: *A Brief Account of the Destruction of the Indians*” (Document #: TX002969), one for each student. Gather several copies of dictionaries for the students to consult during this learning experience.
- 2. Begin** by reminding the students that they studied Bartolomé de las Casas earlier in the unit. Ask them to recall facts that they learned about his life. Then explain that today they will hear more about the Spanish colonial system and Las Casas’s protest of the abusive treatment of the native peoples of Latin America.
- 3. Share** the PowerPoint presentation “The Dominican Missionaries in the Spanish Colonial Period” (Document #: TX002973). Remind the students to take notes, and invite them to ask questions during the presentation. At the end of the presentation, explain to the students that today they will read an excerpt from Las Casas’s *Brief Account of the Destruction of the Indians*.
- 4. Distribute** to each student the handout “Read and Reflect: *A Brief Account of the Destruction of the Indians*” (Document #: TX002969) as well as the handout you created containing the excerpt from Las Casas’s *Brief Account of the Destruction of the Indians*. Ask the students to read the excerpt and use the questions on the reflection handout to analyze the reading. Direct the students’ attention to the dictionaries you have provided, and encourage them to look up any words they do not understand. Allow 30 to 40 minutes for the students to work independently.

Teacher Note

If the students have laptops or tablets with Internet access, you may prefer to provide the students with the link to read the excerpt online. Direct them to the first section, “The Cruelties of the Spaniards Committed in America.”

5. **Ask** the students to form groups of four and share their handout responses in their groups. Encourage them to help one another understand any passages in the excerpt that they found difficult. Allow 15 to 20 minutes for the groups to discuss the reading.
6. **Gather** the students back into the large group, and invite volunteers to share their responses. Ask the students to identify unique insights gained from their reading and the discussions, and encourage them to ask any questions they may still have.
7. **Conclude** by asking the students to write a one-page reflection in response to the following prompt:
 - Describe one unjust system or social structure in our society today. What are some concrete ways you can fight this injustice, following the example of Bartolomé de las Casas?



Article
33

Understand

Step 7

Invite the students to research the Church's missions in the Far East and to create PowerPoint presentations to share their findings with the class.

1. **Prepare** by providing computers or tablets with Internet access and PowerPoint for six groups. Gather six sheets of newsprint or poster board and markers. Arrange to use an LCD projector in your classroom on the day the groups share their PowerPoint presentations.
2. **Assign** the students to read article 33, "Missions in the Far East," in the student book as preparation for this learning experience.
3. **Begin** by observing that the Church was spreading the Gospel well beyond Latin America during the Age of Exploration. At the same time the Europeans arrived in South America, missionaries were also arriving on ships exploring the Far East, namely India, China, and Japan. Tell the students that today they will begin to examine the Church's efforts in those lands.
4. **Ask** the students to form six groups. Assign two groups to research each of the following regions in the Far East: India, Japan, and China. Tell the students that each group will gather information on the missionary work in its particular region of Asia and then create a PowerPoint presentation to share findings with the class. Advise the groups to begin by reviewing the relevant section of article 33, "Missions in the Far East," in the student book and to use that information to guide Internet searches for suitable sources of further information.

Teacher Note

Further prepare for this learning experience by referring to the method article "Guidelines for Assigning and Assessing PowerPoint Presentations" (Document #: TX001534) at smp.org/LivinginChrist as background information.

Instruct each group to include the following elements in its PowerPoint presentation:

- at least seven slides
- at least three images (with citations)
- two sources other than the student book

Allow 45 to 60 minutes for the students to research their topic and construct their PowerPoint presentations.

5. **Invite** each group to share its PowerPoint presentation with the class, with the India groups going first, followed by the Japan groups and then the China groups. Allow the other students to ask questions or clarify points after each presentation.

Explain**Empathize**

Step 8

Guide the students in researching the work of individual missionaries in Asia during the Age of Exploration and in preparing skits to present their findings.

1. **Prepare** by providing computers or tablets with Internet access for six groups. Write the following list of missionaries to the Far East on the board, to provide the students with the exact spelling of names for their research:
 - Saint Francis Xavier (India and Japan, d. 1552)
 - Cosme de Torrès (Japan, d. 1570)
 - Saint Gonsalo Garcia (Japan, d. 1597)
 - Michele Ruggieri (China, d. 1607)
 - Matteo Ricci (China, d. 1610)
 - Robert de Nobili (India, d. 1656)
2. **Begin** by explaining that now the students will learn more about the missions to the Far East by examining the work of specific missionaries to India, Japan, and China and by presenting their findings in skits. Ask the students to review what they already know about the missionaries to the Far East, using the following questions:
 - What were the goals of the missionaries to the Far East?
 - What were some challenges that confronted the missionaries to Latin America?
 - What does *enculturation* mean?

After eliciting the students' responses, further explain the concept of enculturation in these or similar words:

- In religious education, or catechesis, *enculturation* is the process of introducing the Gospel of Christ into diverse human cultures. Guided by the Holy Spirit, the beliefs, values, and practices of these cultures are transformed into purer reflections of the Kingdom of God.
 - Catechists begin this process by becoming intimately familiar with the culture they are ministering to. This can be as broad as learning about the art, history, traditions, and beliefs of an entire people. Or it can be more focused, such as learning about the history, interests, and values of a parish, family, school, or age-group.
 - The process continues as catechists lift up cultural values and practices that are compatible with the Catholic faith and transform elements of the culture that are contrary to the Kingdom of God. This work also brings the people of a given culture into fuller communion with the Church, promoting a unity of faith.
 - We can see this process in the work of the early missionaries to the Far East. They respected regional traditions and sought to integrate them into their efforts to spread the Gospel message. Today we will examine the work of particular missionaries to spread the Gospel message to India, China, and Japan in the sixteenth and seventeenth centuries.
3. **Ask** the students to form six groups. Assign one group to each of the missionaries listed on the board. Explain that the groups should research their assigned missionary on the Internet, specifically focusing on that missionary's goals and efforts to spread the Gospel to India, Japan, or China. Ask the groups to find at least three sources about their assigned missionary, only one of which may be Wikipedia. Allow 15 to 20 minutes for the groups to locate and review sources.
 4. **Explain** that each group must develop a skit of 8 to 10 minutes to introduce its assigned missionary to the class. Ask each group to choose one member to narrate the skit and provide background, while the remaining group members act out scenes. Remind the groups that the skits should focus on the major highlights of that missionary's efforts in enculturating the Gospel in Asia, particularly any challenges that he or she confronted. Allow 20 to 30 minutes for the groups to develop and rehearse their skits.
 5. **Invite** each group to present its skit, in the order listed on the board. Remind the other students to take notes on the information shared by each group. After each skit, invite the class to ask questions about any gaps or unclear details.
 6. **Conclude** by leading the students in a discussion about the successes and challenges of mission work in the Far East during this time period, using the following questions as prompts:

- What were some accomplishments of the missionaries in Asia during this time period?
- What challenges did the missionaries face in spreading the Gospel to the peoples of India, Japan, and China? How did they overcome these challenges?
- Which of these missionaries followed a process of enculturation to adapt the Gospel message and evangelizing efforts to the expectations and customs of the local culture? How did they do so? How did the process of enculturation aid their success?



Article
33

Understand

Step 9

Invite the students to explore Christianity in China today by showing the PBS *Frontline* video “Jesus in China” (2008, 23 minutes).

1. **Prepare** by locating the PBS *Frontline* video “Jesus in China” on the Internet. A link to the streaming video is available at smp.org/LivinginChrist. Make arrangements to use a computer with Internet access and an LCD projector to play the video for the students during class.
2. **Assign** the students to review article 33, “Missions in the Far East,” in the student book—primarily the sidebar titled “The Church in China Today” on page 152—as preparation for this learning experience.
3. **Begin** by inviting the students to brainstorm what they have already learned about the introduction of Christianity to China during the Age of Exploration. Explain that Christianity in China today is particularly influenced by communism and the state’s control over religious worship. Tell the students that today they will view a short documentary from the PBS series *Frontline* about Christianity in China today.
4. **Show** the PBS *Frontline* video “Jesus in China.”
5. **Conclude** the video presentation by sharing the following information with the students:
 - In this video, you have seen the tension between state-sanctioned Christian worship and underground churches.
 - This tension is reflected in the Roman Catholic Church in China as well. There are disagreements between China and the Vatican over the role and authority of the Pope, the process of appointing bishops to Chinese dioceses, and the administration of Church affairs in China. Some Catholics choose to worship

Teacher Note

This video has two segments, the first running 9 minutes and the second nearly 14 minutes. You may wish to pause between the first and second segments to invite questions or observations from the students.

under the state-sanctioned Church, while others worship in an underground Church whose priests and bishops are loyal to the Pope.

- Despite occasional setbacks, progress continues to be made to resolve the disagreements between the Chinese government and the Vatican about the oversight of the Church in China.



Article
34

Interpret

Step 10

Invite the students to trace the Church's missions to North America by engaging them in a map coding exercise.

- 1. Prepare** by downloading and printing the handout “Missions to North America” (Document #: TX002970), one for each student. In addition, prepare a transparency of the map on the handout, gather overhead transparency markers, and ensure that an overhead projector will be available for this learning experience. Gather crayons, colored pencils, or markers for the students, enough for each pair to have blue, green, orange, purple, and red.
- 2. Assign** the students to read article 34, “Missions to North America,” in the student book as preparation for this learning experience.
- 3. Begin** by telling the students that they will now review the work of missionaries in North America during the Age of Exploration. Ask the students to brainstorm what they already know about the Church's early missions in North America, and use their recollections to write notes on the board. Clarify any confusion or misinformation that may arise during this discussion.
- 4. Ask** the students to find a partner. Then distribute the handout “Missions to North America” (Document #: TX002970). Also distribute the art supplies to each pair of students. Review the handout instructions with the students, and advise them that they may use their student book to complete the handout. Allow 10 minutes for the pairs to work.
- 5. Project** a clean map for the students to see, using the transparency you made. Invite volunteers to come to the projector and use the overhead transparency markers to color the map, following each step on the handout. Invite the students to ask any follow-up questions.
- 6. Conclude** by asking the students to write a one-page reflection on the following question:
 - How is the work of the early missionaries to North America reflected in the Church and society you experience today?

Apply

Reflect

Step 11

Engage the students in a fishbowl exercise to review the efforts to spread the Gospel to the New World.

- 1. Prepare** a list of prompts to guide the students' discussion in this learning experience. You may begin with the following suggestions and add your own. The discussion itself may suggest others as it progresses.
 - ▶ What were the Church's goals in sending missionaries to accompany the European explorers to Latin America, the Far East, and North America? How would you evaluate the Church's success in accomplishing these goals?
 - ▶ What were some of the positive and negative effects on the native peoples of Latin America? of Asia? of North America?
 - ▶ To what degree was the Church responsible for the harm caused to some native peoples? In what ways did the Church try to help them?
 - ▶ When the native peoples fought against the European explorers and colonists, do you think they were justified? Why or why not?
 - ▶ At the end of the Gospel of Matthew, Jesus urges his disciples to "Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the holy Spirit" (28:19). In what ways did the missionaries during the Age of Exploration embody Christ's command? In what ways did they fall short?
 - ▶ What are some things to consider when we weigh the actions of the past from the perspective of our standards today?
- 2. Ask** the students to rearrange their desks in two concentric circles facing inward. The inner circle should have six desks; the remaining desks will be in the outer circle. Ask for five volunteers to start in the inner circle, leaving one desk empty for anyone who wants to join the conversation. Explain that the students in the inner circle will discuss a question, while those in the outer circle observe. If someone in the outer circle wants to contribute, he or she will sit in the empty desk, and someone in the inner circle will leave it. There must always be an empty desk to allow new students to join the conversation. Check to see if the students have any questions about this process before beginning.

Teacher Note

Further prepare for this learning experience by referring to the method article "The Fishbowl Method" (Document #: TX001530) at smp.org/LivinginChrist for background information.

- 3. Introduce** the first discussion prompt, and ask the students in the inner circle to begin the discussion. Periodically remind the students in the outer circle that they can join by sitting in the empty desk. If you see a student who has something to say but seems reluctant to join, invite him or her to join the group. Depending on your class dynamic, you may even want to swap out half of the group in the inner circle at designated intervals. Continue the discussion until all agree that consensus has been reached or the topic has been adequately discussed.
- 4. Conclude** by having the students write a one-page reflection on a new insight they gained by participating in and observing the discussion.

Understand**Step 12**

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

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

- 1. Remind** the students to bring to class any work they have already prepared so that they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts “Final Performance Task Options for Unit 5” (Document #: TX002964) and “Rubric for Final Performance Tasks for Unit 5” (Document #: TX002965). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
- 2. Provide** some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the project.

Reflect**Step 13**

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

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding of the Church's missionary efforts in the New World during the Age of Exploration has developed throughout the unit.

- 1. Prepare** for this learning experience by downloading and printing the hand-out "Learning about Learning" (Document #: TX001159; see Appendix 1), one for each student.
- 2. Distribute** the handout and give the students about 15 minutes to answer the questions quietly.
- 3. Invite** the students to share any reflections they have about the content they learned as well as their insights into the way they learned.

Final Performance Task Options for Unit 5

Important Information for Both Options

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

- Spanish explorers who arrived in Mexico and South America encountered thriving civilizations, which they conquered and looted in search of gold.
- Catholic missionaries accompanied the Spanish expeditions to bring the native peoples of Latin America into the Catholic faith through evangelization and Baptism.
- Catholic missionaries in India, China, and Japan used a process of enculturation to introduce the Church into the Far East.
- The Spanish and the French set up Catholic missions in North America to convert and “civilize” the native peoples as well as to protect their own territorial interests.

Option 1: A Gallery of Original Art on the Missionaries of the Church during the Age of Exploration

Working with in a group of up to four people, imagine you are a group of artists putting together an art show to be displayed in a gallery. The theme of your show is “The Missionaries of the Church during the Age of Exploration.” Each work of art in your show must illustrate an aspect of this theme. When all the works are displayed at the same time, the collection should tell the story of the missionaries and their work for the Church. Your art show must have a minimum of eight pieces of original artwork.

You may create your artwork using any of the following methods:

- drawing
- painting
- collage
- digital art
- stained glass
- 3D art
- sculpture

Your art show must include or demonstrate the following:

- an understanding of the four main concepts of unit 5, as listed at the beginning of this handout
- eight art pieces that tell the story of the missionaries
- a written catalog of your art show that includes one paragraph for each work of art to explain what it illustrates about Church missionaries during the Age of Exploration—be sure to include notes about the title, medium, dimensions, and date of each work of art (as you would find in an art gallery)
- appropriate content and maturity level for a high school religion class
- a well-planned and rehearsed presentation of your work to your classmates



Option 2: A Christian Missionary Application

Imagine that you are a Christian living in the Age of Exploration, and you desire to travel on a missionary journey. To be accepted as a missionary, you must complete a detailed application and reflection outlining your intentions, understanding of missionary work, past accomplishments, and qualifications. Acceptance will be determined by whether your application demonstrates that you truly understand the intention of the missionaries, the dangers, and the challenges that you will face on your journey. Keep in mind that you are likely a member of one of the religious orders that sent missionaries to the Far East and the New World.

Follow these steps to write your application:

- Reflect on what qualities make a good missionary, and describe how you demonstrate these qualities.
- Anticipate what challenges you might face as a missionary, and explain how you expect to deal with these adverse situations.
- Provide a written narrative that addresses what makes you a good missionary candidate.
- Provide examples of role models you can look to for guidance on your missionary journey.
- Explain what your goal would be as a missionary in Age of Exploration (between the fifteenth and seventeenth centuries).
- Identify where you hope to travel on your missionary journey, and explain why you have chosen this location and why you would be of service in this part of the world. Be sure to demonstrate your understanding of the people you wish to serve and their culture.

Your application must demonstrate the following:

- an understanding of the four main concepts of unit 5, as listed at the beginning of this handout
- your cover letter (two or three pages) and résumé (one to two pages), written by you as a missionary candidate during this time period
- two imaginary letters of reference (one to two pages each), written by you in the voice of each “reference”
- appropriate content and maturity level for a high school religion class



Rubric for Final Performance Tasks for Unit 5

Assignment includes all items requested in the instructions.	Assignment includes all items requested, and they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the following concept: <i>Spanish explorers who arrived in Mexico and South America encountered thriving civilizations, which they conquered and looted in search of gold.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>Catholic missionaries accompanied the Spanish expeditions to bring the native peoples of Latin America into the Catholic faith through evangelization and Baptism.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>Catholic missionaries in India, China, and Japan used a process of enculturation to introduce the Church into the Far East.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The Spanish and the French set up Catholic missions in North America to convert and “civilize” the native peoples as well as to protect their own territorial interests.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment uses proper grammar and spelling.	Assignment has no grammar or spelling errors.	Assignment has one grammar or spelling error.	Assignment has two grammar or spelling errors.	Assignment has multiple grammar or spelling errors.
The presentation of the assignment is effective.	Presentation is organized, clear, and engaging.	Presentation is clear and engaging.	Presentation is clear but not well organized and not engaging.	Presentation is disorganized, unclear, and boring.



Vocabulary for Unit 5

Congregation for the Propagation of the Faith: A Vatican office created in 1622 by Pope Gregory XV to coordinate and oversee foreign missionary activity.

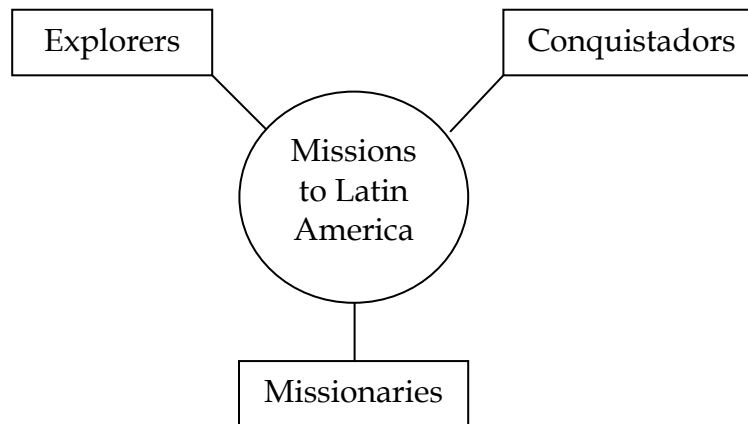
conquistadors: Spanish for “conquerors,” the name for the Spanish soldiers and explorers who brought much of the Americas under Spanish rule in the fifteenth and sixteenth centuries.

enculturation: The process of learning the requirements of a new or adopted culture and acquiring values and behaviors appropriate or necessary to live within that culture.



Explorers, Conquistadors, and Missionaries Mind Map

Complete this mind map as you listen to the presentations of your classmates. Attach lines and boxes to each topic to add notes.



Film Reflection: *The Mission*

Complete this handout as you view the film *The Mission* (1986, 125 minutes, rated A-III and PG).

1. How do the native people receive the missionaries when they first arrive? Why do you think they respond this way?
2. How do the missionaries begin to teach the native people about Christianity? Why do you think they use these methods?
3. How does Mendoza become a missionary? Summarize his journey in your own words.
4. Don Hontar and Don Cabeza do not care for the missionaries' position on the treatment of the native peoples. What interest do the wealthy men have in the native people? Are the missionaries correct in their decision to stand up to Don Hontar (the Portuguese governor) and Don Cabeza (the Spanish governor)? Why or why not?



5. Why does the cardinal come to visit the missions?

6. Compare and contrast Don Cabeza's description of the mission with what the cardinal sees when he visits the mission.

7. The film concludes with a battle. Identify the two sides in the battle. What does each side fight for?

8. Describe one incident in the battle scene that resonates with you. Why is it significant or powerful?



Missions to North America

With your partner, follow the instructions on this handout to trace the missionary activities in North America during the Age of Exploration.



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1. Use **blue** to color the region where Spain sent the first missionaries.
2. Use **green** to color the two states where the Spanish Franciscans founded more than forty missions.
3. Use **orange** to color the state where the missions protected Spain's interest in the territory and became economic centers.
4. Use **purple** to color the region where the French Jesuits established missions.
5. Use a **star** and the **name of the mission** to label the first mission city founded in Florida in 1565.
6. Use an **X** and the **name of the mission** to label the mission that later became a key battle site in the Mexican-American War.
7. **Circle** the area where the missions taught the native peoples trades such as carpentry and masonry.
8. Inside present-day California, write the **year** by which no active missions remained in the state.
9. Use **red** to color the state where the French missionary presence extended from Canada.



Unit 5 Test

Part 1: Matching

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

Column A

- A. Blessed Juan Diego
- B. China
- C. Congregation for the Propagation of the Faith
- D. *conquistadors*
- E. *encomienda*
- F. enculturation
- G. India
- H. Saint Augustine
- I. Saint Francis Xavier
- J. Saint Peter Claver

Column B

- _____ 1. The process of learning the requirements of a new or adopted culture and acquiring values and behaviors appropriate or necessary to live within that culture.
- _____ 2. In 1531 the Virgin Mary appeared to this peasant on Tepeyac Hill, in present-day Mexico.
- _____ 3. The Spanish soldiers and explorers who brought much of the Americas under Spanish rule in the fifteenth and sixteenth centuries.
- _____ 4. One saint who dedicated his life to caring for African slaves brought to Latin America.
- _____ 5. A Vatican office created in 1622 by Pope Gregory XV to coordinate and oversee foreign missionary activity.
- _____ 6. In this communist country today, Catholics who are loyal to the Pope must worship in secret, for fear of persecution.
- _____ 7. In the late sixteenth century, Spain established this first mission in Florida.
- _____ 8. In 1542 King Charles V of Spain passed the New Laws, which did away with this abusive system.
- _____ 9. One of the patron saints of the missions.
- _____ 10. Robert de Nobili, a Jesuit missionary, believed that by respecting the traditions of this largely Hindu nation, he could lead its people to accept the Gospel message.



Part 2: Sentence Completion

Complete the following sentences, using words from the box. Not all words will be used.

Bartolomé de las Casas	Blessed Junipero Serra	Christopher Columbus
crucifixion	explorers	French
Matteo Ricci	Our Lady of Guadalupe	Saint Francis Xavier
Saint Martin de Porres	slaves	Spanish

1. The Italian Jesuit _____ gained entry to China's imperial court by sharing his scientific knowledge, respecting Chinese tradition, and showing how Christianity could complement Chinese culture.
2. _____ wrote *A Brief Narrative of the Destruction of the Indians* to publicize the horrors inflicted by the conquering Spaniards.
3. After bringing the Gospel to India, _____ was persuaded to bring the Christian faith to Japan.
4. The apparition site of _____ has become a place of prayer and pilgrimage in Mexico.
5. In the early seventeenth century, thousands of _____ were brought to Cartagena, Colombia, each month in unspeakable conditions.
6. In North America, the _____ missions dominated three regions—modern-day Florida, the southwest (Texas and New Mexico), and California.
7. In 1597 Franciscan and Jesuit missionaries along with laymen were executed by _____ in Japan, martyred because the Japanese ruler had become increasingly suspicious of Christianity.
8. Along with Saint Rose of Lima, _____ is a patron saint of Peru who dedicated his life to caring for the poor and sick in the streets of Lima.
9. _____, a Franciscan missionary, founded numerous missions in California and is still honored today for his vast contribution to the state's history.
10. In North America, the _____ missions spread primarily through the northern territories (New York and Maine) and Canada.



Part 3: Essay

Respond to the following.

1. Choose one of the missionaries or saints you studied during this unit, and describe his or her life, mission, and contribution to evangelizing the New World.
2. Compare and contrast the methods of colonizing and Christianizing South America with the methods used by missionaries to introduce Christianity to the Far East.
3. In your opinion, did the goal of evangelizing native peoples justify the tactics sometimes used by the European explorers, conquerors, and missionaries? Give concrete examples to explain your response.
4. Describe how the Spanish missionaries to North America treated the native peoples. What were their goals? How did the Native Americans respond?



Unit 5 Test Answer Key

Part 1: Matching

- | | |
|------|-------|
| 1. F | 6. B |
| 2. A | 7. H |
| 3. D | 8. E |
| 4. J | 9. I |
| 5. C | 10. G |

Part 2: Sentence Completion

- | | |
|---------------------------|---------------------------|
| 1. Matteo Ricci | 6. Spanish |
| 2. Bartolomé de las Casas | 7. crucifixion |
| 3. Saint Francis Xavier | 8. Saint Martin de Porres |
| 4. Our Lady of Guadalupe | 9. Blessed Junipero Serra |
| 5. slaves | 10. French |

Part 3: Essay

- Answers will vary but may include any of the saints or missionaries the students studied in steps 4 and 8 of this unit or in article 32, "Missions to Latin America," or article 33, "Missions in the Far East," in the student book.*
- Answers should include the following:* The Europeans who came to South America sought to colonize new lands and to bring Christ's salvation to the unbaptized native peoples. The desire to evangelize was genuine, although it was sometimes combined with the desire to ensure the cooperation and submission of native peoples by forcing their adherence to the faith and culture of the European conquerors. The missionaries in South America frequently protested the cruel treatment of the native peoples by the conquering Europeans and argued that they could win many more converts by treating the native peoples with respect and dignity. However, although the European rulers attempted to reform the colonial systems, the abusive treatment continued.
The European missionaries to Asia took a different approach, one of enculturation combined with gentleness and kindness. Missionaries like Robert de Nobili and Matteo Ricci sought to learn about the civilizations in India and China, provided knowledge valued by those peoples, showed



respect for their cultures, and gradually demonstrated how Christianity could complement their traditions. Saint Francis Xavier gathered with local people to teach them basic beliefs of Christianity and to share Jesus' message of love and mercy.

3. *Answers will vary.*
4. *Answers should include the following:* The Spanish missionaries to North America sought to convert and “civilize” the native peoples; they also sometimes sought to protect the interests of Spain in the conquered territory. The missionaries introduced European farming techniques, trades, language, and customs and then influenced (and sometimes forced) the native peoples to abandon their own native and tribal ways. Cooperation was often strictly enforced. Sometimes the Indians were forced to remain with the mission after Baptism, working and worshipping under the supervision of the priests. Disobedience and attempts to escape could be met with severe penalties. Some Native Americans submitted, but others rejected the Christian missionaries, seeing them as tools of exploitation or suppression. Sometimes the Native Americans responded with violent rebellions, bloody uprisings, and massacres—even after initially accepting the overtures of the missionaries.



Unit 6

The Church in the Age of Reason and Revolution

Overview

Now that the students understand the expansion of the Church during the Renaissance and the Age of Exploration, they will focus on the Church during the Age of Reason, also known as the Enlightenment. The students will examine the significant and lasting changes this movement introduced to the Church and society. These changes included the French Revolution and, later, the First Vatican Council.

Key Understandings and Questions

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

- New philosophies developed during the Age of Reason—including rationalism, deism, and empiricism—and greatly transformed the course of history.
- The Enlightenment and the French Revolution took a terrible toll on the Church and society in Europe, but these events also emphasized the Gospel values of liberty and equality for all and led to a renewal of Catholic piety and worship.
- Pope Pius IX strived to affirm the Church's place in the modern world through a strengthening of lay spirituality, a renewal of devotional practices, and a call for a new Ecumenical Council.
- Vatican Council I produced important statements about papal infallibility and the relationship between faith and reason.

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


- In what ways did the new philosophies of the Age of Reason transform the course of history?
- What were the fruits of the Age of Reason, and what were some of the costs to humanity and the Church?
- What were some of the positive outcomes of the Enlightenment?
- How did Pope Pius IX reaffirm the place of the Church in the modern world?

How Will You Know the Students Understand?

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

- handout “Final Performance Task Options for Unit 6” (Document #: TX002976)
- handout “Rubric for Final Performance Tasks for Unit 6” (Document #: TX002977)
- handout “Unit 6 Test” (Document #: TX002982)

Student Book Articles

This unit draws on articles from the *Church History: Apostolic Times to Today* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from “Section 4: The Church in the Modern Era,” and are as follows:

- “The Age of Reason” (article 35)
- “The French Revolution” (article 36)
- “The Effects of the Enlightenment and the French Revolution” (article 37)
- “Pope Pius IX and Religious Renewal” (article 38)
- “Vatican Council I” (article 39)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students to enable them to begin their discovery of the Age of Reason and its effects on the Church. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.



Step 1: Preassess, through a brainstorming exercise, what the students already know about the Age of Reason and the significant, enduring changes it brought to the Church.



Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 6” (Document #: TX002976) and “Rubric for Final Performance Tasks for Unit 6” (Document #: TX002977).

Explain **Step 3:** Invite the students to learn about Enlightenment philosophies and thinkers and to teach one another through a jigsaw discussion.

Understand **Step 4:** Invite the students to explore Pope John Paul II's thoughts on the relationship between science and religion by having them study an excerpt from his 1992 address to the Pontifical Academy of Sciences.

Interpret **Step 5:** Invite the students to observe everyday phenomena and then to participate in a think-pair-share exercise to consider what these observations tell us about the existence of God.

Explain **Perceive** **Step 6:** Engage the students in a fishbowl discussion of the causes and effects of the French Revolution, particularly its implications for the Church in France.

Understand **Step 7:** Guide the students in exploring the cultural and spiritual significance of the Enlightenment for the Church and society by having them create a Web page.

Interpret **Step 8:** Lead the students in studying the saints of post-Revolution France by having them create picture books for younger children.

Apply **Step 9:** Guide the students in identifying key information about Pope Pius IX and the First Vatican Council by having them create trivia game questions.

Understand **Step 10:** Invite the students to promote the teachings of Vatican Council I by having them create brochures for the school.

Understand **Step 11:** Make sure the students are all on track with their final performance tasks, if you have assigned them.

Reflect **Step 12:** Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about these and other concepts taught in this unit:

- “Opera Synopsis: Dialogues of the Carmelites” (Document #: TX002974)
- “Strengthening the Papacy: Vatican I” (Document #: TX002975)

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

- “Using the Jigsaw Process” (Document #: TX001020)
- “Using the Think-Pair-Share Method” (Document #: TX001019)
- “The Fishbowl Method” (Document #: TX001530)
- “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011)
- “Using Rubrics to Assess Work” (Document #: TX001012)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout “Vocabulary for Unit 6” (Document #: TX002978), one for each student.

.....

deism

dogma

empiricism

ex cathedra

fideism

pantheism

rationalism

Reign of Terror

Learning Experiences

Explain

Step 1

Preassess, through a brainstorming exercise, what the students already know about the Age of Reason and the significant, enduring changes it brought to the Church.

- 1. Prepare** by gathering index cards, one for each student. Write the following discussion prompts on the board, adding others if you wish:
 - What were some core philosophies of the Enlightenment?
 - Who were some of the great thinkers and philosophers of the Enlightenment?
 - The Enlightenment had many effects on political, social, and religious realities that we still experience today. Name as many of them as you can.
- 2. Begin** by reminding the students that the Renaissance ushered in an age of humanism, in which philosophers and scholars emphasized the achievements and abilities of humankind with a reduced focus on divine creation. Explain that the students will now begin to learn about the Enlightenment as a philosophical movement of the eighteenth and nineteenth centuries, particularly in Europe.
- 3. Distribute** the index cards, and direct the students' attention to the questions on the board. Invite the students to respond to these questions on the index card they received. Allow 5 minutes per question for the students to brainstorm individually.
- 4. Lead** a class discussion on the prompt questions, allowing the students to share and compare their answers. Clarify answers as needed, and inform the students that this unit will focus on the Enlightenment and its effects on society and the Church.

Teacher Note

If you wish, collect the students' cards and review them after class, identifying what the students already know and what they may need to learn during this unit.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 6” (Document #: TX002976) and “Rubric for Final Performance Tasks for Unit 6” (Document #: TX002977).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: researching and writing questions for a one-on-one interview with Pope Paul IX, and creating the front page of a newspaper printed immediately after Vatican Council I adjourns. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

1. **Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 6” (Document #: TX002976) and “Rubric for Final Performance Tasks for Unit 6” (Document #: TX002977), one of each for each student.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
3. **Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - ▶ If you wish to work independently, choose option 1. If you prefer to work in a small group of three or four, choose option 2.
 - ▶ Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.
4. **Explain** the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.
5. **Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need in order to show you that they understand how the Church responded to the issues that arose during and after the Age of Reason.

Teacher Note

Remind the students to choose their final performance task in accordance with any course requirements you may have established.

Teacher Note

You will want to assign due dates for the final performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.



Article
35

Explain

Step 3

Invite the students to learn about Enlightenment philosophies and thinkers and to teach one another through a jigsaw discussion.

1. Prepare by providing computers or tablets with Internet access for seven groups. Write the following list of Enlightenment topics on slips of paper, and place the slips in a bowl or hat:

- rationalism
- empiricism
- Voltaire
- Blaise Pascal
- deism
- John Locke
- René Descartes

Teacher Note

Further prepare for this learning experience by referring to the method article “Using the Jigsaw Process” (Document #: TX001020) at smp.org/LivinginChrist as background information.

2. Assign the students to read article 35, “The Age of Reason,” in the student book as preparation for this learning experience.

3. Begin by inviting the students to identify names, terms, or other facts from the reading assignment that they were already familiar with—perhaps from other coursework or from their own reading. Then ask the students to identify people, philosophies, and other facts that were new to them in the reading. Explain that during this learning experience, they will research an Enlightenment scientist, philosopher, or movement in greater depth and share their findings with other students.

4. Ask the students to form seven groups, and ask each group to draw a slip from the hat or bowl. Explain that each group member must become an expert on the group’s topic and be able to explain it to others.

Ask the three groups assigned to research Enlightenment philosophies (rationalism, deism, and empiricism) to identify the following:

- the origins of their assigned philosophy
- two or three key principles of that philosophy
- two or three important people who helped develop that philosophy, and their main contributions

Ask the four groups assigned to research Enlightenment thinkers (Locke, Voltaire, Descartes, and Pascal) to identify the following:

- the dates of birth and death of their assigned person
- the person’s primary focus or work during this time period (such as philosophy, literature, mathematics, or science)

- three key contributions the person is known for (such as discoveries, theories, or writings) and how the contributions demonstrate Enlightenment principles

Allow 20 to 30 minutes for the groups to research their assigned topics on the Internet.

- 5. Ask** the students to reorganize themselves into new groups of seven: one student for each of the seven topics. If any group is short one student, you may want to ask a student who worked on that topic to be a floater—that is, to report to two groups. Ask the students to teach their new group about the topic they studied, covering the points you asked them to look for during their research. Explain that the remaining group members should take notes as they listen. Allow another 30 minutes for these new groups to work.
- 6. Invite** volunteers to share significant information about each topic listed above, starting with the philosophies and proceeding to the Enlightenment thinkers. Then lead the students in a large-group discussion of how the Enlightenment transformed society during the seventeenth and eighteenth centuries. Invite the students to compare and contrast the Enlightenment ways of thinking with what the students learned about philosophical and scientific developments during the medieval and Renaissance periods in Europe.
- 7. Conclude** by asking the students to write a one-page reflection on the following question:
 - Based on what you discovered during this learning experience, what is one way in which today’s political structures, scientific knowledge, or religious beliefs reflect philosophies and contributions that developed during the Enlightenment?

Understand

Step 4

Invite the students to explore Pope John Paul II’s thoughts on the relationship between science and religion by having them study an excerpt from his 1992 address to the Pontifical Academy of Sciences.

- 1. Prepare** a handout containing paragraphs 10 through 14 of Pope John Paul II’s 1992 address to the Pontifical Academy of Sciences. A link to a PDF of the text is available at smp.org/LivinginChrist. Also download and print the handout “Reading Reflection: Pope John Paul II’s 1992 Address to the Pontifical Academy of Sciences” (Document #: TX002979), one for each student.

2. **Begin** by reviewing with the students the sidebar “Are Science and Religion Incompatible?” on page 163 of the student book. In particular, make sure the students know the nature of Galileo’s theory and why the Church condemned him for publishing it. Explain that today the students will examine an excerpt from Pope John Paul II’s 1992 speech, in which he explains the Church’s modern understanding of the relationship between science and faith.
3. **Ask** the students to form five groups, and distribute the handout you created of the excerpt from Pope John Paul II’s 1992 address to the Pontifical Academy of Sciences. Ask the groups to spend 10 to 15 minutes reading through the entire excerpt together.
4. **Distribute** the handout “Reading Reflection: Pope John Paul II’s 1992 Address to the Pontifical Academy of Sciences” (Document #: TX002979). Ask each group to choose a reporter. Then assign one group to each of the excerpt’s five numbered paragraphs (that is, paragraphs 10, 11, 12, 13, and 14). Ask the groups to analyze their assigned passage and then answer the questions corresponding to that passage on the reflection handout. Recommend that the groups answer the questions in bullet points that they can easily share with the class. Remind the students that the reporter will share the groups’ answers, but all group members must complete their own copy of the reflection handout. Allow another 15 to 20 minutes for the groups to work.
5. **Review** the reflection handout with the class by inviting each group’s reporter to share the group’s analysis of its assigned passage, following the order of the numbered paragraphs. Allow the other students to ask questions, and remind them to take notes on the questions other groups worked on so they can complete their own copy of the handout. After all groups have presented, lead a large-class discussion on the following question:
 - Based on what you have learned about Enlightenment philosophy in this unit, how does Pope John Paul II indirectly respond to ways of thinking about faith and science that began during the Enlightenment?
6. **Conclude** by asking the students to write a one-page reflection on the following discussion question:
 - How does this excerpt from the Pope’s 1992 speech help you better understand the relationship between faith and science?

Teacher Note

Paragraph 12 of the excerpt includes an untranslated Latin quotation from Cesare Baronius, a Vatican official who probably knew Galileo personally. You may wish to inform the students that this Latin phrase can be loosely translated as “The Holy Spirit teaches us how to go to Heaven—not how the heavens go.”

Interpret

Step 5

Invite the students to observe everyday phenomena and then to participate in a think-pair-share exercise to consider what these observations tell us about the existence of God.

1. **Prepare** by downloading and printing the handout “The Wonders of God’s Creation” (Document #: TX002980), one for each student. Obtain a copy of the *Catechism of the Catholic Church*, and mark paragraph 50 for reading during class.
2. **Begin** by reminding the students that the thinkers of the Enlightenment emphasized reason, science, and secular ways of thinking, sometimes at the expense of faith and religion. Ask a volunteer to summarize what the class learned about Pope John Paul II’s views on the relationship between science and faith during the previous learning experience. Then invite another volunteer to read aloud paragraph 50 from the *Catechism*. Explain that the students will spend a day observing natural phenomena for this learning experience.
3. **Distribute** the handout “The Wonders of God’s Creation” (Document #: TX002980). Review the instructions in the first half of the handout, and assign the students to spend the next day completing their observation journal. Ask the students to bring their completed observation journal to the next class.
4. **Invite** the students to look over their completed journals for a few minutes at the beginning of the next class period. Then ask them to answer the three reflection questions on the handout. Allow 10 to 15 minutes for the students to answer the reflection questions.
5. **Ask** the students to find a partner and to share their observations and reflections with each other. Allow 10 to 15 minutes for the pairs to work.
6. **Gather** the students back into the large group, and lead a discussion on how we can learn about the wonders of God’s creation by paying attention to our daily experiences. You may wish to use the following questions as prompts:
 - Where did you see the wonders of creation in your everyday life?
 - What are some unusual ways to experience creation that you shared with, or heard from, your partner?

Teacher Note

Further prepare for this learning experience by referring to the method article “Using the Think-Pair-Share Method” (Document #: TX001019) at smp.org/LivinginChrist for background information.

Teacher Note

This learning experience requires the students to create their observation journals over a period of twenty-four hours. If your class does not meet every day, you may wish to adjust the time frame for the students to complete their journals.

- Why is it so easy to overlook how extraordinary creation is as we go about our lives?
- Why are science and mathematics not enough to explain creation and human nature?

7. Share the following information about Saint Thomas Aquinas's five proofs of the existence of God. Ask the students to take notes about the five proofs:

- Recall the work of Saint Thomas Aquinas, the medieval scholastic and philosopher we discussed earlier in this course. Although he was writing in the Middle Ages, his five proofs of the existence of God can help us reconcile faith in God with our modern focus on reason and science. His five proofs are as follows.
 - The First Proof is called First Mover. Aquinas says that because everything constantly moves and changes, some First Mover must have set everything in motion and must continue to guide this motion.
 - The Second Proof is called Causality or First Cause. Aquinas argues that all events are caused by something else. Nothing that happens causes itself to happen. The First Cause must be God.
 - The Third Proof is called Contingency or Necessary Being. This argument states that the universe contains many things that were previously created by other things. At some point in the past, however, some Necessary Being must have existed to create everything else. This uncreated Necessary Being is God.
 - The Fourth Proof is called Perfection. Aquinas notes that the universe contains things of lesser and greater perfection. Our standard for perfect beauty, function, and knowledge is God, the all-perfect and all-good being.
 - The Fifth Proof is called Intelligent Being. Aquinas points out the remarkable order we find in the world. Cells grow and differentiate to become organisms. Planets coalesce from the dust of new stars, and the gravitational field of each star governs the orbit of those planets. Aquinas notes that natural phenomena appear to have no intelligence of their own, so why do they have order? An Intelligent Being must cause them to act toward and achieve their end.

8. Conclude by inviting the students to write a two-page essay to answer the following question:

- Consider your observations during this learning experience, and recall what you have learned about the Enlightenment and Aquinas's five proofs. How can you explain the relationship between faith and science to someone who believes faith and science are incompatible?



Articles
36, 37

Explain

Perceive

Step 6

Engage the students in a fishbowl discussion of the causes and effects of the French Revolution, particularly its implications for the Church in France.

1. **Prepare** by downloading the PowerPoint presentation “The French Revolution” (Document #: TX002985) and arranging to use an LCD projector in your classroom. Gather index cards, one for each student. In addition, prepare a list of discussion questions to guide the students’ discussion in this learning experience. You may begin with the following suggestions and add your own. The discussion may suggest others as it progresses.
 - What motivated the people of France to revolt against the monarchy?
 - Were the motivations behind the French Revolution justified? Why or why not?
 - How did the Church become a target of the Revolution?
 - Why did the citizens of France seek to eliminate the Church from French society? Were their reasons rational and justifiable? Why or why not?
2. **Assign** the students to read the following articles in the student book as preparation for this learning experience:
 - article 36, “The French Revolution”
 - article 37, “The Effects of the Enlightenment and the French Revolution”
3. **Begin** by telling the students that the new ways of thinking about religion, reason, and science during the Enlightenment also prompted new ways to think about government. Explain that today the students will examine the causes and effects of the French Revolution, particularly with regard to the Church in France.
4. **Share** the PowerPoint presentation “The French Revolution” (Document #: TX002985). Ask the students to take notes during the presentation, and explain that they will need these notes for the discussion that follows.
5. **Ask** the students to rearrange their desks in two concentric circles facing inward. The inner circle should have six desks; the remaining desks will be in the outer circle. Ask for five volunteers to start in the inner circle, leaving one desk empty for anyone who wants to join the conversation. Explain that the students in the inner circle will discuss a question, while those in the outer circle observe. If someone in the outer circle wants to contribute, he

Teacher Note

Further prepare for this learning experience by referring to the method article “The Fishbowl Method” (Document #: TX001530) at smp.org/LivinginChrist for background information.

or she will sit in the empty desk, and someone in the inner circle will leave it. There must always be an empty desk to allow new students to join the conversation. Check to see if the students have any questions about this process before beginning.

6. **Introduce** the first discussion question, and ask the students in the inner circle to begin the discussion. Periodically remind the students in the outer circle that they can join by sitting in the empty desk. If you see a student who has something to say but seems reluctant to join, invite him or her to join the group. Depending on your class dynamic, you may even want to swap out half of the group in the inner circle at designated intervals. Continue the discussion until all agree that consensus has been reached or the topic has been adequately discussed.
7. **Conclude** by distributing an index card to each student. Ask the students to write down one thing they learned and one question they still have related to the French Revolution and its effect on the Church. Collect and review these cards to learn what the students retained and what they might need to review or wish to study further.



Article
37

Understand

Step 7

Guide the students in exploring the cultural and spiritual significance of the Enlightenment for the Church and society by having them create a Web page.

1. **Prepare** by providing computers or tablets with Internet access for each group of four. Create a class login on Google to enable the students to create Google Site pages. Links to the Google Sites service, as well as overviews and instructions for its use, are available at smp.org/LivinginChrist; consider reviewing any of these links with the students to start this learning experience. Arrange to use a computer with Internet access and an LCD projector on the day the students present their Web pages.

Teacher Note

Google Sites requires a Google login that also grants access to all of Google's other services, including email. Rather than creating individual student logins, create a single class login and password that you will give to all the students to create their groups' Web pages.

2. **Assign** the students to review article 37, "The Effects of the Enlightenment and the French Revolution," in the student book as preparation for this learning experience.
3. **Begin** by sharing the following information with the students:
 - ▶ The Age of Reason, also known as the Enlightenment, promoted political upheaval that cost thousands of human lives and resulted in terrible losses to the Church.

- It may be difficult to see how such losses could produce any positive outcomes, but historical analysis must always account for causes and effects, good and bad.
 - In this learning experience, you will focus on the positive outcomes of the Enlightenment period and the French Revolution. Working in groups, you will then create a Web page that summarizes the outcomes as a way to teach others.
4. **Ask** the students to form groups of four. Assign half of the groups to research the positive general outcomes of the Enlightenment across Europe and North America, and assign the remaining groups to focus on the renewal of the Church in post-Revolution France. Remind the groups that the information in the student book can help them think of search terms to conduct their Internet research. Allow 20 to 30 minutes for the groups to begin their research.
 5. **Ask** the groups to write and design a single Web page that includes the following elements:
 - two or three paragraphs summarizing the positive outcomes of this time period, as reflected in the group's assigned topic
 - a detailed list of three or four specific improvements in people's lives relevant to the group's assigned topic
 - at least three images with citations
 - accurate citations for the information on their Web pageProvide the groups with the login you created for Google Sites, and allow 45 to 60 minutes for the groups to create their Web pages.
 6. **Invite** each group to share its Web page with the class. Begin with the groups assigned to research the general positive outcomes of the Enlightenment across Europe and North America, and proceed to those groups who researched the renewal of the Church in post-Revolution France. The groups likely will have overlapping information, but allow each group to present fully as a way to reinforce the students' learning.
 7. **Conclude** by leading a large-group discussion about the positive outcomes of the Enlightenment and French Revolution.

Interpret

Step 8

Lead the students in studying the saints of post-Revolution France by having them create picture books for younger children.

1. **Prepare** by providing computers or tablets with Internet access for seven groups. Gather four sheets of legal-sized paper for each group, as well as markers, crayons, glue, and glitter. Write the following list of French saints on the board, to provide the students with the exact spelling of names for their research:
 - Saint Mary Magdalen Postel (1756–1846)
 - Saint John Vianney (1786–1859)
 - Saint Marcellin Champagnat (1789–1840)
 - Saint Jeanne Jugan (1792–1879)
 - Saint Catherine Labouré (1806–1876)
 - Saint Bernadette Soubirous (1844–1879)
 - Saint Thérèse of Lisieux (1873–1897)
2. **Begin** by explaining that many devout and courageous men and women helped renew the Church in France—some of their contributions even helped renew the Church throughout the world. Tell the students that today they will research one saint and work in groups to create picture books to teach children about the life of that saint.
3. **Ask** the students to form seven groups. Assign one group to each of the saints listed on the board. Explain that the groups should research their assigned saint on the Internet, specifically focusing on that saint's contributions to renew the Church in France and in the world. Ask the groups to find at least three sources about their assigned topic, only one of which may be Wikipedia. Allow 15 to 20 minutes for the groups to locate and review sources.

Teacher Note

If your class is particularly large, you may prefer to have the students form groups of four, and then you can assign more than one group to a French saint on the list.

4. **Introduce** the picture book assignment in these or similar words:

- The parish director of religious education needs your help. First and second graders are learning about saints, and you are invited to create a picture book to help them learn about one of the saints of post-Revolution France.
- Your book should tell about the life of your group's assigned saint.

Take a stack of four sheets of legal-size paper, fold the stack in half, and demonstrate how the resulting booklet has seven “spreads” (left and right pages together) plus front and back covers. Suggest that the groups identify seven key points to communicate about the life of their saint, corresponding to the seven spreads in their books. Explain that the groups should create colorful pictures as well as simple text that is appropriate for teaching first and second graders. Remind the groups to create front and back covers for their books. Allow 30 to 45 minutes for the groups to create their picture books.

5. **Invite** each group to present its picture book to the class, following the order listed on the board. Then lead a large-group discussion of how each saint contributed to the renewal of faith in post-Revolution France or around the world.
6. **Conclude** by inviting the students to review the list on the board and to choose any one of the saints whose life most resonates with them. Ask them to write a one-page reflection on the following question:
 - How can you relate to this saint’s life and faith today?



Articles
38, 39

Apply

Step 9

Guide the students in identifying key information about Pope Pius IX and the First Vatican Council by having them create trivia game questions.

1. **Prepare** by downloading the PowerPoint presentation “Pope Pius IX and the First Vatican Council” (Document #: TX002984) and arranging to use an LCD projector in your classroom. Write the following list of topics on the board:
 - Blessed Pius IX
 - Immaculate Conception
 - *Syllabus of Errors*
 - Vatican Council I—historical events
 - Vatican Council I—statements
 - Papal infallibility
2. **Assign** the students to read the following articles in the student book as preparation for this learning experience:
 - article 38, “Pope Pius IX and Religious Renewal”
 - article 39, “Vatican Council I”

Teacher Note

If you choose to award prizes for the teams who win first, second, and third place in the trivia game, gather these prizes in advance. Be sure to have enough for all the students on the winning teams, depending on your class size.

Teacher Note

Links to more information about Vatican Council I, including texts of the council’s statements, are available at smp.org/LivinginChrist.

3. **Begin** by telling the students that the Enlightenment, or Age of Reason, continued to influence the political, social, and religious ideas of the nineteenth century. Remind the students that although many reforms emerged from the Enlightenment—such as the recognition of equality and liberty for all people—the new ways of thinking continued to pose challenges that the Church needed to address. The Church's response to these challenges, especially under Pope Pius IX, promoted the renewal of devotion, piety, religious orders, and the celebration of the Sacraments. Tell the students that they will focus on these events during this learning experience.
4. **Share** the PowerPoint presentation “Pope Pius IX and the First Vatican Council” (Document #: TX002984). Ask the students to take good notes, and explain that they will need their notes for the next part of the learning experience.

Teacher Note

A group's answer key may contain errors. Be sure to correct misinformation as needed to reinforce student learning.

5. **Ask** the students to form six groups. Tell the students that they will now work in their groups to help build a trivia game about Pope Pius IX and the First Vatican Council. Assign each group one of the topics you wrote on the board. Explain that the groups should review their assigned topics in the student book and in their notes from the PowerPoint presentation. Then each group is to create a bank of five trivia questions on its assigned topic, along with the answers for the questions. Ask the groups to organize their five questions according to difficulty, with question 1 being the easiest and question 5 being the most challenging. Allow 15 minutes for the groups to build their question banks.
6. **Explain** that the groups will now act as teams for the class's trivia game. Ask each group to decide on a name for its team, and write the team names on the board, leaving space to tally points. Share the following rules with the students:
 - Each group will come to the front of the room and read one of its questions.
 - The questions are assigned points according to difficulty. For example, the team that correctly answers question 1 receives one point. The team that correctly answers question 4 receives four points.
 - If you know the answer, raise your hand. Your team may confer before a member raises a hand, but be aware that another team may have a member who already knows the answer. The first person to answer correctly will win the question's points for his or her team.
 - You must answer the questions from memory—no notes or books.

Invite each group to come to the front of the room and read its questions one by one, waiting for the other teams to answer and receive points. Tally the awarded points next to each team's name on the board. After the teams

have answered all questions on all topics, tally the final points and identify the teams who won first, second, and third place. If you chose to award prizes to the top three teams, distribute those now.

- 7. Conclude** by inviting the students to write a two-page reflection on the following questions:
- What were some social pressures Pope Pius IX faced that prompted him to write the *Syllabus of Errors*?
 - What are some pressures from society that the Church faces today? How do you think today's Church should respond to these pressures?

Understand

Step 10

Invite the students to promote the teachings of Vatican Council I by having them create brochures for the school.

- 1. Prepare** by providing computers or tablets with Internet access for each group of four. Download and print the handout “Brochure on Vatican I” (Document #: TX0029981), one for each student. Gather letter-size or legal-size sheets of paper, as well as markers, crayons, or colored pencils for each group.
- 2. Begin** by asking the students to raise their hands if they knew anything about the First Vatican Council before this course. Invite any volunteers to share what they know. Acknowledge that the Second Vatican Council is better known to many of today's Catholics, because it was more recent and its reforms were so far-reaching. Invite the students to review what they learned in the previous learning experience, specifically the causes, context, and outcomes of Vatican I. Explain that today the students will work in groups to create brochures informing fellow students about the work of the First Vatican Council.
- 3. Ask** the students to form groups of four, and ask them to spend some time researching the context and work of Vatican I. Explain that they may use the information in their student books as a starting point and then continue their research online, focusing especially on the context of Vatican I and the statements the Council issued. Advise them to find at least three additional sources, only one of which may be a Wikipedia article. Links to other resources are available at smp.org/LivinginChrist. Allow 15 to 20 minutes for the groups to research.

Teacher Note

If you prefer, you may have the students create their brochures electronically. Microsoft Publisher, Apple Pages, and other education software offer templates for creating brochures.

4. **Distribute** the art supplies, as well as the handout “Brochure on Vatican I” (Document #: TX002981). Explain that each group will now create an informative brochure that summarizes the important information about the First Vatican Council. Review the handout instructions with the groups. Allow 30 to 45 minutes for the groups to create their brochures.

Teacher Note

Consider making these brochures available for other students in the school to review. For example, you might set up a table in the cafeteria to display the brochures. You may wish to laminate the brochures so they will hold up through multiple readings.

5. **Place** the brochures throughout the room, and invite the groups to circulate to review one another’s work. Then gather the students back into the large group and invite them to comment on information presented in the brochures. What details were new to them? What new insights or understandings did they gain during this learning experience?
6. **Conclude** by asking the students to write a one-page reflection on the following prompt:
- Imagine that someone tells you they have never heard of the First Vatican Council. What three facts do you think would be most important for them to know about Vatican I?

Understand

Step 11

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

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

1. **Remind** the students to bring to class any work they have already prepared so that they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts “Final Performance Task Options for Unit 6” (Document #: TX002976) and “Rubric for Final Performance Tasks for Unit 6” (Document #: TX002977). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
2. **Provide** some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the project.

Reflect**Step 12**

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

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding of the Age of Reason and its effects on the Church has developed throughout the unit.

- 1. Prepare** for this learning experience by downloading and printing the handout “Learning about Learning” (Document #: TX001159; see Appendix 1), one for each student.
- 2. Distribute** the handout and give the students about 15 minutes to answer the questions quietly.
- 3. Invite** the students to share any reflections they have about the content they learned as well as their insights into the way they learned.

Final Performance Task Options for Unit 6

Important Information for Both Options

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

- New philosophies developed during the Age of Reason—including rationalism, deism, and empiricism—and greatly transformed the course of history.
- The Enlightenment and the French Revolution took a terrible toll on the Church and society in Europe, but these events also emphasized the Gospel values of liberty and equality for all and led to a renewal of Catholic piety and worship.
- Pope Pius IX strived to affirm the Church's place in the modern world through a strengthening of lay spirituality, a renewal of devotional practices, and a call for a new Ecumenical Council.
- Vatican Council I produced important statements about papal infallibility and the relationship between faith and reason.

Option 1: Interview Questions for Pope Pius IX

Working independently, imagine that you are a reporter who has been granted a rare exclusive interview with Pope Pius IX. Prepare your list of initial interview questions, as well as follow-up questions to answers that you can anticipate he will give.

As a professional reporter, you will need to do background research on the Pope and on the issues of the day to help you craft good questions to invite his insights. You must locate three background sources and write a one-paragraph summary of key points you learned from each and how they informed your interview questions.

Make sure your interview questions cover the following themes:

- the Pope's goals for his papacy
- problems the Pope sees within the Church
- the Pope's thoughts about the philosophical movements of the Enlightenment
- the Pope's thoughts about the lasting effects of the French Revolution for the Church in Europe
- dogmas declared by the Pope
- religious renewal
- Vatican Council I
- the documents produced by Vatican Council I

Your project must include or demonstrate the following:

- an understanding of the four main concepts of unit 6, as listed at the beginning of this handout
- an annotated bibliography listing three research sources, with one paragraph summarizing each source and explaining how it guided your interview questions



- a list of twenty-five to thirty detailed and insightful questions for Pope Pius IX that, if asked of him, would further your understanding of the issues facing the Church during the nineteenth century
- appropriate content and maturity level for a high school religion class

Option 2: The Front Page of a Newspaper from the Day after Vatican Council I Adjourns

Working in a group of three or four, imagine that you are on the staff of a diocesan newspaper, and you are putting out a special edition the day after Vatican Council I adjourns. Write and lay out the front page of your newspaper for that day. Your front page must include the following:

- the name of your diocesan newspaper
- an original lead story, including headline
- at least three other original news or feature stories, including headlines
- at least three images, with captions and photo credits

Your project must include or demonstrate the following:

- an understanding of the four main concepts of unit 6, as listed at the beginning of this handout
- news stories that illustrate the main events and results of the First Vatican Council
- appropriate content and maturity level for a high school religion class.



Rubric for Final Performance Tasks for Unit 6

Assignment includes all items requested in the instructions.	Assignment includes all items requested, and they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the following concept: <i>New philosophies developed during the Age of Reason—including rationalism, deism, and empiricism—and greatly transformed the course of history.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The Enlightenment and the French Revolution took a terrible toll on the Church and society in Europe, but these events also emphasized the Gospel values of liberty and equality for all and led to a renewal of Catholic piety and worship.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>Pope Pius IX strived to affirm the Church's place in the modern world through a strengthening of lay spirituality, a renewal of devotional practices, and a call for a new Ecumenical Council.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>Vatican Council I produced important statements about papal infallibility and the relationship between faith and reason.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment uses proper grammar and spelling.	Assignment has no grammar or spelling errors.	Assignment has one grammar or spelling error.	Assignment has two grammar or spelling errors.	Assignment has multiple grammar or spelling errors.
The presentation of the assignment is effective.	Presentation is organized, clear, and engaging.	Presentation is clear and engaging.	Presentation is clear but not well organized and not engaging.	Presentation is disorganized, unclear, and boring.



Vocabulary for Unit 6

deism: Belief that God exists and created the world but is not active in the universe or human life.

dogma: Teachings recognized as central to Church teaching, defined by the Magisterium and accorded the fullest weight and authority.

empiricism: The philosophical position that all human knowledge comes from experience—especially sensory experience.

ex cathedra: A Latin term literally meaning “from the chair,” referring to pronouncements concerning faith or morals made by the Pope, acting with full Apostolic authority, as pastor and teacher of all Christians.

fideism: A theological doctrine holding that religious truth is a matter of faith and cannot be established by reason.

pantheism: The belief that everything is God; in particular, the belief that God is identical to nature and everything in it, and that God therefore changes just as nature changes.

rationalism: A term that refers to a broad range of philosophical positions that maintain that human reason is the final determinant of truth.

Reign of Terror: A period of violence that occurred after the start of the French Revolution, marked by mass executions of “enemies of the revolution.”



Reading Reflection: Pope John Paul II's 1992 Address to the Pontifical Academy of Sciences

In your group, read the excerpt from Pope John Paul II's 1992 Address to the Pontifical Academy of Sciences. Work in your group to answer the questions about your assigned paragraph. Then complete the questions about the remaining paragraphs during the class discussion. Use a separate sheet of paper if needed.

Paragraph 10

1. Why does Pope John Paul II call the Galileo conflict a myth?
2. The Pope says the Galileo conflict led to a "tragic mutual incomprehension" (paragraph 10). What was the nature of this mutual misunderstanding?
3. According to the Pope, what has been the result of this mutual misunderstanding?

Paragraph 11

1. According to the Pope, how has modern science changed our understanding of the Galileo conflict?



2. What lesson can we learn from the Church's conflict with Galileo, according to the Pope?
3. In your opinion, how can we apply this lesson to conflicts of any type today? Give one or two concrete examples.

Paragraph 12

1. According to Pope John Paul II, what lesson does the Galileo conflict teach us about different areas of expertise?
2. What does the Pope say is the relationship between Scripture and science?
3. The Pope argues that we should not see opposition between faith and science. Why not? How do they complement each other?

Paragraph 13

1. What does Pope John Paul II say is most important in scientific theory or philosophical study?



2. How does the Pope advise the Pontifical Academy of Science to avoid conflicts between faith and reason?

3. How does the work of the Academy contribute to the mission of the Church, according to the Pope? Why?

Paragraph 14

1. Pope John Paul II identifies “two modes of development” in humanity. What are they?

2. Why does the Pope encourage scientists to be aware of both modes of development?

3. According to the Pope, what can science and technology teach us about God?

(The quotations on this handout are from Pope John Paul II's 1992 Address to the Pontifical Academy of Sciences, numbers 10 and 14, in *Papal Addresses to the Pontifical Academy of Sciences 1917–2002 and to the Pontifical Academy of Social Sciences 1994–2002* [Vatican City: The Pontifical Academy of Sciences, 2003], pages 341 and 343. Copyright © 2003 The Pontifical Academy of Sciences.)



The Wonders of God's Creation

For the next twenty-four hours, pay attention to experiences and details of your day. The following list suggests phenomena for you to observe, and you may think of other subjects for observation:

- nature (plants, animals, stars, the weather)
- human knowledge and accomplishments
- sounds, smells, textures
- emotions

Create an observation journal on a separate sheet of paper. In your journal, record at least seven phenomena during this twenty-four-hour observation period. Include the times, places, subjects of observation, details about what you observe, and questions you have about those details. Bring your journal to the next class.

Reflection Questions

Complete these reflection questions in class. Use the back of the handout if you need more room.

1. What observation surprised you the most? Why?
2. What do your observations tell you about the existence of a Divine Creator?
3. What are some things in your life that distract you from the true beauty of creation on a daily basis? Why?



Brochure on Vatican I

Work with your group to create a six-panel (folded) brochure describing the history and work of Vatican Council I. Your primary audience is other students. Your brochure must include the following elements:

- a cover panel with the title of your brochure and an illustration
- one panel explaining why Pope Pius IX called the Council
- one panel summarizing the statement *Dei Filius* and explaining why the Council wrote it
- one panel summarizing the statement *Pastor Aeternus* and explaining why the Council wrote it
- two other panels on related topics of your choosing—these should help other students understand the significance of the First Vatican Council
- at least four illustrations
- a list of three resources for further reading (not including your student book), in correct bibliography format

All text must be written in your group's own words. You may also use bullet points, mind maps, and other visual techniques to convey the information.



Unit 6 Test

Part 1: Multiple Choice

Write the letter of the correct answer in the space provided before each question.

- ___ 1. Which of the following philosophies was part of the Enlightenment?
- A. rationalism
 - B. deism
 - C. empiricism
 - D. all of the above
- ___ 2. In place of faith in the mystery of God and his works, Enlightenment thinkers sought ____.
- A. proof of miracles
 - B. measurable, quantifiable explanations for the world
 - C. a new goddess of reason
 - D. ways to prevent people from going to church
- ___ 3. The French Revolution was a result of all of the following factors *except* ____.
- A. the Church's desire to turn France into a theocracy
 - B. Enlightenment ideas about individual rights and government by consent of the people
 - C. French policies that privileged the nobility and the clergy, placing a disproportionate economic burden on the common people
 - D. the monarchy's actions to suppress the will of the people
- ___ 4. Which of the following was *not* part of the French Revolution's attempt to wipe out Christianity?
- A. replacing Christian holy days with celebrations of reason and liberty
 - B. nationalizing all Church property
 - C. setting up a new Pope in France
 - D. executing priests, monks, and nuns
- ___ 5. Which of the following was *not* a fruit of the Enlightenment?
- A. new ideals of liberty and equality
 - B. the total elimination of the Church in France
 - C. an expanded understanding of natural human rights
 - D. the abolition of feudalist models of government



- ___ 6. Which saint was known as the Curé of Ars, who brought many back to the faith through homilies, spiritual counsel, and pastoral outreach?
- A. Saint John Vianney
 - B. Saint Marcellin Champagnat
 - C. Saint Bernadette Soubirous
 - D. Saint Catherine Labouré
- ___ 7. The *Immaculate Conception* refers to which dogma of the Church?
- A. Mary conceived Jesus even though she was a virgin.
 - B. Eve was created from the rib of Adam.
 - C. Mary was conceived without Original Sin and was born “full of grace.”
 - D. Abraham and Sarah conceived Isaac in their old age.
- ___ 8. What was the *Syllabus of Errors*?
- A. part of an 1864 encyclical by Pius IX
 - B. a condemnation of propositions held by liberal Enlightenment thinkers, including fidesim, pantheism, rationalism, and socialism
 - C. an effort to protect and defend the Church against those who wanted it to change to reflect the times
 - D. all of the above
- ___ 9. Vatican Council I affirmed the doctrine of infallibility under which circumstance?
- A. when any Catholic communicates the teachings of the Church
 - B. when the Pope speaks *ex cathedra*, as the supreme pastor of the Church
 - C. when bishops or theologians consider questions of faith and morals
 - D. when missionaries seek to convert those who have not been baptized
- ___ 10. Which of the following was not confirmed by Vatican Council I?
- A. the validity of Revelation
 - B. the connection between faith and reason
 - C. the right of citizens to overthrow the government
 - D. the Church’s spiritual authority in matters of faith



Part 2: Matching

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

Column A

- A. canon law
- B. deism
- C. dogma
- D. empiricism
- E. *ex cathedra*
- F. fideism
- G. pantheism
- H. rationalism
- I. Saint Bernadette Soubirous
- J. Saint Catherine Labouré

Column B

- _____ 1. Teachings recognized as central to Church teaching, defined by the Magisterium and accorded the fullest weight and authority.
- _____ 2. A term that refers to a broad range of philosophical positions that maintain that human reason is the final determinant of truth.
- _____ 3. Saint who witnessed numerous apparitions of the Virgin Mary at Lourdes, France.
- _____ 4. A theological doctrine holding that religious truth is a matter of faith and cannot be established by reason.
- _____ 5. The philosophical position that all human knowledge comes from experience—especially sensory experience.
- _____ 6. This saint's visions of the Virgin Mary led to the creation of the medal known as the Miraculous Medal.
- _____ 7. The set of laws that provide for the governing of the Church and her members.
- _____ 8. The belief that God exists and created the world but is not active in the universe or human life.
- _____ 9. A term literally meaning "from the chair," referring to pronouncements concerning faith or morals made by the Pope, acting with full Apostolic authority, as pastor and teacher of all Christians.
- _____ 10. The belief that everything is God; in particular, the belief that God is identical to nature and everything in it, and that God therefore changes just as nature changes.



Part 3: Essay

Respond to the following.

1. A letter to the editor of the local newspaper argues that science and religion are incompatible. Write a response to explain the Church's position on this issue. Then discuss whether you agree or disagree with the Church's teaching about faith and science. Provide concrete examples to support your argument.
2. Describe the effects of the French Revolution on the Church in France.
3. Choose one of the saints you studied in this unit, and describe that person's life and contribution to building up the Church during the Age of Reason.
4. What one teaching of Vatican Council I do you think people today should know more about? Identify and explain the teaching.



Unit 6 Test Answer Key

Part 1: Multiple Choice

- | | |
|------|-------|
| 1. D | 6. A |
| 2. B | 7. C |
| 3. A | 8. D |
| 4. C | 9. B |
| 5. B | 10. C |

Part 2: Matching

- | | |
|------|-------|
| 1. C | 6. J |
| 2. H | 7. A |
| 3. I | 8. B |
| 4. F | 9. E |
| 5. D | 10. G |

Part 3: Essay

1. *Answers will vary but should include the following key points:* The Church teaches that there is no fundamental opposition between faith and science. Instead scientific knowledge is one way for all people to develop a sense of wonder at God's Creation.
2. *Answers should include the following:* The French Revolution attempted to wipe out Christianity in France. Once the Church no longer enjoyed the protection of the monarchy, it became a target of the Revolution. Church property was seized and sold to fund the revolution, forcing religious men and women out of their monasteries and convents. New laws suppressed religious orders and prohibited people from taking religious vows. Priests who refused to pledge their support for the revolution were declared disloyal and were forced into exile or executed. The leaders of the Revolution enthroned a new "goddess of reason," replaced the Church calendar with a secular one celebrating liberty and reason, and declared a new religion based on the immortality of the soul and the requirement to do one's duty.



3. *Answers will vary but may include any of the saints or missionaries the students studied in step 8 of this unit or in article 37, "The Effects of the Enlightenment and the French Revolution," in the student book.*
4. *Answers will vary but may include the teachings on the relationship between faith and reason, the validity of Revelation, the Church's spiritual authority in matters of faith, or papal infallibility.*



Unit 7

The Development of the Church in the United States

Overview

Now that the students have begun to examine the growth and renewal of the Church in the modern era, they will now learn about the first Catholic immigrants to the United States, the challenges they faced, and the holy people who helped build up the Church in America. The students will also examine the effects of industrialization and capitalism on Western society and how these economic developments led the Church to articulate her social doctrine.

Key Understandings and Questions

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

- After the Protestant Reformation, many Catholics left England for the promise of greater religious freedom in America, where they overcame new challenges that included anti-Catholic bigotry and a severe shortage of priests.
- As more and more European Catholics immigrated to the United States during the 1800s, the diverse and growing Catholic population established parishes for specific ethnicities and developed a well-respected system of Catholic education.
- Many missionaries, leaders, and other holy people made a lasting impact on the Church in the United States.
- The Church's social doctrine began to develop in response to the challenges posed by growing industrialization and capitalism.

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


- How and why was the Catholic Church established in America?
- What were some effects of diverse waves of Catholic immigrants to the United States in the 1800s?
- What impact did the American saints and missionaries have on the Catholic Church in the United States?
- What challenges were posed by industrial development and capitalism in the 1800s, and how did the Church respond?

How Will You Know the Students Understand?

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

- handout “Final Performance Task Options for Unit 7” (Document #: TX002988)
- handout “Rubric for Final Performance Tasks for Unit 7” (Document #: TX002989)
- handout “Unit 7 Test” (Document #: TX002994)

Student Book Articles

This unit draws on articles from the *Church History: Apostolic Times to Today* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from “Section 4: The Church in the Modern Era” and are as follows:

- “The Church in America” (article 40)
- “An Immigrant Church” (article 41)
- “American Missionaries and Saints” (article 42)
- “The Effects of Industrialization and Capitalism” (article 43)
- “The Birth of the Social Doctrine of the Church” (article 44)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, to enable them to begin their study of the growth of the Catholic Church in the United States. 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, be sure that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.



Step 1: Preassess what the students already know about the growth of the Catholic Church in the United States through a “Meet Me in the Middle” exercise.



Step 2: Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 7” (Document #: TX002988) and “Rubric for Final Performance Tasks for Unit 7” (Document #: TX002989).

Explain **Step 3:** Introduce the students to the early development of the Catholic Church in America through a paired verbal fluency exercise.

Explain **Interpret** **Step 4:** Invite the students to study influences on the nineteenth-century Church in the United States by having them create poster presentations.

Understand **Step 5:** Engage the students in a fishbowl discussion to reflect on nineteenth-century attitudes toward Catholic immigrants to the United States.

Explain **Apply** **Step 6:** Guide the students in studying the lives of American saints and missionaries by having them create and present skits.

Understand **Step 7:** Invite the students to consider the importance of Catholic education by having them research the history of your school.

Interpret **Explain** **Step 8:** Invite the students to learn about industrialization and capitalism in the late nineteenth and early twentieth centuries by having them create posters to introduce key ideas.

Explain **Step 9:** Engage the students in learning about the development of the social doctrine of the Church by helping them create a class mind map.

Apply **Empathize** **Step 10:** Assign the students to research an organization that is dedicated to the work of social justice in the world today.

Perceive **Reflect** **Step 11:** Provide the students with an opportunity to reflect on what it means to live the common good.

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

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

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about this and other concepts taught in this unit:

- “Catholic Founding Fathers—The Carroll Family” (Document #: TX002987)

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

- “Paired Verbal Fluency” (Document #: TX002190)
- “The Fishbowl Method” (Document #: TX001530)
- “Using a Mind Map” (Document #: TX001009)
- “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011)
- “Using Rubrics to Assess Work” (Document #: TX001012)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout “Vocabulary for Unit 7” (Document #: TX002990), one for each student.

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capitalism	social encyclical
communism	socialism
deterrence	subsidiarity
social doctrine	

Learning Experiences

Explain

Step 1

Preassess what the students already know about the growth of the Catholic Church in the United States through a “Meet Me in the Middle” exercise.

Teacher Note

You may wish to conduct this learning experience in the cafeteria, gym, or other open space to allow plenty of room.

- 1. Prepare** by moving all the desks to the perimeter of the classroom, leaving an open space in the center. Gather index cards, one for each student.
- 2. Begin** by reminding the students that the previous unit examined the effects of the Enlightenment on the Church, focusing primarily on the Church in Europe during the eighteenth and nineteenth centuries. Explain that the students will now focus on the growth of the Church in the United States during the same time period. Tell the students that this learning experience will invite them to consider what they already know about the history of the Church in the United States.
- 3. Ask** the students to stand in a circle around the perimeter of the classroom. Explain how the “Meet Me in the Middle” exercise works, using these or similar words:
 - ▶ I will read a series of topics related to the growth of the Church in the United States during the 1700s and 1800s.
 - ▶ When you hear the topic, consider how well you know the topic. Specifically, how well can you describe or explain it to others? Then walk toward the center of the room, stopping at a point that reflects how well you feel you know the topic. For example, if you are very familiar with the topic and can explain it in detail, walk to the very center of the room. If you know something about it but not enough to teach someone else, stop about halfway. If you don't know anything about it, stay at the edge of the room.
 - ▶ You won't be asked to explain a topic at this time. In fact, it is fine if you stay on the edge of the circle for most topics. This is just a way for us to see how much you already know about the information covered in this unit.

Help the students understand the exercise by using a practice topic, such as “how to set up a tournament bracket” or “how to make scrambled eggs.”

4. **Lead** the students through the exercise, using the following topics as a starting point. You may add your own topics as appropriate.
- why Catholics first migrated from Europe to the American colonies
 - the first Catholic bishop in America
 - the challenges faced by Catholics in the early decades of the United States
 - Catholic immigrants in the 1800s and their countries of origin
 - the Know-Nothing party
 - the growth of ethnic parishes
 - your own family's early history in the United States
 - the rise of Catholic education in the United States
 - some American saints
 - the effects of industrialization and capitalism in the United States
 - justice issues posed by industrialization and capitalism
 - the history of Catholic social teaching
 - some principles of Catholic social teaching

Move through the list of topics quickly. Do not comment on where students place themselves for each topic. Instead note for yourself which topics lead more students to move to the center or remain on the perimeter, as well as those topics that elicit a mixed response.

5. **Ask** the students to get a pen or pencil and then sit on the floor. Distribute the index cards, and ask the students to write down their responses to the following question:
- What questions about the Catholic Church in America would you like to have answered?

Allow 5 minutes for the students to write.

6. **Invite** each student to share one item from his or her index card. Record the responses on the board. Once all the students have shared one item, allow volunteers to add additional items to the list on the board.
7. **Ask** the students to skim through the list on the board and to identify common themes. Then lead the class through an overview of the unit, identifying opportunities for them to explore the answers to their questions.

Teacher Note

Be sure to record the list from the board to guide your planning for this unit.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 7” (Document #: TX002988) and “Rubric for Final Performance Tasks for Unit 7” (Document #: TX002989).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a children’s book that tells the story of the Catholic Church in the United States in the 1700s and 1800s, and creating a PowerPoint presentation that teaches the history of the Catholic Church in the United States in this time period. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

Teacher Note

Remind the students to choose their final performance task in accordance with any course requirements you may have established.

Teacher Note

You will want to assign due dates for the final performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.

1. **Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 7” (Document #: TX002988) and “Rubric for Final Performance Tasks for Unit 7” (Document #: TX002989), one of each for each student.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
3. **Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - If you wish to work with a partner, choose option 1. If you prefer to work alone, choose option 2.
 - Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.
4. **Explain** the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.
5. **Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need in order to show you that they understand the development of the Church in the United States during the 1700s and 1800s.



Article
40

Explain

Step 3

Introduce the students to the early development of the Catholic Church in America through a paired verbal fluency exercise.

1. **Prepare** by downloading the PowerPoint presentation “Catholics Come to America” (Document #: TX002997) and arranging to use an LCD projector in your classroom. Gather index cards, one for each student.
2. **Assign** the students to read article 40, “The Church in America,” in the student book as preparation for this learning experience.
3. **Begin** by asking the students to find a partner. Explain that the students will engage in a structured conversation with their partner called paired verbal fluency (PVF). If necessary, teach this technique to the students, or review it with them using the method article “Paired Verbal Fluency” (Document #: TX002190) at smp.org/LivinginChrist. Tell the students that the question for their PVF conversation is as follows:
 - What do you know about how the Church took root in the United States?
4. **Instruct** the students to talk with their partners, following the PVF process. When the process is complete, draw the class back together and invite the students to share their knowledge of the early Church in America. Record this information on the board.
5. **Share** the PowerPoint presentation “Catholics Come to America” (Document #: TX002997). Depending on the scope of the students’ knowledge, you may move quickly through the slides, using them primarily as review, or you may take more time and require the students to take notes.
6. **Distribute** the index cards. Ask the students to use one side of the card to write one question they still have about the experience of the first Catholics in America. Ask them to use the other side of the card to write one interesting fact or insight they gained from the discussion and presentation. Allow 5 minutes for the students to work.
7. **Ask** for volunteers to share their questions and insights with the large group. Invite other students to provide answers to the questions and discuss the points they found interesting. If necessary, answer the students’ questions yourself and instruct them to add the responses to their notes. If any student raises a question that no one can answer, ask for a volunteer to find out the answer and to present it at the next class session.

Teacher Note

Further prepare for this learning experience by referring to the method article “Paired Verbal Fluency” (Document #: TX002192) at smp.org/LivinginChrist for background information.



Article
41

Explain

Interpret

Step 4

Invite the students to study influences on the nineteenth-century Church in the United States by having them create poster presentations.

1. **Prepare** by providing computers or tablets with Internet access for six groups. Gather sheets of newsprint or poster board and markers for each group. Write the following list of research topics on the board:
 - Irish immigration: Potato famine
 - German Catholic immigration in the 1800s
 - Know-Nothing Party
 - the role of immigrants in the Civil War
 - the creation of ethnic parishes: reasons and benefits
 - American Protective Association
2. **Assign** the students to read article 41, “An Immigrant Church,” in the student book as preparation for this learning experience.
3. **Begin** by reminding the students that the United States is a nation of immigrants. Ask for volunteers who know their family history, and invite them to briefly describe how their family came to the United States, where they settled, and why. These stories can pertain to any time period. Then explain to the students that the Church of the United States in the 1800s was particularly influenced by influxes of European immigrants. Remind the students that anti-Catholic bigotry in the 1800s developed partly in response to the huge waves of Catholic immigrants—many of whom were poor and did not speak English.
4. **Ask** the students to form six groups. Distribute the art supplies, and assign each group one of the topics listed on the board. Explain that each group should research its assigned topic by locating and reviewing two or three online sources. Then the group must create a poster presenting its topic to the class. Encourage the students to be visually creative in their presentation. They can use drawings, diagrams, and mind maps in addition to bullet points to share the information. Allow 30 to 40 minutes for the groups to work.

Teacher Note

A link to an article suggesting ways for teachers to discuss nineteenth-century Catholic immigration to the United States is available at smp.org/LivinginChrist.

Teacher Note

During the introductory discussion, you may wish to ask whether any students have Native American heritage and are willing to shed light on their families' experience with the influx of European immigrants.

5. **Invite** each group to present its poster to the class, following the order of topics listed on the board. After each presentation, ask for volunteers to summarize what they learned from the group about influences on the American Church in the 1800s.
6. **Conclude** by inviting the students to write a two-page reflection on the following prompt:
 - Compare and contrast the anti-immigrant sentiment of the 1800s with today's attitudes toward people seeking to immigrate to the United States. How are the reasons and attitudes similar? How are they different?



Step 5

Engage the students in a fishbowl discussion to reflect on nineteenth-century attitudes toward Catholic immigrants to the United States.

1. **Prepare** a list of prompts to guide the students' discussion in this learning experience. You may begin with the following suggestions and add your own. The discussion may suggest others as it progresses.
 - Why did the United States look so attractive to European immigrants during the 1800s?
 - Imagine you are a Catholic immigrant to the United States during the 1800s. What are your immediate and long-term hopes, fears, and experiences? Do you think the challenges will be worth it?
 - Imagine you are already a citizen of the United States during the 1800s. What are your fears or anxieties about the waves of immigrants to this country, and why? What benefits do you see in welcoming the newcomers?
 - What do you think it was like to be a Catholic in America during the 1800s?
 - What are some pros and cons of creating parishes dedicated to serving specific ethnic communities?
 - Are immigrants welcome in the United States today? If so, under what circumstances? If not, why? Give personal examples, if possible.
 - During the 1800s, how were the real lives of Catholic immigrants to the United States different from common perceptions about them?

Teacher Note

Further prepare for this learning experience by referring to the method article "The Fishbowl Method" (Document #: TX001530) at smp.org/LivinginChrist for background information.

- How might the lives of immigrants today be different from perceptions about them?
2. **Ask** the students to rearrange their desks in two concentric circles facing inward. The inner circle should have six desks; the remaining desks will be in the outer circle. Ask for five volunteers to start in the inner circle, leaving one desk empty for anyone who wants to join the conversation. Explain that the students in the inner circle will discuss a question, while those in the outer circle observe. If someone in the outer circle wants to contribute, he or she will sit in the empty desk, and someone in the inner circle will leave it. There must always be an empty desk to allow new students to join the conversation. Check to see if the students have any questions about this process before beginning.
 3. **Introduce** the first discussion prompt, and ask the students in the inner circle to begin the discussion. Periodically remind the students in the outer circle that they can join by sitting in the empty desk. If you see a student who has something to say but seems reluctant to join, invite him or her to join the group. Depending on your class dynamic, you may even want to swap out half of the group in the inner circle at designated intervals. Continue the discussion until all agree that consensus has been reached or the topic has been adequately discussed.
 4. **Conclude** by inviting the students to write a one-page reflection describing an insight they have gained about the experience of people seeking to immigrate to America today.



Article
42

Apply

Explain

Step 6

Guide the students in studying the lives of American saints and missionaries by having them create and present skits.

1. **Prepare** by providing computers or tablets with Internet access for seven groups. Write the following list of American saints and missionaries on the board, to provide the students with the exact spelling of names for their research:
 - Saint Elizabeth Ann Seton (1774–1821)
 - Saint Rose Philippine Duchesne (1769–1852)
 - Saint Theodora Guérin (1798–1856)
 - Saint John Nepomucene Neumann (1811–1860)
 - Saint Damien de Veuster of Molokai (1840–1889)
 - Saint Frances Xavier Cabrini (1850–1917)
 - Saint Katharine Drexel (1858–1955)

2. **Assign** the students to read article 42, “American Missionaries and Saints,” in the student book as preparation for this learning experience.
3. **Begin** by asking the students to brainstorm the names of some American saints and blessed and then identify what these holy people are known for. Explain that today the students will research the work of individual American saints and missionaries and present their findings to the class in skits.
4. **Ask** the students to form seven groups. Assign one group to each of the saints listed on the board. Explain that the groups should research their assigned American saint on the Internet, specifically focusing on that saint’s contributions to the Church in America. Ask the groups to find at least three sources about their assigned topic, only one of which may be Wikipedia. A few links are available at smp.org/LivinginChrist. Allow 15 to 20 minutes for the groups to locate and review sources.
5. **Explain** that each group must develop a skit of 8 to 10 minutes to introduce its assigned American saint to the class. Ask each group to choose one member to narrate the skit and provide background, while the remaining group members act out scenes. Remind the groups that the skits should focus on the major highlights of each saint’s contributions to the American Church, particularly any challenges he or she faced. Allow 20 to 30 minutes for the groups to develop and rehearse their skits.
6. **Invite** each group to present its skit, in the order listed on the board. Remind the other students to take notes on the information shared by each group. After each skit, invite the class to ask questions about any gaps or unclear details.
7. **Conclude** by inviting the students to write a one-page reflection on the following prompt:
 - What characteristics were important for building up the Church in America during the 1800s? Describe how some of these characteristics were evident in the work of at least two saints you learned about today.

Understand**Step 7**

Invite the students to consider the importance of Catholic education by having them research the history of your school.

1. **Prepare** by working with your school’s library or media center to identify and gather resources describing the history of your school. If the information is primarily found in printed resources, reserve time in the library for

your class, or arrange to bring the resources to your classroom for this learning experience. If any information can be found online, provide computers or tablets with Internet access for each group of four. Download and print the handout “School History Scavenger Hunt” (Document #: TX002991), one for each group of four.

2. **Begin** by explaining that every Catholic school has played a role in building up the Church in the United States. Tell the students that today they will do a scavenger hunt to research the history of their own school.
3. **Ask** the students to form groups of four, and distribute the handout “School History Scavenger Hunt” (Document #: TX002991). Review the handout instructions with the groups, and orient the students to the resources available for their research. Remind the students that they must include the source of their information in their answers. Allow 20 to 30 minutes for the groups to work, ensuring that every group has a chance to use key resources for their research.
4. **Review** the handout with the class by inviting groups to volunteer answers to the questions. For question 8, ensure that every group has a chance to add any answers not already mentioned by the other groups. Then lead the students in a large-group discussion using the following questions:
 - How has this school nurtured and supported Catholics in our community?
 - How has it contributed to the wider local community?
 - Based on the example of this school, why is Catholic education important in the United States?



Article
43

Interpret

Explain

Step 8

Invite the students to learn about industrialization and capitalism in the late nineteenth and early twentieth centuries by having them create posters to introduce key ideas.

1. **Prepare** by providing computers or tablets with Internet access for six groups. Gather sheets of newsprint or poster board, markers, craft sticks, and glue for each group. Write the following topics on slips of paper, and place the slips in a bowl or hat:
 - Industrial Revolution
 - capitalism
 - Social Darwinism

- socialism
 - communism
 - collective bargaining
2. **Assign** the students to read article 43, “The Effects of Industrialization and Capitalism,” in the student book as preparation for this learning experience.
 3. **Begin** by informing the students that one factor in the nineteenth-century waves of immigration was the transition from a largely agricultural way of life to growing dependence on industry and mechanization. Invite the students to spend 5 minutes brainstorming what they know about the Industrial Revolution, and record their responses on the board. Explain that today the students will begin to study some trends that were part of the rise of industrialization and capitalism in the late nineteenth and early twentieth centuries.
 4. **Ask** the students to form six groups, and ask each group to draw a slip of paper with a topic. Advise the groups that they may begin with their student books and then find two or three online sources of information about their assigned topic. Reassure the students that these topics can be very complex, and ask them to focus on developing a general understanding of the topic that they can share with the class. Allow 15 to 20 minutes for the groups to research their topics.
 5. **Distribute** the art supplies, and ask the groups to create a poster presenting their topic to the class. Remind them to focus on a broad overview of the topic, and encourage them to be visually creative to help the other students remember the information. Allow 15 minutes for the groups to create their posters.
 6. **Invite** each group to present its poster to the class, and allow the other students to ask questions to clarify their understanding. After all the groups have presented, hang each poster in the front of the room so that all posters are visible.
 7. **Conclude** by leading a large-class discussion based on the following questions, using the students’ posters for reference:
 - What connections do you see between any two of these topics? For example, which topics are similar, and how? What cause-and-effect relationships do you see?
 - If you lived in the United States during the late 1800s, which of these ideas or developments might you have found appealing? Which might have alarmed you? Why? How might someone from a different ethnic or economic background respond?
 - What are some positive aspects of these ideas or developments? Which of them attempted to improve people’s lives, and how?
 - What injustices do you predict will emerge from these political ideas and social developments? Who will be affected by these injustices?



Article
44

Explain

Step 9

Engage the students in learning about the development of the social doctrine of the Church by helping them create a class mind map.

1. **Prepare** by providing computers or tablets with Internet access for seven groups. Download the PowerPoint presentation “Catholic Social Doctrine” (Document #: TX002996), and arrange to use an LCD projector in your classroom. Locate the article “Seven Themes of Catholic Social Teaching” on the Web site of the United States Conference of Catholic Bishops; a link to the online text is available at smp.org/LivinginChrist. Write the URL on the board for the students. Gather eight sheets of newsprint or poster board, plus markers and a role of blue painter’s tape. On one sheet of newsprint or poster board, write “Catholic Social Doctrine” in large letters. Leave the remaining sheets blank.

Teacher Note

Further prepare for this learning experience by referring to the method article “Using a Mind Map” (Document #: TX001009) at smp.org/LivinginChrist for background information.

2. **Assign** the students to read article 44, “The Birth of the Social Doctrine of the Church,” in the student book as preparation for this learning experience.
3. **Begin** by reminding the students that industrialization and capitalism, studied in the previous learning experience, had some benefits but also created unjust conditions. Ask the students to brainstorm the injustices they predicted at the end of the previous learning experience, and write their responses on the board. Then explain that the Catholic Church has long taken a lead in identifying and addressing the injustices of the modern era. Tell the students that today they will explore the development of Catholic social doctrine and study some of its principles.
4. **Share** the PowerPoint presentation “Catholic Social Doctrine” (Document #: TX002996). At the end of the presentation, explain that the students will now examine the seven principles or themes of Catholic social teaching identified by the U.S. Catholic bishops by collaborating to create a class mind map. Continue projecting the last PowerPoint slide, listing the seven themes, to guide the next part of this learning experience.
5. **Ask** the students to form seven groups, and ask them to use the computers or tablets to visit the URL you wrote on the board. Explain that this Web page summarizes seven principles of Catholic social doctrine. Assign each group one of the seven themes, and distribute the art supplies. Ask each group to review the summary of its assigned theme online. Then each group should write its assigned theme in the center of its sheet of newsprint or poster board, circle the theme, and build a mind map of details explaining the theme. Allow 15 minutes for the groups to work.

6. **Ask** the students to rearrange their desks in a large open circle, creating an empty space in the middle of the room. Invite the students to sit in their groups. Explain that the class will now join its mind maps into a single large mind map. Ask the students to take notes.
7. **Place** the sheet of newsprint or poster board that says “Catholic Social Teaching” at the center of the floor. Invite the first group to present its mind map to the class. Then ask the group to place its mind map poster directly above the “Catholic Social Teaching” poster, connecting the two with the blue painter’s tape. Invite each remaining group to present its mind map and then attach its poster to the “Catholic Social Teaching” hub, creating a large class mind map. After all groups have presented, invite the students to ask questions or make observations. Allow a few minutes for the students to finish taking notes.
8. **Conclude** by inviting the students to write a one-page reflection on the following prompt:
 - Which principle of Catholic social doctrine do you most want to teach our society today? Why? Provide specific examples of the benefits that could come from a greater knowledge of, and commitment to, this principle.

Apply**Empathize**

Step 10

Assign the students to research an organization that is dedicated to the work of social justice in the world today.

1. **Prepare** by providing a computer or tablet with Internet access for each student. Download the handout “Social Justice Organizations” (Document #: TX002992). The handout lists eight organizations, providing two slips per organization. Print and cut apart enough copies to create one slip for each student. Put the slips in a hat or bowl. In addition, download and print the handout “Research Activity: Working for Social Justice” (Document #: TX002993), one for each student
2. **Begin** by asking the students to brainstorm the names of organizations that work for social justice in the world today. Explain that the organizations need not be Catholic. Allow the students to brainstorm for 5 minutes, and write their responses on the board. When a student names an organization that may not be well known, ask him or her to briefly describe what the organization does. Then explain that the students will now research the work of specific Catholic or Christian charitable organizations.

3. Ask each student to draw a slip from the bowl or hat, and explain that they will learn about the organization listed on their slip. Distribute the handout “Research Activity: Working for Social Justice” (Document #: TX002993). Ask the students to complete the handout by researching the organization on the slip they drew. Allow 20 to 30 minutes for the students to work individually. While they work, write the list of eight organizations on the board to use for reference:

- Birthright International
- Catholic Charities USA
- Catholic Relief Services
- Caritas Internationalis
- CLINIC (Catholic Legal Immigration Network, Inc.)
- Habitat for Humanity
- Unanima International
- Water for Life

Teacher Note

You may wish to provide guidance about reliable sources for this research. The Web sites for each organization will be particularly helpful; links are available at smp.org/LivinginChrist.

4. Invite the students to report their findings to the class. Focus on one organization at a time, asking the students who researched that organization to describe its work to the class. After each organization has been discussed, engage the students in a large-group discussion using the following questions:

- What needs are these organizations addressing?
- What are some ways in which all Catholics can do our part to support these efforts?
- What other social justice issues do you see in the world today? Do you know of any organizations working on those issues? How can you find out?

Perceive

Reflect

Step 11

Provide the students with an opportunity to reflect on what it means to live the common good.

1. **Assign** the students to review the Live It! sidebar “Living the Common Good,” on page 198 of the student book, as preparation for this learning experience.
2. **Begin** by inviting the students to discuss how they see other people living the common good in the world today.
 - Who in your life is living in a way that promotes the common good? How so?
 - What public figures or celebrities do you see living in a way that promotes the common good? How so?

Tell the students that today they will reflect on ways they can promote the common good in their own lives.

3. **Ask** the students to use a blank sheet of paper to write a one-page response to each of the following questions:
 - What is one way you can promote the common good in your life today?
 - What is one way you hope to promote the common good as an adult?
 - When you are in conflict with someone, what are some ways you can find to cooperate, compromise, and forgive? How can these strategies help resolve interpersonal conflict?

Encourage the students to be as specific as possible. Allow 30 minutes for the students to write their responses, reminding the students to proceed to the next question every 10 minutes or so.

4. **Lead** a large-group discussion on the suggestions the students have for promoting the common good as high school students and later as adults. Record the students’ responses on the board. Then invite the students to discuss strategies for resolving conflict through cooperation and compromise.
5. **Conclude** by inviting the students to write a one-page reflection in which they identify and describe a conflict between groups of people and then apply strategies from the discussion that might help resolve the conflict through cooperation, compromise, and forgiveness. If any students have trouble thinking of an example, remind them that current events frequently involve conflicts between groups, from a union strike in the community to the struggles in the Middle East.

Understand

Step 12

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

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

1. **Remind** the students to bring to class any work they have already prepared so that they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts “Final Performance Task Options for Unit 7” (Document #: TX002988) and “Rubric for Final Performance Tasks for Unit 7” (Document #: TX002989). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
2. **Provide** some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the project.

Reflect

Step 13

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

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding of the growth of the Church in the United States has developed throughout the unit.

1. **Prepare** for this learning experience by downloading and printing the hand-out “Learning about Learning” (Document #: TX001159; see Appendix 1), one for each student.
2. **Distribute** the handouts and give the students about 15 minutes to answer the questions quietly.
3. **Invite** the students to share any reflections they have about the content they learned as well as their insights into the way they learned.

Final Performance Task Options for Unit 7

Important Information for Both Options

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

- After the Protestant Reformation, many Catholics left England for the promise of greater religious freedom in America, where they overcame new challenges that included anti-Catholic bigotry and a severe shortage of priests.
- As more and more European Catholics immigrated to the United States during the 1800s, the diverse and growing Catholic population established parishes for specific ethnicities and developed a well-respected system of Catholic education.
- Many missionaries, leaders, and other holy people made a lasting impact on the Church in the United States.
- The Church's social doctrine began to develop in response to the challenges posed by growing industrialization and capitalism.

Option 1: A Children's Book about the Catholic Church in the United States

You and your partner are children's book authors. A publisher has commissioned you to tell the story of the early development of the Catholic Church in the United States. You will develop your story after conducting research in three to five sources. Follow these guidelines in completing your children's book:

- Explain key points in the early history (1700s–1800s) of the Catholic Church in the United States.
- Include both illustrations and text.
- Create a book with a front cover, back cover, title page, and fifteen to nineteen inside pages.
- Cite three to five sources (not including your student book) for the information you include in your children's book. Place this bibliography on the inside back cover of your book.

Your children's book must demonstrate the following:

- an understanding of the four main concepts of unit 7, as listed at the beginning of this handout
- an understanding of the important developments in the Catholic Church in the United States during the 1700s and 1800s
- well-developed content that will help elementary school children learn the early history of the Church in America
- a well-rehearsed presentation of your children's book to your classmates



Option 2: A PowerPoint Presentation about the Catholic Church in the United States in the 1700s and 1800s

Working independently, create a PowerPoint presentation that teaches about the history of the Catholic Church in the United States during the 1700s and 1800s. Locate three to five outside sources (not including your student book) to inform your presentation. Follow these guidelines in creating your presentation:

- Include bulleted lists and images. Remember that the text must be large enough to be readable from a distance during the presentation.
- Write all the text in your own words.
- Create fifteen to twenty substantial slides, plus one opening (title) slide and one concluding slide with your bibliography of three to five outside sources (not including your student book).
- Write a script to guide your presentation to your classmates.

Your PowerPoint presentation must demonstrate the following:

- an understanding of the four main concepts of unit 7, as listed at the beginning of this handout
- an understanding of the important developments in the Catholic Church in the United States during the 1700s and 1800s
- appropriate content and maturity level for a high school religion class
- a well-rehearsed presentation of your work to your classmates

You may use non-Microsoft software to create your presentation, but you must be sure to save or export it in PowerPoint-compatible format (.ppt or .pptx) when you turn in the project.



Rubric for Final Performance Tasks for Unit 7

Assignment includes all items requested in the instructions.	Assignment includes all items requested, and they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the following concept: <i>After the Protestant Reformation, many Catholics left England for the promise of greater religious freedom in America, where they overcame new challenges that included anti-Catholic bigotry and a severe shortage of priests.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>As more and more European Catholics immigrated to the United States during the 1800s, the diverse and growing Catholic population established parishes for specific ethnicities and developed a well-respected system of Catholic education.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>Many missionaries, leaders, and other holy people made a lasting impact on the Church in the United States.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>The Church's social doctrine began to develop in response to the challenges posed by growing industrialization and capitalism.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment uses proper grammar and spelling.	Assignment has no grammar or spelling errors.	Assignment has one grammar or spelling error.	Assignment has two grammar or spelling errors.	Assignment has multiple grammar or spelling errors.
The presentation of the assignment is effective.	Presentation is organized, clear, and engaging.	Presentation is clear and engaging.	Presentation is clear but not well organized and not engaging.	Presentation is disorganized, unclear, and boring.



Vocabulary for Unit 7

capitalism: An economic system based upon the private ownership of goods and the free market system.

communism: A system of social organization in which all economic and social activity is controlled by a totalitarian government dominated by a single political party. Communism in the twentieth century became closely linked with atheism.

deterrence: The belief that war, especially nuclear war, can be prevented through the ability to respond to a military attack with a devastating counterattack.

social doctrine: The Church's body of teaching on economic and social matters that includes moral judgments and demands for action in favor of those being harmed by unjust social and economic policies and conditions.

social encyclical: A teaching letter from the Pope to the members of the Church on topics of social human rights and peace.

socialism: An economic system in which there is no private ownership of goods and the creation and distribution of goods and services is determined by the whole community or by the government.

subsidiarity: The moral principle that large organizations and governments should not take over responsibilities and decisions that can be carried out by individuals and local organizations, and that large corporations and governments have the responsibility to support the good of human beings, families, and local communities, which are the center and purpose of social life.



School History Scavenger Hunt

Write your name and the names of your group members at the top of this handout. As a group, research the history of our school and complete the following questions. For each answer, note the source of your information.

1. When was the school founded?
2. What individual or group founded this school?
3. For what purpose was the school founded? Whom did it serve in its early years?
4. Was the school always at this address, in this building? If not, what was the original location of the school, and why did it move?
5. Is this school operated by the diocese, a religious order, or both in partnership? If the school follows a particular religious tradition, describe it in your own words.
6. What parishes does this school serve today?
7. What is this school's mission today?
8. What are some achievements, milestones, or unique traditions in the history of this school? List at least three.



Social Justice Organizations

✂-----

Birthright International

Catholic Charities USA

Catholic Relief Services

Caritas Internationalis

CLINIC (Catholic Legal Immigration Network, Inc.)

Habitat for Humanity

Unanima International

Water for Life

✂-----

Birthright International

Catholic Charities USA

Catholic Relief Services

Caritas Internationalis

CLINIC (Catholic Legal Immigration Network, Inc.)

Habitat for Humanity

Unanima International

Water for Life



Research Activity: Working for Social Justice

Answer the following questions about the organization you are researching. Use a separate sheet of paper as needed.

1. Organization name: _____

2. What sources did you use to identify and learn about this organization?

3. Where can the public find information about helping this organization?

4. Can people donate money or goods? Can people volunteer?

5. What is the organization's mission statement?



Unit 7 Test

Part 1: Multiple Choice

Write the letter of the correct answer in the space provided before each question.

- ___ 1. The first bishop of the United States was
- A. James Gibbons
 - B. Lord Baltimore
 - C. John Carroll
 - D. John Adams
- ___ 2. Why did Catholics from England first migrate to the American colonies?
- A. They were subject to harsh treatment and discrimination under Queen Elizabeth I and King James I.
 - B. They had run out of room to worship in England.
 - C. They were promised freedom of worship in the colony of Maryland.
 - D. A and C but not B
- ___ 3. Who were the Know-Nothings?
- A. people who wanted to abolish the education system
 - B. a political party of Protestants who protested the influx of Catholic immigrants
 - C. a group that wanted to instill socialism in the American government
 - D. a group of immigrants who arrived without knowing the language or customs of America
- ___ 4. Which of the following was *not* a reason for building ethnic parishes?
- A. providing an opportunity for immigrants to worship in their own language
 - B. providing immigrants with a sense of continuity with their country of origin
 - C. isolating immigrants to prevent them from conspiring to take over the United States
 - D. serving as a center of community and social life for immigrants
- ___ 5. Which of the following does *not* characterize the Eastern Catholic Churches?
- A. They were Catholic communities located on the East Coast of the United States in the nineteenth century.
 - B. They were the Christian communities of Eastern Europe that either never broke from the Catholic Church or else reunited later.
 - C. They have their own liturgical customs, their own dioceses (called *eparchies*), and their own canon law.
 - D. They acknowledge the Pope as the head of the universal Church.



- ___ 6. Which native-born American was the first to be canonized a saint?
- A. Saint Frances Cabrini
 - B. Saint Elizabeth Ann Seton
 - C. Saint Rose Philippine Duchesne
 - D. Saint Kateri Tekakwitha
- ___ 7. Which of the following is true of the Industrial Revolution?
- A. It generated technological advances that continue to benefit us today.
 - B. Industrial workers were frequently exploited, especially children and immigrants.
 - C. Low wages were seen as necessary for industrial owners to compete in the marketplace.
 - D. all of the above
- ___ 8. What was the first modern social encyclical?
- A. *Rerum Novarum (On the Condition of Labor)*, by Pope Leo XIII
 - B. *Mater et Magistra (Christianity and Social Progress)*, by Pope John XXIII
 - C. *The Development of Peoples (Populorum Progressio)*, by Pope Paul VI
 - D. *Caritas in Veritate (Charity in Truth)*, by Pope Benedict XVI
- ___ 9. Which of the following is *not* a principle of Catholic social doctrine?
- A. Superior people should grow wealthy, while those less capable should never attain more than the wages those at the top pay them.
 - B. Governments must serve the common good and protect human rights.
 - C. Workers have a right to just wages and dignified work.
 - D. All of us should care for God's creation.
- ___ 10. Which of the following describes the principle of subsidiarity?
- A. Subsidiarity opposes all forms of collectivism or socialism.
 - B. A higher civil authority should not assume responsibility for regulations and services that a lower civil authority can provide as well, if not better.
 - C. Government entities should intervene only when there is a real need and always with an eye to serving the common good.
 - D. all of the above



Part 2: Sentence Completion

Complete the following sentences, using words from the box. Not all words will be used.

Baltimore, MD	capitalism	communism
deterrence	human dignity	justice
persecution	potato famine	private property
social encyclical	socialism	Washington, DC

- The _____ was one cause of Irish Catholic immigration to the United States in the nineteenth century.
- Pope John Paul II taught that the right to _____ does not take precedence over the just distribution of the world's resources.
- The Second Vatican Council taught that peace is not just the absence of war but _____ throughout society.
- The first diocese in the United States was founded in _____.
- The U.S. Catholic bishops teach that economic decisions must be judged by how they protect or undermine _____.
- A _____ is a teaching letter from the Pope to the members of the Church on topics of human rights and peace.
- _____—the belief that war, especially nuclear war, can be prevented through the ability to respond to a military attack with a devastating counterattack—cannot be the foundation of genuine peace, according to the U.S. Catholic bishops.
- _____ is an economic system based on the private ownership of goods and the free market system.
- _____ refers to an economic system in which there is no private ownership of goods and the creation and distribution of goods and services is determined by the whole community or by the government.
- _____ refers to a system of social organization in which all economic and social activity is controlled by a totalitarian government dominated by a single political party.



Unit 7 Test Answer Key

Part 1: Multiple Choice

- | | |
|------|-------|
| 1. C | 6. B |
| 2. D | 7. D |
| 3. B | 8. A |
| 4. C | 9. A |
| 5. A | 10. D |

Part 2: Sentence Completion

- | | |
|---------------------|----------------------|
| 1. potato famine | 6. social encyclical |
| 2. private property | 7. deterrence |
| 3. justice | 8. capitalism |
| 4. Baltimore, MD | 9. socialism |
| 5. human dignity | 10. communism |

Part 3: Essay

1. *Answers may include the following:* Bishop John Carroll, the first bishop to the United States, worked hard to establish order in U.S. Catholic parishes, many of which had been running their own affairs for some time and hoped to continue to do so. Bishop Carroll managed to take firm control of Church governance and remain loyal to the Pope, even as he maintained the support of American Catholics and remained committed to American principles of democracy and the separation of church and state. He organized priests who could speak the languages of non-English-speaking newcomers. He founded Georgetown Academy (later Georgetown University), the first Catholic college in the nation, and later arranged for the Sulpicians to found the first Catholic seminary in America. He permitted women's religious orders to establish convents in the United States as long as they also established schools.
2. *Answers will vary but may include any of the saints or missionaries the students studied in step 6 of this unit or in article 42, "American Missionaries and Saints," in the student book.*



3. *Answers should include the following:* Social Darwinism, a common principle among the leaders of the Industrial Revolution, sought to apply Charles Darwin's theory of evolution and natural selection to sociology and economics. Social Darwinists believed that "survival of the fittest," in society and the economy, means that superior people rise to the top and grow wealthy, whereas those who are less capable can never attain more than the wages they earn from those at the top. Social Darwinism therefore rationalized the harm done by unchecked capitalism, including unsafe working conditions, low wages, and the exploitation of vulnerable people (such as children and immigrants) as industrial workers.

Principles of Catholic social doctrine contradict Social Darwinism. Specifically, the Church teaches that every worker has a right to safe working conditions, reasonable work hours, and a living wage. Workers should be free to unionize to negotiate working conditions, and there should be strict limits on child labor. The Church also teaches that the earth and all its goods belong to God, who intends them to provide all humans with everything we need to live with dignity.

4. *Answers will vary.*



Unit 8

The Church in the Post-Modern Era

Overview

Now that the students understand the growth of the Church from apostolic times to the modern era, they will explore developments in the Church during the twentieth and twenty-first centuries. The students will learn about the Popes during this period, the impact of the world wars on the Church, the Second Vatican Council, and opportunities and challenges facing the modern Church.

Key Understandings and Questions

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

- During the early twentieth century, the Church experienced many kinds of renewal and faced the challenges and consequences of two world wars.
- Pope John XXIII called Vatican Council II to be both ecumenical and pastoral.
- Vatican Council II launched the Church into a long period of change and renewal, led by Pope Paul VI.
- Pope John Paul II and Pope Emeritus Benedict XVI made unique contributions to the Church throughout the world, especially in the United States, where the Church faces an era of both hope and challenges.
- With the election of Pope Francis, the Church began an era of pastoral renewal, with a deep and active concern for those who are poor and marginalized, and for the environment.

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


- What were the focuses of renewal and the effects of both world wars on the Church in the early twentieth century?
- What effects did the papacy of Pope John XXIII and Vatican Council II have on the Church?
- How did Pope Paul VI usher in the changes introduced by Vatican Council II?
- What unique contributions have Pope John Paul II and Pope Emeritus Benedict XVI made to the life of the Church worldwide and in the United States?
- With what concerns did Pope Francis enter into his papacy, and how do these concerns affect the worldwide Church?

How Will You Know the Students Understand?

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

- handout “Final Performance Task Options for Unit 8” (Document #: TX003002)
- handout “Rubric for Final Performance Tasks for Unit 8” (Document #: TX003003)
- handout “Unit 8 Test” (Document #: TX003008)

Student Book Articles

This unit draws on articles from the *Church History: Apostolic Times to Today* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from “Section 5: The Church in the Post-Modern Era (Twentieth to Twenty-First Centuries)” and are as follows:

- “To Restore All Things in Christ” (article 45)
- “Rivulets of Renewal” (article 46)
- “The Church and World War I” (article 47)
- “The Church and World War II” (article 48)
- “Pope John XXIII: Winds of Change” (article 49)
- “Vatican Council II: A New Pentecost” (article 50)
- “An Overview of Vatican Council II” (article 51)
- “Images of the Church” (article 52)
- “The Papacy of Pope Paul VI” (article 53)
- “The Pilgrim Pope” (article 54)
- “The Mass, Then and Now” (article 55)
- “Vatican II: A Gift of God to the Church” (article 56)
- “The Life and Times of Pope John Paul II” (article 57)
- “Pope John Paul II: Evangelist and Pastor, Teacher and Writer” (article 58)
- “The Papacy of Pope Benedict XVI” (article 59)
- “Pope Francis: Servant of the Servants of God” (article 60)
- “The Church in the United States: Abounding in Hope” (article 61)
- “The Church in the United States: Choices and Challenges” (article 62)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, to enable them to understand the Church in the postmodern era. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.

Explain **Step 1:** Preassess what the students already know about developments in, and challenges faced by, the Church in the postmodern era.

Understand **Step 2:** Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 8” (Document #: TX003002) and “Rubric for Final Performance Tasks for Unit 8” (Document #: TX003003).

Explain **Step 3:** Invite the students to identify the contributions of Pope Pius X and to refute some statements proposed by modernism.

Explain **Perceive** **Step 4:** Engage the students in a jigsaw exercise to consider three renewal movements in the Church prior to the world wars.

Understand **Step 5:** Invite the students to create time lines and poster presentations to understand how the events of both world wars affected and involved the Church.

Apply **Empathize** **Step 6:** Ask the students to write a journal entry from the perspective of Pope Pius XII during World War II.

Explain **Perceive** **Step 7:** Introduce the students to the work of Vatican Council II, and invite them to consider images of the Church taught by the Council’s *Dogmatic Constitution on the Church (Lumen Gentium)*.

Explain **Step 8:** Invite the students to examine developments in the Church during the papacy of Pope Paul VI by having them create poster presentations.

Empathize **Reflect** **Step 9:** Engage the students in a think-pair-share exercise to reflect on the changes Vatican Council II introduced into the lives of Catholics.

Explain **Step 10:** Summarize the papacies of Pope John Paul II and Pope Benedict XVI by inviting the students to create PowerPoint presentations.

Explain **Step 11:** Introduce the papacy of Pope Francis by facilitating the assembly of a class notebook of biographical material, including the Pope's early life and previous ministries.

Understand **Step 12:** Invite the students to analyze challenges and opportunities facing the Church in the United States today by having them create group skits and write a reflection essay.

Understand **Step 13:** Make sure the students are all on track with their final performance tasks, if you have assigned them.

Reflect **Step 14:** Provide the students with a tool to use for reflecting on what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about these and other concepts taught in this unit:

- “A Catholic Experience? The Church and the War” (Document #: TX002998)
- “The Church in the Third Millennium” (Document #: TX002999)

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

- “Using a Mind Map” (Document #: TX001009)
- “Using the Jigsaw Process” (Document #: TX001020)
- “Cross the Line” (Document #: TX001268)
- “Using the Think-Pair-Share Method” (Document #: TX001019)
- “Guidelines for Assigning and Assessing PowerPoint Presentations” (Document #: TX001534)
- “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011)
- “Using Rubrics to Assess Work” (Document #: TX001012)

Scripture Passage

The Scripture passage featured in the unit is as follows:

- Ephesians 1:10 (fulfillment through Christ)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout “Vocabulary for Unit 8” (Document #: TX003004), one for each student.

Body of Christ	Gregorian chant
catechists	Marks of the Church
Catholic Action	Marxist
collegiality	new evangelization
concordat	pastoral
exegesis	secularism
fascism	

Learning Experiences

Explain

Step 1

Preassess what the students already know about the developments in, and challenges faced by, the Church in the postmodern era.

- 1. Prepare** by downloading and printing the handout “Key Terms and People in the Modern Church and World” (Document #: TX003000), one copy for every two students. Also download and print one copy of the handout “List of Key Terms and People” (Document #: TX003001), which lists twenty-one topics for this unit. Cut this second handout into slips, and place them in a bowl or hat. Note that each pair will draw a topic, so you may wish to adjust the number of slips as needed for the size of your class.
- 2. Begin** by congratulating the students on learning about the Church from its origins to the beginning of the modern era. Explain that in this unit, the students will learn about more recent developments in the Church—beginning with the Church as their great-grandparents might have experienced it and proceeding to the Church today.
- 3. Ask** the students to find a partner, and distribute the handout “Key Terms and People in the Modern Church and World” (Document #: TX003000), one copy for each pair of students. Ask each pair to draw one of the slips of paper you prepared. Explain that the pairs should record their topic on the handout, provide a definition or description of the topic, and explain its significance in the modern Church. Reassure the students that it is fine if they do not have much information about the term, event, or person they have selected. Ask them simply to try their best. Allow 5 to 10 minutes for the pairs to complete the handout.
- 4. Ask** each pair to pass its completed handout to another pair. Each pair should end up with a different handout with a new topic. Explain that the pairs should now edit or add to the information about the topic on the handout they received. Allow another 5 minutes for the pairs to work. Repeat this process until each topic has been passed around at least three times.
- 5. Invite** the pairs to share the completed handouts with the large group. Correct or clarify the information as needed, and ask the students to take notes about each event, term, or person. At the end of this learning experience, collect and review all the handouts to guide your planning during this unit.

Teacher Note

You may choose to collect the students' handouts each time and distribute them to new teams of two. It is not necessary for the students' names to be included on the handouts.

Understand

Step 2

Follow this assessment by presenting to the students the handouts “Final Performance Task Options for Unit 8” (Document #: TX003002) and “Rubric for Final Performance Tasks for Unit 8” (Document #: TX003003).

This unit provides you with two ways to assess that the students have a deep understanding of the most important concepts in the unit: writing journal entries as an elderly Catholic who has witnessed the Church’s development during the postmodern era, and creating an original graphic novel or comic book about the Church in the postmodern era. Refer to “Using Final Performance Tasks to Assess Understanding” (Document #: TX001011) and “Using Rubrics to Assess Work” (Document #: TX001012) at smp.org/LivinginChrist for background information.

Teacher Note

Remind the students to choose their final performance task in accordance with any course requirements you may have established.

Teacher Note

You will want to assign due dates for the final performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.

1. **Prepare** by downloading and printing the handouts “Final Performance Task Options for Unit 8” (Document #: TX003002) and “Rubric for Final Performance Tasks for Unit 8” (Document #: TX003003), one of each for each student.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose.
3. **Review** the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - If you wish to work alone, you may choose option 1. If you wish to work with a partner, you may choose option 2.
 - Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit, not just at the end.
4. **Explain** the types of tools and knowledge the students will gain throughout the unit so they can successfully complete the final performance task.
5. **Answer** questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need in order to show you that they understand the development of the Church in the postmodern era.



Article
45

Explain

Step 3

Invite the students to identify the contributions of Pope Pius X and to refute some statements proposed by modernism.

1. **Prepare** by downloading and printing the handout “The Work of Pope Pius X: Mind Map” (Document #: TX003006), one for each student.
2. **Assign** the students to read article 45, “To Restore All Things in Christ,” in the student book as preparation for this learning experience.
3. **Begin** by explaining that Pope Pius X committed his papacy to “restore all things in Christ” (Ephesians 1:10), which he sought to do by striving for efficiency and justice. Explain that today the students will consider some of the Pope’s noteworthy contributions to build up the Church.
4. **Distribute** the handout “The Work of Pope Pius X: Mind Map” (Document #: TX003006), and advise the students to review the first half of article 45, “To Restore All Things in Christ,” to create the mind map for this handout. Ask the students to identify five key contributions that Pope Pius X made to the Church. Invite them to build their mind map by adding the five contributions as spokes on the wheel, and explain that they should add branches leading from each of those spokes to explain each contribution. Allow 10 to 15 minutes for the students to work individually.
5. **Invite** the students to share the five key contributions they identified and the further notes they made for each contribution. Record the responses on the board. In general, their notes should cluster around the following five contributions described in the student book:
 - promoted the reception of Holy Communion
 - expanded catechetical instruction
 - promoted the use of Gregorian chant
 - began Catholic Action
 - commissioned the codification of canon law

Ask the students to consider how they can still see the impact of Pope Pius X’s work in the Church today. Ask for volunteers to share these observations.

6. **Explain** that the crisis of modernism challenged the Church during the papacy of Pope Pius X, whose task it was to confront the errors of this way of thinking. Ask each student to take out a sheet of paper and answer the following questions:

Teacher Note

Further prepare for this learning experience by referring to the method article “Using a Mind Map” (Document #: TX001009) at smp.org/LivinginChrist for background information.

- What was modernism? How did this movement challenge the Church?

Allow 3 to 5 minutes for the students to write their responses. Then invite volunteers to share their responses with the large group.

- 7. Tell** the students that they will now get to review and rebut four modernist statements about faith. Read the first statement aloud, and ask the students how the Church might respond to this modernist idea. What truth does the Church teach in contrast?
- Only that which can be verified through scientific and historical methods is true.
 - Religion is a psychological experience, unrelated to objective truth.
 - Church doctrines and structures are relative and thus always subject to change.
 - The Bible is a compilation of religious experiences rather than a source of Divine Revelation.
- 8. Conclude** by asking the students to describe the Church's response to the crisis brought on by such modernist assertions. Emphasize the following points if the students have not mentioned them:
- The crisis and eventual suppression of modernism helped shed light on the value of balance between authority and learned inquiry.
 - The Church learned through this experience that a balance of truths must be maintained, and some truths are more important than others.
 - It is the role of the Magisterium—the Pope and the bishops, as the primary teachers of the Church—to guide the faithful in seeking the whole truth and balancing seemingly different truths.



Article
46

Explain

Perceive

Step 4

Engage the students in a jigsaw exercise to consider three renewal movements in the Church prior to the world wars.

Teacher Note

Further prepare for this learning experience by referring to the method article “Using the Jigsaw Process” (Document #: TX001020) at smp.org/LivinginChrist for background information.

- 1. Prepare** by downloading and printing the handout “Three Renewal Movements” (Document #: TX003005), one for each student.
- 2. Assign** the students to read article 46, “Rivulets of Renewal,” in the student book as preparation for this learning experience.

3. Begin by asking the students to brainstorm about the meaning of the verbs *renew* and *reform*. Gradually lead the students to the following dictionary definitions:

- *renew*: “to make new again: restore to freshness, perfection, or vigor; to make new spiritually: regenerate”
- *reform*: “to restore to a former good state: bring from bad to good; to amend or improve by change of form or by removal of faults or abuses”

Explain that today the students will identify areas of renewal and reform in the Church of the early twentieth century.

- 4. Ask** the students to form six groups, and distribute the handout “Three Renewal Movements” (Document #: TX003005). Explain that each group will review a section of article 46, “Rivulets of Renewal,” in the student book and complete the corresponding section on the handout. Assign two groups to work on the section titled “The Liturgical Movement” (pages 210–211, including the sidebar “The Reforms of Pope Pius XII”); assign two more groups to work on the section titled “Advances in Scripture Studies” (pages 211–213); and assign the remaining two groups to work on the section titled “The Catechetical Movement” (pages 213–214). Explain that each section of article 46 may mention more than two changes, but reassure the groups that they only need to identify and analyze two changes to complete their portion of the handout. Allow 15 minutes for the groups to work.
- 5. Gather** the students back into the large group, and then ask them to form new groups consisting of one student from each of the original groups. Each new group should now have six students: two for each of the three renewal movements discussed in article 46, “Rivulets of Renewal.” Invite the students to teach their new groups what they learned in their original groups, and ask the other group members to take notes to complete their handout. Allow 15 to 20 minutes for the new groups to work.
- 6. Draw** a vertical line down the middle of the board, and label the two columns with the words *renewal* and *reform*. Invite volunteers to identify changes made as part of the liturgical renewal of the early twentieth century. For each change someone mentions, ask the students to analyze whether it was a “renewal” or a “reform,” based on the definitions the students developed at the start of the learning experience. Write the change in the corresponding column. Do likewise for changes made as part of the renewal movements in Scripture study and catechetics. Ask the students to add the lists to their notes.
- 7. Conclude** by leading the students in a large-group discussion of the following questions:
- How does the use of the vernacular, or local language, help people engage more fully in the Liturgy?
 - Why is exegesis, or the study and interpretation of Scripture, important?

- Why do you think Pope Pius X wanted children and adults to have access to religious education?
- What outside forces interrupted the advances the Church was making in liturgy, Scripture study, and catechetics?



Articles
47, 48

Understand

Step 5

Invite the students to create a class time line and poster presentations to understand how the events of both world wars affected and involved the Church.

1. **Prepare** by obtaining a long sheet of butcher paper, roughly the length of your classroom. Alternatively, you may tape together sheets of newsprint or poster board to create a long sheet of blank paper. Create a blank time line by drawing a thick line down the length of the paper with a marker. In addition, gather sheets of newsprint or poster board and markers for six groups, and provide computers or tablets with Internet access for six groups.
2. **Assign** the students to read the following articles in the student book as preparation for this learning experience:
 - article 47, “The Church and World War I”
 - article 48, “The Church and World War II”
3. **Begin** by asking the students to brainstorm reasons why the two world wars are called “world wars.” Use the following questions to guide the discussion:

Teacher Note

If you choose to present more information about World War I and World War II, including archival photos and video footage, links to resources are available at smp.org/LivinginChrist.

- Who was involved in each war? On what fronts was each war fought?
- How far did each war’s effects reach, both in terms of geography and in other ways?

After the students have identified nations involved in the two world wars, remind them that both wars also affected and involved the Church. Explain that today the students will create a class time line of the period from 1914 (the start of World War I) to 1945 (the end of World War II) and then do research on the intersection between specific key events and the Church.

4. **Ask** the students to form six groups. Assign three groups each to article 47, “The Church and World War I,” and article 48, “The Church and World War II,” in the student book. Explain that each group must review its assigned article and create a group time line of the five most significant historical events or developments described in the article. Have one student serve as

reporter for the group. Remind the students to include events from the time between the two world wars. Allow 10 to 15 minutes for the groups to work.

5. **Ask** the students to clear a space down the center of the classroom, and lay out the long, blank time line that you created. Distribute the markers to the group reporters, and invite the reporters from the three groups who reviewed article 47, “The Church and World War I,” to write their groups’ time lines on the first half of the class time line. It is fine if the groups’ time lines do not match; simply ask them to add all of the events they identified. In addition, ask them not to duplicate events. However, if one reporter has already added an event, encourage the other two recorders to add any further notes from their group. After the first three group recorders have completed the first half of the time line, ask the three groups who reviewed article 48, “The Church and World War II” to do the same.
6. **Review** the class time line with the students, and then invite them to identify the six most significant events on the time line that involved or affected the Church in some way. Record these six events on the board in chronological order, and ensure that each represents a substantial intersection between a historical event and the Church. Explain that the students have created a surface overview of this important period and now will explore these six key events more deeply.
7. **Ask** the students to gather back in their original groups. Assign each group one of the six key events that the students identified, and distribute the group art supplies. Explain that each group must now research its assigned topic online and then create a poster presentation to teach its topic to the class. Remind the groups to focus on how their assigned event affected or involved the Church. Allow 20 to 30 minutes for the groups to work, circulating to ensure that they are able to find adequate information. If any topic does not yield sufficient information, assign that group an alternate event from the class time line.
8. **Invite** each group to present its assigned event in chronological order. Allow the other students to ask questions or make observations, and remind them to take notes.
9. **Conclude** by inviting the students to write a one-page reflection on the following questions:
 - In your opinion, what was the most significant event or development affecting the Church during this period? Why?

Teacher Note

If you prefer, you may prepare a list of six key events in advance and then steer the students toward these events during the time line discussion. It is valuable to have the students work to analyze and identify events affecting the Church, but you also want to make sure the topics they flag intersect with the Church’s life and work in a substantial way.

Apply

Empathize

Step 6

Ask the students to write a journal entry from the perspective of Pope Pius XII during World War II.

- 1. Begin** by asking the students to recall what they learned about the papacy of Pius XII during World War II, using these or similar discussion questions:
 - Where did Pope Pius XII concentrate his efforts during World War II?
 - How would you summarize the controversy surrounding the Pope's views on the Nazi regime and its aims?
 - Is this controversy justified, based on what you have learned about the Pope's work during World War II? Why or why not?
- 2. Invite** the students to put themselves in the place of Pope Pius XII, at the helm of the Roman Catholic Church during World War II. Ask them to take out a sheet of paper and write a personal journal entry, as Pope, reflecting on the state of the Church during the war and the challenges he faces as her leader. Explain that they can choose to write an entry from early in the war, later in the war, or after Germany's surrender. Tell the students that their journal entry must include the following:
 - a description of two challenges you are facing as Pope
 - how you have chosen to deal with these challenges, and why
 - an explanation of why the world is at warAllow 30 to 40 minutes for the students to write.
- 3. Invite** several volunteers to read to the class passages from their journal entries. Then lead the class in a large-group discussion on the Church during World War II and the challenges Pope Pius XII faced during this era. Use these questions to prompt discussion:
 - What were some common themes or topics in your journal entries?
 - What new insights did you gain by trying to see these events and challenges through the eyes of Pope Pius XII?



Articles
49, 50,
51, 52

Explain

Perceive

Step 7

Introduce the students to the work of Vatican Council II, and invite them to consider images of the Church taught by the Council's *Dogmatic Constitution on the Church (Lumen Gentium)*.

- 1. Prepare** by downloading the PowerPoint presentation "Vatican Council II" (Document #: TX003010) and arranging to use an LCD projector in your classroom. Gather sheets of newsprint or poster board, markers, craft sticks, cotton balls, glitter, and glue for six groups. Write the following list of topics on the board:

- a Sacrament
- the goal and means of God's plan
- the People of God
- the Mystical Body of Christ
- the Bride of Christ
- the Temple of the Holy Spirit

- 2. Assign** the students to read the following articles from the student book as preparation for this learning experience:

- article 49, "Pope John XXIII: Winds of Change"
- article 50, "Vatican Council II: A New Pentecost"
- article 51, "An Overview of Vatican Council II"
- article 52, "Images of the Church"

- 3. Begin** by asking the students to name one key development in the Church in the last century that continues to guide the Church today. Affirm answers that pertain to the Second Vatican Council, and ask volunteers to identify what they know about the Council, perhaps from stories told by parents or grandparents. Explain that this learning experience will give the students a broad overview of the Council's work, especially its affirmation of the nature of the Church in the modern world.

- 4. Share** the PowerPoint presentation "Vatican Council II" (Document #: TX003010), and remind the students to take notes. Then invite the students to summarize the material in a large-group discussion using these or similar questions:

Teacher Note

Links to more information about Pope John XXIII and Vatican Council II, including full online texts of the Council's sixteen major documents, are available at smp.org/LivinginChrist.

- Who convened Vatican Council II, and why?
 - Who oversaw the implementation of reforms after the Council concluded?
 - What three types of documents did Vatican Council II produce? What was the general purpose of each type?
- 5. Ask** the students to form six groups. Distribute the art supplies, and assign each group one of the images of the Church that you listed on the board. Remind the students that the Second Vatican Council identified these images in its *Dogmatic Constitution on the Church (Lumen Gentium)*. Explain that each group will now review article 52, “Images of the Church,” in the student book and then create a poster to present its assigned image of the Church. Tell the groups that their posters must include the following elements:
- two or three bullet points explaining what the image tells us about the Church
 - a symbol or graphic representation of the image that reflects the image’s association with the Church in a way that other students can remember
- Remind the students to be as creative as possible. Allow 15 to 20 minutes for the groups to review article 52, “Images of the Church,” in the student book and to create their posters.
- 6. Invite** each group to present its poster and explain what its assigned image reveals about the Church. Allow the other students to ask questions and make observations.
- 7. Conclude** by inviting the students to write a one-page reflection on the following discussion prompt:
- Choose one image of the Church that is meaningful to you, and explain how it helps you understand the Church and your relationship to God.



Articles
53, 54

Explain

Step 8

Invite the students to examine developments in the Church during the papacy of Pope Paul VI by having them create poster presentations.

- 1. Prepare** by downloading and printing one copy of the handout “Developments after the Second Vatican Council” (Document #: TX003007). Cut the handout into seven strips, and place them in a bowl or hat. Gather sheets of newsprint or poster board and markers for seven groups.

2. **Assign** the students to read the following articles in the student book as preparation for this learning experience:
 - article 53, “The Papacy of Pope Paul VI”
 - article 54, “The Pilgrim Pope”
3. **Begin** by observing that the years following the Second Vatican Council were a time of enormous change in both the Church and society. Pope Paul VI was charged with implementing the Council’s changes, addressing new challenges, and ushering the Church into the late twentieth century. Explain that today the students will become experts and teach one another about topics from this time period.
4. **Ask** the students to form seven groups. Ask each group to draw one of the topic slips you prepared. Explain that the groups must hunt for information about their assigned topic in article 53, “The Papacy of Pope Paul VI,” and article 54, “The Pilgrim Pope,” in the student book. Advise the students that the topics do not perfectly align with the headings in the articles, so they will need to comb both articles for relevant information. Distribute the art supplies, and ask the groups to create a poster presentation about their assigned topic so they can teach it to the class. Allow 20 to 30 minutes for the groups to work.
5. **Invite** each group to present its poster to the class. After all the groups have presented, lead the students in a large-group discussion of the following questions:
 - Describe some of the uncertainty and upheaval taking place in our society during the papacy of Pope Paul VI.
 - What are possible effects of living in a time of uncertainty and change?
 - How do you think people’s faith changes during times of uncertainty? What if that uncertainty includes changes in their own church—how they worship, even the language they use?
 - What Gospel truths remain constant despite social uncertainty and change? What strategies help us hold on to these truths as we weather the storm?



Articles
55, 56

Empathize

Reflect

Step 9

Engage the students in a think-pair-share exercise to reflect on the changes Vatican Council II introduced into the lives of Catholics.

1. **Prepare** a space large enough to accommodate student movement. Use tape or chalk to make a long line on the floor in the space you plan to use.

Alternatively, consider using the gym or cafeteria for the first part of this learning experience.

Teacher Note

Further prepare for this learning experience by referring to the method articles “Cross the Line” (Document #: TX001268) and “Using the Think-Pair-Share Method” (Document #: TX001019) at smp.org/LivinginChrist for background information.

2. **Assign** the students to read the following articles in the student book as preparation for this learning experience:
 - article 55, “The Mass, Then and Now”
 - article 56, “Vatican II: A Gift of God to the Church”
3. **Begin** by asking the students to stand on one side of the line you created on the floor. Explain that you will read a statement, and the students should respond by crossing the line if they identify with that statement or staying where they are if they do not identify with the statement. Read the following statements, pausing after each to invite volunteers to offer anecdotes or reasons for their response:
 - Cross the line if you wouldn’t mind if you got home and found that your room had been redecorated.
 - Cross the line if you follow the same routine when you get up each morning.
 - Cross the line if you would be excited to move to another state tomorrow.
 - Cross the line if you are nervous about graduating from high school.
 - Cross the line if you find change exciting.
 - Cross the line if you find change scary.
 - Cross the line if you would like some preparation and planning before going through a big change.
4. **Ask** the students to return to their desks. Lead a large-group discussion of how the students responded to the “cross the line” statements, using these questions as prompts:
 - How do people tend to respond to change? What strategies can make it easier for people to embrace change?
 - In what ways did the Mass change after Vatican II? Why?
 - Some faithful Catholics in the 1970s responded positively to the changes in the Mass, but others found the changes difficult to adjust to. What might account for each type of response? How do you think you would have responded to the changes in the Mass?
 - In your lifetime, the Mass underwent additional changes, when the English-speaking churches began using the new translation of the *Roman Missal*. People have had to learn new responses, new prayers, and new music. How have people reacted to these changes? How did the Church help them adapt?

5. **Write** the following questions on the board, and invite the students to write out their responses in their notebooks:

- How did the changes in the Church after Vatican II promote greater participation by all Catholics in the Church—the Mystical Body of Christ?
- How was the work of Vatican II a gift of God to the Church?

Encourage the students to give concrete examples in their responses. Allow 10 to 20 minutes for the students to reflect on these questions individually. About halfway through the allotted time, remind the students to switch to the second question, if they have not already done so.

6. **Ask** the students to find a partner, and invite them to share their answers to the reflection prompts in their pairs. Allow another 10 to 15 minutes for the pairs to discuss their responses. Then lead the students in a large-group discussion of these reflection questions.

7. **Conclude** by inviting the students to write a one-page reflection to identify one thing they learned about themselves, one thing they learned about others, and one insight that surprised them during this learning experience.



Articles
57, 58,
59

Explain

Step 10

Summarize the papacies of Pope John Paul II and Pope Emeritus Benedict XVI by inviting the students to create PowerPoint presentations.

1. **Prepare** by providing computers or tablets with Internet access and PowerPoint for eight groups. Arrange to use an LCD projector so the groups can share their PowerPoint presentations.
2. **Assign** the students to read the following articles in the student book as preparation for this learning experience:
 - article 57, “The Life and Times of Pope John Paul II”
 - article 58, “Pope John Paul II: Evangelist and Pastor, Teacher and Writer”
 - article 59, “The Papacy of Pope Benedict XVI”
3. **Ask** the students to form eight groups. Assign two groups to each of the three articles the students read in preparation (articles 57–59). Explain that each group should review its assigned article to identify key points that the class should know. Then ask each group to create a PowerPoint presentation to share those key points with the class, using the Internet to conduct

Teacher Note

Further prepare for this learning experience by referring to the method article “Guidelines for Assigning and Assessing PowerPoint Presentations” (Document #: TX001534) at smp.org/LivinginChrist for background information.

any further research for information or graphics. Explain that each PowerPoint presentation should include the following elements:

- six to ten slides outlining key information from the assigned article
- one image or diagram per slide (located online or created by the group)

Teacher Note

The Vatican Web site provides brief biographies of both Pope John Paul II and Pope Emeritus Benedict XVI. Links are available at smp.org/LivinginChrist.

Allow 30 to 40 minutes for the groups to work.

4. **Invite** each group to share its PowerPoint presentation, following the order of the student book articles. Although two groups are assigned to present each article, allow each group to present fully. The second group's presentation will reinforce student learning and may also fill in gaps by highlighting different information.
5. **Conclude** by inviting the students to write a two-page reflection about either Pope John Paul II or Pope Benedict XVI.

- Choose either Pope John Paul II or Pope Benedict XVI, and write a two-page reflection explaining how that Pope's life or work has particularly inspired you or affected your life. You may find it helpful to focus on a story you know about your chosen Pope that illustrates the impact he has made on you.

Allow 15 to 20 minutes for the students to write. Then invite volunteers to share a summary of what they wrote.

Teacher Note

The concluding reflection may be assigned as homework. Then you may wish to begin the next class session by inviting volunteers to discuss their reflections.



Article
60

Explain

Step 11

Introduce the papacy of Pope Francis through a discussion of media reports and by facilitating the assembly of a class notebook of biographical material, including the Pope's early life and previous ministries.

1. **Prepare** by collecting eight news articles about Pope Francis addressing issues related to the Church or to the world.
2. **Assign** the students to read the following article in the student book as preparation for this learning experience:
 - article 60, "Pope Francis: Servant of the Servants of God"
3. **Ask** the students to form eight groups. Distribute a news article to each group. Explain that each group should summarize its assigned article and identify key points for the class. Allow about 20 minutes for the groups to work.

4. **Invite** each group to share its findings with the class. Allow time to discuss questions or observations raised by the articles.
5. **Invite** the students to find similar articles in various reliable news media and bring them to class. Instruct the students to prepare a brief summary of at least one article as homework. Allow some time for the students to share their summaries during an upcoming class.



Step 12

Invite the students to analyze challenges and opportunities facing the Church in the United States today by having them create group skits and write a reflection essay.



Articles
61, 62

1. **Prepare** by providing computers or tablets with Internet access for six groups. Write the following list of topics on the board:
 - abortion, contraception, and other life issues
 - increasing secularization
 - the sex abuse crisis
 - the decrease in vocations
 - threats to traditional marriage
 - threats to religious freedom
 - immigration and multiculturalism
2. **Assign** the students to read the following articles in the student book as preparation for this learning experience:
 - article 61, “The Church in the United States: Abounding in Hope”
 - article 62, “The Church in the United States: Choices and Challenges”
3. **Begin** by observing that some people consider a challenge to be an opportunity in disguise. Ask the students to brainstorm problems or challenges that actually reflect an opportunity to change something. For example, an argument with a sibling can become an opportunity to learn how to compromise or respect differences of opinion. Explain that the students will now turn their attention to challenges facing the Church in the United States today and reflect on how those challenges include opportunities to affirm the Gospel message in the Church and the world. Tell the students that they will work in groups to create skits that outline the nature of these challenges and how Catholics can turn them into faith-filled opportunities.

Teacher Note

The United States Conference of Catholic Bishops offers information about the Church’s response to threats to traditional marriage and religious freedom. Links are available at smp.org/LivinginChrist.

4. **Ask** the students to form six groups. Assign each group one of the topics from the list you wrote on the board. Instruct each group to research its topic online, looking especially for two kinds of information:
 - the nature, origin, and context of the challenge (the group's assigned topic)
 - the efforts of individual Catholics or the entire Church to respond to the challenge (concrete examples)Explain that each group must create a skit to present its assigned challenge and depict faith-filled ways for individual Catholics or the Church to respond. Allow 30 to 40 minutes for the groups to research and prepare their skits.
5. **Invite** each group to present its skit. Allow the students to ask questions and make observations after each skit. Then lead a large-group discussion by asking the students which of these challenges seems most serious or pressing, and invite them to suggest creative ways for Catholics to respond.
6. **Conclude** by inviting the students to write a reflection essay on the following question:
 - How can the challenges facing the Church in the United States today offer us an opportunity for hope and renewal?

Understand

Step 13

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

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

1. **Remind** the students to bring to class any work they have already prepared so that they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts “Final Performance Task Options for Unit 8” (Document #: TX003002) and “Rubric for Final Performance Tasks for Unit 8” (Document #: TX003003). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
2. **Provide** some class time for the students to work on their performance tasks. This then allows you to work with the students who need additional guidance with the project.

Reflect**Step 14**

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

This learning experience will provide the students with an excellent opportunity to reflect on how their understanding of the Church in the twentieth and twenty-first centuries has developed throughout the unit.

- 1. Prepare** for this learning experience by downloading and printing the hand-out “Learning about Learning” (Document #: TX001159; see Appendix 1), one for each student.
- 2. Distribute** the handout and give the students about 15 minutes to answer the questions quietly.
- 3. Invite** the students to share any reflections they have about the content they learned as well as their insights into the way they learned.

Key Terms and People in the Modern Church and World

1. Event, Term, or Person: _____

2. Definition or Description

3. Role in or Interaction with the Modern Church



List of Key Terms and People

✂-----

Adolf Hitler

Benito Mussolini

catechist

Easter Vigil

Ecumenical

Exegesis

Fascism

Gregorian chant

Marks of the Church

Marxism

✂-----

Nazi Party in Germany

Pope Francis

Pope Benedict XVI

Pope John Paul II

Pope John XXIII

Pope Pius XII

secularism

social justice

The Cold War

Vatican Council II

vernacular



Final Performance Task Options for Unit 8

Important Information for Both Options

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

- During the early twentieth century, the Church experienced many kinds of renewal and faced the challenges and consequences of two world wars.
- Pope John XXIII called Vatican Council II to be both ecumenical and pastoral.
- Vatican Council II launched the Church into a long period of change and renewal, led by Pope Paul VI.
- Pope John Paul II and Pope Emeritus Benedict XVI made unique contributions to the Church throughout the world, especially in the United States, where the Church faces an era of both hope and challenges.
- With the election of Pope Francis, the Church began an era of pastoral renewal, with a deep and active concern for those who are poor and marginalized, and for the environment.

Option 1: Journal Entries from World War I to Today

Imagine that you are an elderly, faithful Catholic today. A grandchild is helping you clean out a storage space and comes across journals that you have kept since you were a teenager during the early twentieth century. What do those journals reveal about your own growth as a Catholic and the Church's growth in the face of postmodern challenges?

Working on your own, write a series of at least eight journal entries covering major developments that you have seen during your lifetime. You must conduct enough research to write these entries convincingly. Your sources may include library books as well as interviews. Include at least one entry on each of the following topics:

- the Church during or after either of the world wars
- Pope John XXIII and Vatican Council II
- changes in the Mass after Vatican Council II
- Pope Paul VI, Pope John Paul II, or Pope Benedict XVI
- the hope offered by Pope Francis, and the concerns of his papacy
- challenges and hope for the Church in the United States today

In addition to the journal entries themselves, your project must include or demonstrate the following:

- an understanding of the five main concepts of unit 8, as listed at the beginning of this handout
- a bibliography of at least three sources (only one of which may come from Wikipedia), as well as citations for any material you quote
- appropriate content and maturity level for a high school religion class
- a well-rehearsed presentation of one of your journal entries to your classmates



Option 2: An Original Graphic Novel or Comic Book about the Church in the Postmodern Era

Working with a partner, create a comic book or graphic novel describing the history of the Church in the postmodern era for other young people. Follow these guidelines to create your comic book or graphic novel:

- Conduct research to expand your understanding of the Church in the twentieth and early twenty-first centuries.
- Create sixteen to twenty full pages, with text and illustration on each.
- Include a cover with the title and your names.

Your graphic novel or comic book must include or demonstrate the following:

- an understanding of the five main concepts of unit 8, as listed at the beginning of this handout
- sixteen to twenty original comic scenes or pages, with text and illustrations
- a bibliography of at least three sources (only one of which may come from Wikipedia), as well as citations for any material you quote
- appropriate content and maturity level for a high school religion class
- a well-rehearsed presentation of your work to your classmates



Rubric for Final Performance Tasks for Unit 8

Assignment includes all items requested in the instructions.	Assignment includes all items requested, and they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the following concept: <i>During the early twentieth century, the Church experienced many kinds of renewal and faced the challenges and consequences of two world wars.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>Pope John XXIII called Vatican Council II to be both ecumenical and pastoral.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>Vatican Council II launched the Church into a long period of change and renewal, led by Pope Paul VI.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the following concept: <i>Pope John Paul II and Pope Emeritus Benedict XVI have made unique contributions to the Church throughout the world, especially in the United States, where the Church faces an era of both hope and challenges.</i>	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.



<p>Assignment shows understanding of the following concept: <i>With the election of Pope Francis, the Church began an era of pastoral renewal, with a deep and active concern for those who are poor and marginalized, and for the environment.</i></p>	<p>Assignment shows unusually insightful understanding of this concept.</p>	<p>Assignment shows good understanding of this concept.</p>	<p>Assignment shows adequate understanding of this concept.</p>	<p>Assignment shows little understanding of this concept.</p>
<p>Assignment uses proper grammar and spelling.</p>	<p>Assignment has no grammar or spelling errors.</p>	<p>Assignment has one grammar or spelling error.</p>	<p>Assignment has two grammar or spelling errors.</p>	<p>Assignment has multiple grammar or spelling errors.</p>
<p>The presentation of the assignment is effective.</p>	<p>Presentation is organized, clear, and engaging.</p>	<p>Presentation is clear and engaging.</p>	<p>Presentation is clear but not well organized and not engaging.</p>	<p>Presentation is disorganized, unclear, and boring.</p>



Vocabulary for Unit 8

Body of Christ: A term that when capitalized designates Jesus' Body in the Eucharist, or the entire Church, which is also referred to as the Mystical Body of Christ.

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

Catholic Action: A lay apostolic group encouraged by Pope Pius X; eventually this term became an umbrella term for any apostolic action initiated and carried out by laypeople.

collegiality: The principle that the bishops, in union with the Pope and under his leadership, form a single college that has authority over the universal Church.

concordat: An agreement between the Holy See and a sovereign state on religious matters. Concordats do not give Church approval to dictators or corrupt governments; instead, they are a way in which the Church seeks to be able to continue to provide the Sacraments to the faithful in nations hostile to the Church.

exegesis: The study and proper interpretation of Scripture.

fascism: A political ideology, movement, or regime that exalts nation and often race above the individual and that supports a centralized, highly autocratic government headed by a dictatorial leader, and forcibly suppresses opposition.

Gregorian chant: A monophonic, unaccompanied style of liturgical singing that takes its name from Pope Gregory the Great (540–604).

Marks of the Church: The four essential features or characteristics of the Church: One, Holy, Catholic (universal), and Apostolic.

Marxist: An economic, social, and political philosophy or system based on the theories of social scientist and philosopher Karl Marx (1818–1883). The system eschews the notion of private property and seeks to control wealth by taking the means of production away from the upper class for the benefit of the rest of society.

new evangelization: A renewed effort, called forth by Pope John Paul II, to bring the Gospel of Christ to individual believers, especially to those who, though baptized, have never fully heard or accepted the Christian message.



pastoral: From the Latin *pastor*, meaning “shepherd” or “herdsman”; refers to the spiritual care or guidance of others.

secularism: A focus or emphasis on matters of this world, and a separation from, or rejection of, religion and religious values and beliefs.



Three Renewal Movements

Work with your group to complete the section of this handout that corresponds to your assigned topic.

The Liturgical Movement

What changed?	
Why did it change?	
What was the outcome?	

What changed?	
Why did it change?	
What was the outcome?	



Advances in Scripture Studies

What changed?	
Why did it change?	
What was the outcome?	

What changed?	
Why did it change?	
What was the outcome?	



The Catechetical Movement

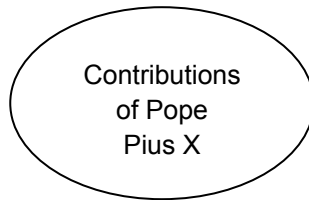
What changed?	
Why did it change?	
What was the outcome?	

What changed?	
Why did it change?	
What was the outcome?	



The Work of Pope Pius X: Mind Map

Use the student book to complete this mind map.



Developments after the Second Vatican Council

✂

Crises facing the Church and the world during the 1960s and 1970s

How Pope Paul VI responded to crises and uncertainty

Vatican Council II—effects on laypeople

Vatican Council II—effects on Christian unity

Vatican Council II—effects on freedom and justice

Pope Paul VI's travels—the pilgrim pope

Pope Paul VI's writings



Unit 8 Test

Part 1: Matching

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

Column A

- A. catechists
- B. collegiality
- C. exegesis
- D. fascism
- E. *kerygma*
- F. new evangelization
- G. pastoral
- H. Pope John XXIII
- I. Pope Paul VI
- J. secularism

Column B

- _____ 1. The principle that the bishops, in union with the Pope and under his leadership, form a single group with authority over the universal Church.
- _____ 2. Those who engage in the process by which Christians of all ages are taught the essentials of Christian doctrine and are formed as disciples of Christ.
- _____ 3. An effort, called forth by Pope John Paul II, to bring the Gospel of Christ to individual believers, especially to those who, though baptized, have never fully heard or accepted the Christian message.
- _____ 4. A focus or emphasis on matters of this world, and a separation from, or rejection of, religion and religious values and beliefs.
- _____ 5. The study and proper interpretation of Scripture.
- _____ 6. From the Latin word for “shepherd” or “herdsman”; refers to the spiritual care or guidance of others.
- _____ 7. A political ideology, movement, or regime that exalts nation and often race above the individual; supports a centralized, highly autocratic government headed by a dictatorial leader; and forcibly suppresses opposition.
- _____ 8. The Pope who called, or convened, the Second Vatican Council because he realized that the Church needed a new approach to the people of the modern world that she was called to serve.
- _____ 9. The proclamation of the Good News.
- _____ 10. The Pope who saw the conclusion of the Second Vatican Council, promulgated its significant texts, and oversaw their implementation.



Part 2: Sentence Completion

Complete the following sentences, using words from the box. Not all words will be used.

Adolph Hitler	Catholic Action	constitutions
declarations	decrees	Holocaust
Karl Marx	<i>Lumen Gentium</i>	pilgrim Pope
<i>Rerum Novarum</i>	Vatican Council II	vernacular

1. The Second Vatican Council issued four _____, which restated dogma in contemporary language so the people of the modern world could better understand it.
2. The Second Vatican Council issued nine _____, which concerned renewal of some aspect of Church life and required further action on the part of the Church.
3. The Second Vatican Council issued three _____, instructions on subjects important to the Church and the world, which each bishop was to teach or implement as appropriate to his diocese.
4. Pope Pius X founded a lay apostolic group called _____; eventually this term became an umbrella term for any apostolic action initiated and carried out by laypeople.
5. One of the changes in the Mass was the use of the _____ instead of Latin; this change was intended to promote the full participation of the faithful, as well as a sense of community.
6. In its *Dogmatic Constitution on the Church*, called _____, the Second Vatican Council described the Church as a sacrament, the People of God, the Mystical Body of Christ, the Bride of Christ, and the Temple of the Holy Spirit.
7. Pope Paul VI was called the _____ because of his frequent travels throughout the world, including the first visit by any Pope to the Western Hemisphere.
8. The social scientist and philosopher _____ promoted an economic, social, and political system that eschews the notion of private property and seeks to control wealth by taking the means of production away from the upper class for the benefit of the rest of society.
9. The work of _____ shaped the Church and the lives of Catholics for the last several decades and will continue to shape our lives in the years to come.
10. Pope John Paul II's concern for human rights and dignity was shaped by witnessing the _____ and living under a communist regime.



Part 3: Essay

Respond to the following.

1. Identify and describe one of the areas of renewal experienced in the Church during the early twentieth century.
2. What was Pope Pius XII's response to the plight of the Jews and other outcasts during the Holocaust? Why did he avoid speaking out more forcefully against Nazism? Do you agree with his reasons?
3. Based on what you learned about the work of the Second Vatican Council, what reform, change, or renewal mandated by the Council was most significant, in your opinion? Be sure to provide concrete examples.
4. Describe at least three accomplishments of the papacy of Pope John Paul II or Pope Emeritus Benedict XVI, or tell about one major issue related to the Church or the world that Pope Francis has addressed during his papacy, and how he has done so.



Unit 8 Test Answer Key

Part 1: Matching

- | | |
|------|-------|
| 1. B | 6. G |
| 2. A | 7. D |
| 3. F | 8. H |
| 4. J | 9. E |
| 5. C | 10. I |

Part 2: Sentence Completion

- | | |
|--------------------|-------------------------|
| 1. constitutions | 6. <i>Lumen Gentium</i> |
| 2. decrees | 7. pilgrim Pope |
| 3. declarations | 8. Karl Marx |
| 4. Catholic Action | 9. Vatican Council II |
| 5. vernacular | 10. Holocaust |

Part 3: Essay

1. *Answers will vary but may include any one of the following three renewal movements:*

The *liturgical movement* restored the Easter Vigil to its original evening time and reintroduced Gregorian chant in the liturgy. The most significant development was possibly Pius XII's approval to use the vernacular, or local language, in the Sacraments and other rites outside Mass. Liturgists also began to study whether the vernacular in the Mass itself would promote greater understanding and participation by the people and underscore that the liturgy requires the participation of all, not just the actions of the priest. This movement sought to renew the focus on Christ as the center of the Church's life.

Advances in Scripture studies included a landmark encyclical that allowed historical research and literary criticism as legitimate tools for Scripture scholars to uncover the truth God reveals in Sacred Scripture. The encyclical advocated that exegesis include determining the literal meaning of the words and the intention of the sacred writer under the guidance of the Holy Spirit. The encyclical encouraged scholars to study biblical texts in their original language, to promote these new ways of studying the Bible.



The *catechetical movement* began with Pope Pius X, who required children to be prepared for First Holy Communion near the age of reason and also mandated that children in public schools be provided with religious education through the parish. He also promoted the question-and-answer catechism that became popular for religious instruction in Europe. Other European priests and catechists also began to incorporate methods of teaching from educational psychologists. Later, catechesis included a renewed focus on *kerygma*, the proclamation of the Good News, with a call for conversion. Like the liturgical movement, the catechetical movement sought to renew the focus on Christ as the center of the Church's life.

- Answers should include the following:* Pope Pius XII pleaded repeatedly for the protection of human rights during World War II. He remained officially impartial, but he worked to share information with the Allies. However, he feared that speaking more openly against Nazism would lead to even more atrocities. Instead he worked behind the scenes to save as many Jews as possible, as well as others wanted by the Nazi regime. Jews were saved through diplomatic means, but they were also hidden in Roman religious communities and were given false baptismal certificates. Later, prominent Jews and Jewish leaders credited Pius XII with saving nearly a million Jews behind the scenes.

The students' responses to the opinion question will vary.

- Answers will vary.*
- Answers will vary.*



Appendix 1

Additional Resources

“Learning about Learning” (Document #: TX001159)

Learning about Learning

We can understand ourselves better by taking the time to review the process of learning the material in a unit.

Respond by using the scale below. Put a mark where you think your understanding falls. Then write your answers to the other questions below.

Unit Number and Name _____

Knew none of this material before	Knew everything already
--	--------------------------------

What was your favorite learning experience in this unit and why? Do you usually enjoy this type of learning experience?

What was your least favorite learning experience and why? Do you usually find this type of learning experience challenging?

How did your understanding of the unit's subject matter change throughout the unit?

Was anything you learned particularly interesting? Why?

Write any other observations you have.



Appendix 2

Student Book / Teacher Guide Correlation

Section 1: The Church in the Early Christian Centuries

Part 1: The Origin of the Church

Article 1: From the Father's Heart Unit 1, Step 3	p. 23
Article 2: Sent by the Holy Spirit Unit 1, Step 4	p. 23
Article 3: After Pentecost Unit 1, Step 4	p. 23

Part 2: The Mission of the Church

Article 4: The Conversion of Saint Paul Unit 1, Steps 4 and 11	pp. 23, 32
Article 5: The Significance of Saints Peter and Paul Unit 1, Step 4 and 11	pp. 23, 32
Article 6: The Development of the New Testament Unit 1, Step 5	p. 25

Part 3: Growth and Persecution in Apostolic Times

Article 7: Persecutions and Progress Unit 1, Step 7	p. 27
Article 8: Early Christian Worship Unit 1, Step 8	p. 29
Article 9: The Early Apologists Unit 1, Step 9	p. 30
Article 10: Authority in the Church Unit 1, Step 10	p. 31

Part 4: Age of the Fathers

Article 11: Constantine and the <i>Edict of Milan</i> Unit 1, Step 11	p. 32
Article 12: The Fathers of the Church Unit 2, Step 3	p. 58
Article 13: Church Councils and Doctrinal Development Unit 2, Step 4	p. 59
Article 14: The Collapse of the Roman Empire of the West Unit 2, Step 5	p. 60

Section 2: The Church in the Middle Ages

Part 1: The Early Medieval Period

Article 15: Western Monasticism Unit 2, Step 6	p. 61
Article 16: The Development of Islam Unit 2, Step 8	p. 64
Article 17: Charlemagne: Holy Roman Emperor Unit 2, Step 9	p. 65
Article 18: Gregorian Reform Unit 2, Step 11	p. 66

Part 2: Threats from Within and Without

Article 19: The Eastern Schism Unit 2, Step 12	p. 67
Article 20: The Crusades Unit 3, Steps 3 and 4	pp. 94, 96
Article 21: Challenges to the Papacy Unit 3, Steps 4 and 5	pp. 96, 97

Part 3: The High Middle Ages

Article 22: New Religious Orders Unit 3, Step 7	p. 99
Article 23: Medieval Cathedrals: Works of Beauty and Inspiration Unit 3, Step 8	p. 101
Article 24: Scholastics and Medieval Universities Unit 3, Step 9	p. 102
Article 25: The Eucharist: Heresies, Teachings, and Devotions Unit 3, Step 10	p. 102
Article 26: Understanding the Inquisitions Unit 3, Step 11	p. 103

Section 3: An Age of Renewal and Growth

Part 1: Renaissance and Reform

- Article 27: The Renaissance
Unit 4, Steps 3 and 4 pp. 126, 127
- Article 28: Luther's Complaint
Unit 4, Steps 6 and 10 pp. 129, 133
- Article 29: Religious Confessions in Europe
Unit 4, Steps 7 and 8 pp. 131, 132

Part 2: Catholic Renewal in the Sixteenth and Seventeenth Centuries

- Article 30: The Council of Trent
Unit 4, Step 9 p. 133
- Article 31: The Catholic Reformation and New Religious Orders
Unit 4, Step 11 p. 135

Part 3: The Church in the New World

- Article 32: Missions to Latin America
Unit 5, Step 3 p. 164
- Article 33: Missions in the Far East
Unit 5, Steps 7 and 9 pp. 170, 173
- Article 34: Missions to North America
Unit 5, Step 10 p. 174

Section 4: The Church in the Modern Era

Part 1: The Church in the Age of Reason and Revolution

- Article 35: The Age of Reason
Unit 6, Step 3 p. 200
- Article 36: The French Revolution
Unit 6, Step 6 p. 205
- Article 37: The Effects of the Enlightenment
and the French Revolution
Unit 6, Steps 6 and 7 pp. 205, 206

Part 2: Pope Pius IX and Vatican I

- Article 38: Pope Pius IX and Religious Renewal
Unit 6, Step 9 p. 209
- Article 39: Vatican Council I
Unit 6, Step 9 p. 209

Part 3: Catholics in America

- Article 40: The Church in America
Unit 7, Step 3 p. 237
- Article 41: An Immigrant Church
Unit 7, Step 4 p. 238
- Article 42: American Missionaries and Saints
Unit 7, Step 6 p. 240

Part 4: Industrialization, Injustice, and the Church's Response

- Article 43: The Effects of Industrialization and Capitalism
Unit 7, Step 8 p. 242
- Article 44: The Birth of the Social Doctrine of the Church
Unit 7, Step 9 p. 244

Section 5: The Church in the Post- Modern Era (Twentieth to Twenty- First Centuries)

Part 1: The Early Twentieth Century

- Article 45: To Restore All Things in Christ
Unit 8, Step 3 p. 271
- Article 46: Rivulets of Renewal
Unit 8, Step 4 p. 272
- Article 47: The Church and World War I
Unit 8, Step 5 p. 274
- Article 48: The Church and World War II
Unit 8, Step 5 p. 274

Part 2: Vatican Council II: A Pastoral Approach to the World

Article 49: Pope John XXIII: Winds of Change Unit 8, Step 7	p. 277
Article 50: Vatican Council II: A New Pentecost Unit 8, Step 7	p. 277
Article 51: An Overview of Vatican Council II Unit 8, Step 7	p. 277
Article 52: Images of the Church Unit 8, Step 7	p. 277

Part 3: Developments after the Second Vatican Council

Article 53: The Papacy of Pope Paul VI Unit 8, Step 8	p. 278
Article 54: The Pilgrim Pope Unit 8, Step 8	p. 278
Article 55: The Mass, Then and Now Unit 8, Step 9	p. 279
Article 56: Vatican II: A Gift of God to the Church Unit 8, Step 9	p. 279

Part 4: The Church in the New Millennium

Article 57: The Life and Times of Pope John Paul II Unit 8, Step 10	p. 281
Article 58: Pope John Paul II: Evangelist and Pastor, Teacher and Writer Unit 8, Step 10	p. 281
Article 59: The Papacy of Pope Benedict XVI Unit 8, Step 10	p. 281
Article 60: Pope Francis: Servant of the Servants of God Unit 8, Step 11	p. 282
Article 61: The Church in the United States: Abounding in Hope Unit 8, Step 12	p. 283
Article 62: The Church in the United States: Choices and Challenges Unit 8, Step 13	p. 284

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The prayer on page 99 is from “The Week of Prayer for Christian Unity and Throughout the Year 2006,” at www.vatican.va/roman_curia/pontifical_councils/chrstuni/weeks-prayer-doc/rc_pc_chrstuni_doc_20050603_week-prayer-2006_en.html. Copyright © Libreria Editrice Vaticana.

The excerpts on the handout “Reflecting on Luther’s Theses” (Document #: TX002953) are from “Disputation of Doctor Martin Luther on the Power and Efficacy of Indulgences,” in *Works of Martin Luther*, Adolph Spaeth, L. D. Reed, and Henry Eyster Jacobs, editors and translators (Philadelphia: A. J. Holman Company, 1915), at www.iclnet.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html.

The quotation on the handout “Read and Reflect: *A Brief Account of the Destruction of the Indians*” (Document #: TX002969) is from *A Brief Account of the Destruction of the Indians*, by Bartolomé de las Casas, at www.gutenberg.org/cache/epub/20321/pg20321.html.

The quotations on the handout “Reading Reflection: Pope John Paul II’s 1992 Address to the Pontifical Academy of Sciences” (Document #: TX002979) are from Pope John Paul II’s 1992 Address to the Pontifical Academy of Sciences, numbers 10 and 14, in *Papal Addresses to the Pontifical Academy of Sciences 1917–2002 and to the Pontifical Academy of Social Sciences 1994–2002* (Vatican City: The Pontifical Academy of Sciences, 2003), pages 341 and 343. Copyright © 2003 The Pontifical Academy of Sciences.

The definitions on page 273 are from *Webster’s Third New International Dictionary, Unabridged*, at unabridged.merriam-webster.com.

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