

SYLLABUS and TEACHER'S MANUAL

FOR

LIVING MY RELIGION SERIES

Book 5 : Living Through God's Gifts

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PRAYERS TO BE SAID BY TEACHERS

An Invocation

Teach me goodness and discipline and knowledge, O Lord: for I have believed Thy commandments (Ps. 118: 66).
(An indulgence of 300 days).

A Prayer

O glorious Saint Catherine, wise and prudent virgin, thou who didst set the knowledge of Jesus Christ above all other knowledge, obtain for us the grace to remain inviolably attached to the Catholic faith, and to seek in our studies and in our teaching only the extension of the Kingdom of Jesus Christ our Lord and of His Holy Church both in ourselves and in the souls of others. Amen.
(An indulgence of 300 days).

The faithful who devote between a quarter and a half-hour to teaching or studying Christian doctrine may gain: An indulgence of 100 days; a plenary indulgence on the usual conditions twice a month if the above practice is done at least twice a month.

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CONTENTS

	<i>Page</i>
GENERAL PROCEDURE	1
I. REMOTE PREPARATION OF THE TEACHER	1
1. Realization of the Aim	1
a. Help, Not Make	1
b. Ways and Means	1
c. The Five-Point Program	2
I. Study	2
II. Prayer	2
(1) Oral Prayer	2
(2) Mental Prayer	2
III. Devotions	2
(1) Our Lord	2
(2) The Blessed Virgin	3
(3) The Angels	3
(4) The Saints	3
IV. The Mass	3
V. The Sacraments of Penance and the Holy Eucharist	4
(1) Penance	4
(2) The Holy Eucharist	5
II. PROXIMATE PREPARATION OF THE TEACHER	6
1. General Points to Keep in Mind	6
2. General Method of Presenting Textbook Material	6
(1) Characteristics of a Good Question	7
(2) Characteristics of a Good Assignment	8
(3) The Activity Program	9
(4) Exercises and Tests	10
(5) Syllabus	10

BOOK FIVE: LIVING THROUGH GOD'S GIFTS

Syllabus for Grade Five	12
Special Procedures	16
Detailed Method	19
Unit 1. God the Supreme Being	19
Unit 2. Sin and Temptation	22
Unit 3. The Holy Ghost	25
Unit 4. The Seven Sacraments	28
Unit 5. The Sacrament of Baptism	31
Unit 6. The Sacrament of Confirmation	33
Unit 7. The Holy Eucharist	37
Unit 8. The Commandments of God	41
Unit 9. The Sacrament of Penance	41
Unit 10. Temporal Punishment and Indulgences	45
Unit 11. The Sacrament of Extreme Unction	47
Unit 12. The Sacrament of Holy Orders	50
Unit 13. The Sacrament of Matrimony	51
Unit 14. The Sacramentals	53
Unit 15. Prayer	54
Unit 16. Life and God's Gifts	55

GENERAL PROCEDURE

I. REMOTE PREPARATION OF THE TEACHER

Realization of the Aim

TO HELP EACH CHILD LIVE HIS RELIGION

Do we see our objective point clearly? Coming straight down to our own room, our own group of boys and girls, our own present duty, are we quite clear as to exactly what we mean by helping each one of them live his religion as a Catholic child of eight, nine, or ten years should?

We know what we mean by living our religion. We are willing to own that anyone who really lives up to all that the Catholic Church believes and teaches is a saint. We have no doubt that his life of grace here will blossom into his life of glory hereafter.

(a) Help, Not Make

In the first place, let us strike out the word "make." It is not in our aim. The Lord Himself never forces the human will. Force is the last and the worst avenue that a teacher may take. We must be both firm and kind. We must respect God's gift of free will even while training that will to complete conformity with the holy will of God. Our aim is to help each child: steadily, earnestly, determinedly, lovingly, prayerfully help each one to live as a good Catholic child should. As to every child in our group attaining sanctity, we know that each one must become a saint somehow, some way, some day, here or in purgatory. If not, he will be lost: "Nothing defiled can enter heaven." We can help each child on his upward path. How far he manages to climb depends on many things, including the use he makes of his own free will. God's grace is never lacking. Cooperation with grace is what spells for each soul eternal success or eternal failure.

(b) Ways and Means

As to ways and means, let us set up a few norms to judge whether or not our boys and girls are living their religion. If they are, well and good; if not, we can plan accordingly. The interior life of the soul lies open to the eye of God alone. The exterior actions are all that we study. In setting up these norms we are considering exterior actions. "By the fruit, the tree is known";

GENERAL PROCEDURE

if a child ranks well in the following test, we have every reason to hope that his soul is pleasing to God.

We do not have to go far afield to get these norms. They are clearly stated in the Catechism: know, love, and serve God.

(c) The Five-Point Program

Point I. Study

The pupil should study his Catechism, i.e., he should try to know his religion. He cannot practice it intelligently unless he does. He should honestly try to learn, try to understand explanations, try to pay close attention when instructions are given. This effort to know God and God's holy will is distinctly a part of serving God.

Point II. Prayer

1. ORAL PRAYER

The pupil should be taught to pray daily at regular times, e.g., in the morning, in the evening, at meals, before class. These prayers may be short, but they must be said reverently. The prayers usually recommended are: The Sign of the Cross; Morning Offering; Our Father; Hail Mary; the Creed; Acts of Faith, Hope and Charity; Act of Perfect Contrition. If these are scattered through the day, there is more probability of their being said with attention and devotion.

2. MENTAL PRAYER

The main idea behind any class exercise in mental prayer is to help the child to learn how to do it rather than to require him to pray at the moment. A class situation is rarely conducive to mental prayer. Nevertheless, mental prayer may be made during the school day, e.g., a moment or two of silence in which to examine one's conscience before repeating the Act of Contrition. There should be no quizzing as to what was said to God. We should require silence and reverence of attitude, no more.

We should encourage our pupils to make mental prayer at certain times: during visits to the Blessed Sacrament; before and after confession; before receiving Holy Communion, but especially after Holy Communion.

Point III. Devotions

1. OUR LORD UNDER ANY APPROVED TITLE, E.G., THE SACRED HEART.

Try to convince your pupils of the value of even one of the following acts so that they take it up freely and practice it steadily.

GENERAL PROCEDURE

- 1) Aspirations, especially those which are indulged.
- 2) Short acts of thanksgiving, love, adoration, etc.
- 3) Short visits known as "tiny holy hours."
- 4) Offering Holy Communion of reparation for the sins which wound the Sacred Heart.
- 5) Asking parents to enthrone the Sacred Heart in the home.
- 6) Thinking often of what Our Lord said and did.
- 7) Trying to let Our Lord be a real influence in their lives.
- 8) Considering Our Lord as their best friend and going into the church to tell Him all about sorrows and joys.

2. THE BLESSED VIRGIN MARY UNDER ANY APPROVED TITLE.

The pupils should learn to love our Blessed Lady as their heavenly Mother. They should say some little prayers daily in her honor, and they should wear either the cloth scapular or the scapular medal. The method of reciting the Rosary should be known.

In this connection the teacher is advised to explain to the class the meaning and value of the Family Rosary. Urge the children to explain the Family Rosary to their parents and to try to influence their father or mother to introduce the practice into their home.

3. THE ANGELS

Each child should be taught to know and to love his or her guardian angel. Most children take to this devotion very easily. St. Michael is another well-loved angel friend.

4. THE SAINTS

Each child should be encouraged to have a special devotion to his or her patron saint. The teacher can readily suggest other saints for special devotion; e.g., St. Patrick, St. Francis of Assisi, St. Aloysius, and, of course St. Joseph. Each locality and each nationality have their own favorites in this regard.

Point IV. The Mass.

The obligation to assist at Mass on Sundays and holydays of obligation binds under pain of mortal sin. Carelessness with regard to this law opens the door to many evils. There may be a child who is habitually absent from Sunday Mass. Such a case should be placed in the hands of the pastor.

If the pastor has made a rule that all children assist at Mass on all school days, we should enforce the ruling; but we should do it kindly. We should stress the value of the Holy Sacrifice, the fact that Our Lord

GENERAL PROCEDURE

is offering for us the same sacrifice as that of the cross, and the manifold blessings which flow from offering the Holy Sacrifice with the priest every day. This plan is far more effective than stressing the "thou shalt" side of the matter. It is a fact, and a sad one, that some adults seem almost to dislike the Holy Sacrifice. They say, "I had to go every day as a child, rain or shine; I won't go at all now." Behind those words we sense that force was used unwisely; and, quite possibly, that force was accompanied by pietistic nagging.

If the pastor leaves the children free with regard to week-day Mass, we should follow his leading. We should help the children to learn about the Holy Sacrifice in such a way as to revere it. Then they will wish to go every day if they can. Anything and everything which arouses real devotion to Our Lord tends to arouse devotion to the Mass. If this freedom is wisely handled, it is solidly good, even though it may seem less effective. Going to Mass because one really wants to go, begets a habit.

Point V. The Sacraments of Penance and Holy Eucharist.

1. PENANCE

Weekly confession is good because it helps boys and girls to live up to their religion as nothing else can, save the daily, reverent, and intelligent assistance at Mass during which Holy Communion is fervently received. In some parishes, however, weekly confession for all the school children may not be practical; then the pastor makes a ruling which should be followed. It is our duty as teachers to uphold the pastor's ruling wisely and loyally. The responsibility for the administration of the sacraments in the parish is the pastor's.

We should concentrate on helping our pupils to realize the value of frequent and fervent confession. In doing this, we should use the means at hand: careful and accurate instruction, encouragement, and good example. Small children are not likely to commit mortal sin. Their great enemy is deliberate venial sin, especially if that venial sin has become habitual. We should help our pupils make use of the sacrament in such a way as to cleanse their souls from sin and to advance in virtue. Let us stress Penance as a means of grace and, therefore, an aid to growth in holiness.

Sometimes we stress too much the one fact that sins are forgiven in the sacrament of Penance. We need to emphasize that through this sacrament God restores or increases sanctifying grace. Also peace of soul flows out of a good confession. Reconciliation with God and with our neighbor brings joy inside the soul and outside it also. Our sins harm

GENERAL PROCEDURE

us, but Penance heals and renews. If our mind is puzzled or our conscience troubled, the priest instructs us; and his teaching adds greatly to the many good things gained in the sacrament, because his knowledge of our soul makes his words fit our case as other people's words rarely can. Then, too, God bestows grace on the priest to help those who seek aid in the sacrament of Penance. God knows our needs.

2. THE HOLY EUCHARIST.

In urging daily Communion, the teacher will have prudent regard for the physical limitations of young children and due respect for the wishes of their parents. Let the little child understand that mother knows best. Often there are practical reasons that militate against the laudable devotion of daily Communion and, on this account, there should be no risk of conflict between the religious ideal and the good judgment of conscientious parents. Ordinarily there should be no difficulty in promoting Sunday Communion for children in this grade.

Young children are apt to appear rather casual in their reception of Holy Communion. They move rapidly, smile readily and find it hard to control distractions. Spiritually, of course, they are near and very dear to the Heart of Our Lord. Far from manifesting concern for their seeming lack of devotion, we should envy them their holiness. Week by week they will learn much more from our reverent example than from unwarranted scoldings.

Let us remember, too, that a child's thanksgiving after Communion will be just as brief as his usual utterances at home, at play and at school. It isn't the length of prayer that counts nor its form of expression but the goodness of heart that speaks to God in few words or no words at all. Nevertheless, we strive to develop in our children a simple method of adoring, of thanking, of saying "I'm sorry" and of trustful petition for all needs. Our own thanksgiving after Communion will be enhanced if we offer it in union with the child-like thanks of these pure and innocent friends of Christ.

Penance and Holy Eucharist, frequently and fervently received, form a sort of sanctifying spiral: the more fervent the confession, the more fervent the Communion which follows it; and the more fervent the Communion, the more fervent the next confession. The more frequent these fervent receptions of the sacraments, the more swiftly the spiral climbs.

We try our best to help boys and girls to live up to the Five-Point Program; and then we leave the rest to God.

GENERAL PROCEDURE

II. PROXIMATE PREPARATION OF THE TEACHER

1. General Points to Keep in Mind

- a) Read the matter in the textbook carefully.
- b) Consult the Manual for additional aid.
- c) Pray earnestly to God the Holy Ghost for light to know the sacred truths thoroughly and for wisdom to present them to the children in such a way as to do each one the most good.
- d) Pray earnestly for grace to live your religion, to "live in the faith of the Son of God," every minute of the day, knowing that your example is a far more potent influence than any words which you may say.
- e) Trust God and teach as well as you can.
- f) Let nothing trouble or discourage you. Teachers may sow the heavenly seed in rough and stony ground. Often they think that they have failed. They, themselves, seldom reap the harvest. Some glad day Our Lord will let them know how good a thing it was to have labored in His vineyard.

2. General Method of Presenting Textbook Material

- a) Know the story in the text and tell it.
- b) Teach any word that may puzzle the child.
- c) Discuss each illustration as it occurs in the textbook.
- d) Read the text in class.
- e) Question in order to be sure the text is understood.
- f) Memorize the Catechism.
- g) Have each child keep a project book.
- h) Keep clearly in mind the fact that this is a lesson in Christian Doctrine-not a mere reading lesson. The main objective is comprehension. While it is desirable that every pupil should read the entire text, it is not essential, especially in the case of a child who has serious difficulty in reading other texts of his age level. Such boys and girls frequently understand what they hear read and discussed in class; comprehension is the main point.

In an average class there will be good, medium, and poor readers. Let the good ones carry the weight of the reading of the text. Call on the slower ones to re-read in answer to thought provoking questions or to tell in their own words the substance of what has been read. If and when necessary, let the slower

GENERAL PROCEDURE

group re-read and discuss the subject matter at the supplementary reading period.

- i) Question in order to see if the boys and girls really understand the matter read. In the day-by-day discussion of the individual text lessons, the Salient Points will be noted; but the teacher should formulate her own questions for this study of the meaning of the text.

The art of questioning is a great asset to every teacher. It is not an art but rather a skill which is acquired by thought and practice. The following hints may prove helpful:

1. CHARACTERISTICS OF A GOOD QUESTION

- (a) It must have a definite purpose. One has a salient point in mind and questions to get that point drawn by the pupil from the subject matter or from the application of the subject matter to life.
- (b) Its form should help achieve that purpose.

Examples:

Good: (Supposition is that the pupils have read the story)
Who will tell us the story of the Roman Officer? Jerry.

(After he finishes-)

What did the officer say to Our Lord?

Why do you think he said that?

Did you ever hear those words before? When? Where?

Bad: Do you ever say those words? When? Why?

Bad: What did the noble Roman Officer say when he saw

Our Lord coming to the officer's house to cure his servant who was paralyzed?

- (c) A good question presents a challenge.

Good: Did you ever see the Roman Officer's words in any other book? Where? Show them to us?

Bad: We can find the words the Roman Officer said in the Missal. Can't we?

- (d) A good question should arouse interest.

Good: Billy, was your father an officer? When? How many men did he command? Were Roman officers like American officers? Was this Roman officer called a captain? What was he called? Why? (Suggest looking up Centurion in the dictionary.)

Bad: Who can define the term "Roman Officer"?

GENERAL PROCEDURE

(e) A good question is prepared with the child in mind as well as the subject matter. It is suited to his age-level, ability, and experience.

Good: What did the Centurion say to Our Lord? Why?

What did the Roman Officer say to Jesus? Why?

What did the man say to Jesus? Why did he say that?

Bad: What in your opinion is the salient reason for this celebrated remark of the Roman Centurion of Capharnaum?

(f) A good question is clear.

(g) It is worded in accord with the child's vocabulary.

(h) It contains one main idea.

(i) It can have only one meaning.

(j) It conforms with the rules of good English.

(k) Except for the questions and answers in a formal manual, such as the Baltimore Catechism, a good question avoids the exact words of the textbook and encourages the pupil to use the words of his own vocabulary in giving his answers.

2. CHARACTERISTICS OF A GOOD ASSIGNMENT

(a) A good assignment is the logical outgrowth of the class exercise; frequently it contains a question and answer from the Baltimore Catechism. The assignment should tend to fix the explanation in mind. The statement from the Catechism should be memorized: exactly if it is important, such as a definition; in clear English and correct thought content, but not necessarily in the exact words of the Catechism, if it is less important.

Example:

Such definitions as that of a sacrament, the seven sacraments, grace, etc., should be learned in the exact words of the Baltimore Catechism. Other statements, such as, "The good angels help us ..." may be said in the pupil's own words provided the facts are correct.

(b) An assignment should be strongly motivated.

The proper motivation for all studies in Christian Doctrine is a sincere desire to know God, His attributes, and His laws in order that "knowing God ever more and more perfectly, we may love Him ever more and more ardently, and may serve Him ever more and more perfectly." Any other motive is off center. Such motivation is sometimes the cause of the bitter

GENERAL PROCEDURE

disappointment certain children give in later years. Have we ever heard a teacher say, "I cannot understand it. He won so many prizes in Christian Doctrine. Now he is married out of the Church and never goes to Mass"?

It may be necessary under certain circumstances to resort to some lower type of motivation, but we should look on the procedure as a temporary expedient. We should use the lower type to obtain surface results while we strive earnestly and prayerfully to awaken a true (~ desire to know God. Then we should stress the higher motive kindly.

(c) An assignment should have a definite purpose or objective, and the pupils should realize the value of that purpose or objective.

(d) The assignment should be definite.

(e) It should be clear.

(f) It should be within the capacity of the pupil. Hence the need for differentiated assignments to meet the individual needs. The boy who "won't" do his assignment frequently cannot do it and uses the "won't" as a shield. If we can assign him something with which he can succeed, and even help him to succeed, usually that "won't" attitude will trouble us no more. Also, we must note the effort to get the assignment, even more than the result of that effort.

(g) The assignment should be educative-not merely time-filling.

(h) It should give definite suggestions for the study procedure. Otherwise time may be wasted on trial-and-error procedures.

(i) It should be adjusted to time, ability, opportunities, and experience of the class as a whole, but with a sharp eye on individual differences.

(j) It should provide for the minimum essential with provisions for enrichment and activity-the minimum essential being the memorization of the important questions and answers of the Baltimore Catechism.

3. THE ACTIVITY PROGRAM

The activity program to the study of religion is the living of that religion. We must keep this fact clearly in mind.

There is a wealth of suggested activities at the end of each unit in the text. No teacher is expected to do all of them, but each teacher should choose the activities that will best help her pupils

GENERAL PROCEDURE

understand their religion.

4. EXERCISES AND TESTS

The Exercises and Tests inserted at the end of each unit to serve as a complete review and as a clinching point to the matter taught within the unit. The teacher should use these exercises and tests. A Key to the tests has been included in this manual.

5. SYLLABUS

The Syllabus for *Living My Religion* series has been added as a supplement to help the teacher in the assignment of her work.

TEACHER'S MANUAL

FOR

LIVING MY RELIGION SERIES

Book 5: *Living Through God's Gifts*



SYLLABUS FOR FIFTH GRADE

September

Doctrine: God The Supreme Being

Q. & A. 1, 2, 3, 4, 5, 6, 7, 8

Bible History

Creation. Descendants of Adam and Eve

Picture Study

Jesus at Jacob's Well

Prayers

Review: The prayers taught in the Fourth Grade

Teach: The Hail Holy Queen

Practice

Each time you assist at Mass, thank God for the graces that come to you through the sacraments you have already received

October

Doctrine: Sin and Temptation The Holy Ghost
Q. & A. 32, 33, 34, 35, 36, 37, 38, 39 53, 54, 59, 60, 61, 62, 63, 64

Bible History

The Temptation of Jesus. The Good Samaritan

Picture Study

Jesus Writes upon the Sand. The Descent of the Holy Ghost

Prayers

Acts of Faith, Hope, and Love

Practice

Say three little prayers (ejaculations) in the time of temptation

November

Doctrine: The Seven Sacraments Baptism
Q. & A. 138 through 146 147 through 150

Bible History

Christ Heals the Sick. Jesus and Nicodemus

Picture Study

Power Went Forth From Him. Jesus and Nicodemus. Jesus Blessing Children

Prayers

Promises made at Baptism

Practice

Love of neighbor

December

Doctrine: The Sacrament of Confirmation. The Holy Eucharist
Q. & A. 151, 152, 153 154 through 169

Bible History

The Story of Tarcisius

Picture Study

"And Their Eyes Were Opened"

Prayers

Prayer to the Holy Ghost (Page 120 of the Text.)

Practice

Show signs of your Faith, e.g., Tip your hat, bow your head when passing the church

January

Doctrine: The Commandments of God
Q. & A. 87. Review all the doctrine taught in Grade Five

Bible History

Review all the Bible History taught in Grade Five

Picture Study

Jesus Preaching

Prayers

Review all the prayers taught. Teach "Soul of Christ," page 158, Text.

Practice

Daily visits to Jesus in the Blessed Sacrament

February

Doctrine: The Sacrament of Penance
The Sacrament of Mercy: Q. & A. 170 through 183

Bible History

Mary Magdalen

Picture Study

The Crucifixion of Our Saviour

Prayers

Act of Contrition

Practice

Read and pass Catholic magazines and papers among your friends, especially those who attend public schools

SYLLABUS

BOOK 5

March

Doctrine: The Sacrament of Penance
Confession: Q. & A. 184 through 196

Bible Story

The Prodigal Son

Picture Study

“Whatsoever thou shalt loose”

Prayers

Act of Perfect Contrition

Practice

Weekly Confession

April

Doctrine: Temporal Punishment and Indulgences: Q. & A. 197 through 201. Sacrament of: Extreme Unction, Q. 202; Holy Orders, Q. 203; Matrimony, Q. 204; Sacramentals, Q. & A. 205, 206

Bible History

Marriage Feast at Cana

Picture Study

The Man who Was Deaf and Dumb

Prayer

The Rosary

Practice

How to prepare a sick room for the administration of the Last Sacraments

May

Doctrine: Prayer
Q. & A. 207 through 214

Bible History

Story of the Our Father

Picture Study

Our Lord at Prayer

Prayer

The meaning of “Amen” at the end of the Lord’s Prayer

Practice

Use your rosary every day

BOOK 5

SYLLABUS

June

Doctrine: Life and God’s Gifts

Review all the questions and answers taught in Grade Five

Bible History

Review all the Bible Stories

Picture Study

The Last Supper

Prayer

Review: All the prayers taught in Grade Five

Teach: “A Prayer of Thanksgiving” page 299

Practice

Talking with God—using your own words in prayer

SPECIAL PROCEDURES

Theme

I live in the faith of the Son of God, who loved me and gave Himself up for me (Gal. 2:20).

Aim

To help each child to live his religion.

Aims of Book 5

To deepen and strengthen each child's loving reverence for the sacraments.

To encourage frequent and fervent reception of the sacraments of Penance and Holy Eucharist.

To develop appreciation for the liturgy as embodied in the ceremonies prescribed for the administration of the sacraments.

Subject Matter for Grade 5

For the basic doctrinal matter, see the questions and answers of the *New Revised Baltimore Catechism*, No. 1, as found on the pages 326 to 342 of the textbook, *Living Through God's Gifts*.

The stories chosen from Bible and Church History illustrate the doctrine to be taught.

The chief stress is on the sacraments: God's supernatural gift of grace bestowed on us through the merits of Jesus Christ by means of the seven sacraments.

The subject matter is discussed under three main headings:

1. God Whom We Worship
His Gifts to Us—the Sacraments
2. The Liturgy of the Sacraments
3. The Prayers We Offer

BOOK 5

SPECIAL PROCEDURE

The subject matter is presented in sixteen units:

	TEXTBOOK PAGES
1. God, the Supreme Being	3-18
2. Sin and Redemption	19-36
3. God's Friendship through the Holy Ghost	37-70
4. The Seven Sacraments	71-88
5. Baptism	89-106
6. Confirmation	107-124
7. Holy Eucharist	125-158
8. Commandments of God (Review Unit)	159-192
9. Penance	193-210
10. Temporal Punishment and Indulgences	211-218
11. Extreme Unction	219-228
12. Holy Orders	229-239
13. Matrimony	239-246
14. Sacramentals	247-263
15. Prayer	265-281
16. Life and God's Gifts	282-299

Method for Grade 5

The detailed presentation of these units will be treated under the following headings:

1. Doctrine
2. Preparation
Picture study
Word Study
3. Presentation
Reading of the text
Salient Points
Q. & A. to be memorized
4. Church History
5. Bible History
6. Activities
Project
Practice
7. Suggestions

Before preparing units and daily plans, read carefully the "Proximate Preparation of the Teacher," pages 6 to 9, especially the following:

1. Realization of the Aim, page 1.
2. General Points to Keep in Mind, page 6.
3. General Method of presenting Textbook Material, page 6.
4. Characteristics of a Good Question, page 7.
5. Characteristics of a Good Assignment, page 8.

The Five-Point Program

Read the "Five-Point Program," pages 2 to 5.

The Third Grade Teacher has made a good beginning in the formation of those habits which are so well calculated to lead our boys and girls to be fervent Catholic children here and now, and to become zealous Catholic men and women by and by. The Fourth-Grade Teacher has taken up the work in her turn, and she has carried it on earnestly for another scholastic year. Now where are we?

The Fifth-Grade Teacher should check results and find out how far these habits are really taking form. She should do this in order to plan her campaign wisely and well. The summer vacation is a testing period. Children who have done remarkably well during school time sometimes fail to receive the sacraments of Penance and Holy Eucharist during the vacation. Some become irregular in Mass attendance. Were the boys and girls able to persevere without our aid? How has each one of our children met the temptations of the vacation? Have habits of virtue grown deep and strong? Did every one of our boys and girls stand up like a brave soldier of Jesus Christ? Did anyone slip or fall away more or less from true Catholic practice?

We may speak of the courage shown by children during the vacation in living up to their religion, standing on their own two feet like men and women and doing what they know is right. It is a good plan to cite examples as near to home as possible, even courageous acts of members of the class; but we must be wise and avoid singling out one or two children only.

DETAILED METHOD FOR GRADE FIVE

UNIT 1. GOD, THE SUPREME BEING

1. Doctrine

- A. What creation is
Who created us, human beings
Who our Creator is
- B. Why God created us, human beings
What we must do to gain heaven
From whom we learn our duties
Where we find the truths to be believed
- C. What happened to the first human beings
Creation of the world
Creation of the first human beings
Test God gave to Adam and Eve
Results of the test
- D. What is meant by "Supreme Being"

2. Preparation

Study the picture of "Jesus at Jacob's Well"; read (John 4:6) and be able to tell the class in detail the true significance of this picture and its relation to the lesson.

Permit the class to discuss the pictures on *pages 5 and 8*. Interest may be made more keen by studying these pictures before reading the text and then after. Compare what the pictures mean to the children, and just how much the lesson has given them to understand the significance of the pictures.

On *page 16* there are ten words, if the words are studied before the reading of the text and their meanings understood, the children will better understand the lesson and its meaning.

3. Presentation

Have the class read the text, *pages 3 to 15*. Question them to determine just how well they understand the lesson. The following questions may be used and may be found helpful. Who is the Creator? What did He create? Did you have a beginning? How many years ago? Point out various objects of nature, e.g., trees, cement, stars, sun, etc. Did these things have a beginning? When? Trace back to God, the Creator, who made all things from nothing.