

SYLLABUS and TEACHER'S MANUALS

FOR

LIVING MY RELIGION SERIES

Book 6 : *Living In God's Church*

BY

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

GENERAL PROCEDURE

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

GENERAL PROCEDURE

sins harm 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.

We should encourage daily Communion where we can. The habit of frequent Communion ties in so closely with the habit of daily Mass that the two should be considered together.

The habit of frequent communion is not so hard to attain as fervent Communion. One notices the careless, lackadaisical way in which some children go up to the altar and return. One fears that they make no thanksgiving because they seem so restless and distracted. It may be necessary to correct such a fault; certainly we should not let it pass. The best way is to go to the root of the matter, find the cause, and apply a suitable remedy which is positive rather than negative.

Penance and the Holy Eucharist, frequently and fervently received, form, so to speak, a 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 must try our best to help our 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 pupils. Each of these groups must be provided for in the teaching plan. Let the good ones carry the weight of the extra activities; the medium group work up the "enrichment" material; and all master the minimum

GENERAL PROCEDURE

requirements which will be outlined in each lesson. Provide plenty of spaced review in the various forms given in the textbook to help especially the slow learner. 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. When necessary, let the slower 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?

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(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"?

(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.

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(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 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.

(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.

GENERAL PROCEDURE

Suggested activities are given at the end of each unit in the textbook. These are pedagogical devices designed to promote learning. No teacher is expected to choose all of them.

4. EXERCISES AND TESTS

Exercises and tests at the end of each unit serve to review and clinch the matter taught within the unit. 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 their work.

TEACHER'S MANUAL

FOR

LIVING MY RELIGION SERIES

Book 6: Living in God's Church



SYLLABUS FOR GRADE 6

September

Doctrine: Our Goal, Eternal Happiness

Review Q. & A. 4, 5, 6, 344

New Q. & A. 91,92,93,345,346

Bible History:

Old Testament — David's Prophecy of the Passion

New Testament — Our Lord's Public Life

Saint: St. Peter

Prayer: The Apostles' Creed

Practice: Make the sign of the Cross with thoughtful reverence

October

Doctrine: The Church, Christ's Living Voice

Review Q. & A. 138, 145, 146, 147, 148, 149

New Q. & A. 136, 137, 139, 140, 141, 142, 143, 144, 150, 151

Old Testament — The Call of Abraham, Moses

New Testament — The Founding of the Church

Saint: St. Andrew

Prayer: Act of Faith

Practice: Interest in the Negro and Indian Missions

November

Doctrine: The Marks of the Church — The Communion of Saints

Review Q. & A. 152, 153, 155, 166, 170, 175

New Q. & A. 154, 156, 157, 158, 159, 160, 167, 168, 171, 172, 173, 174

Bible History:

Song of the Saints in Heaven

The Beatitudes

The Unmerciful Servant

Saint: St. James the Greater

Prayer: Memorare to Our Lady

Practice:

To honor the saints in heaven

SYLLABUS

GRADE 6

December

Doctrine: The Redemption and Sin — The Resurrection of the Body and Life Everlasting

Review Q. & A. 51, 54, 55, 56, 57, 58, 62, 63,64, 65, 66, 67, 69, 70, 71, 90, 94, 176, 180, 181, 183, 187

New Q. & A. 52, 53, 59, 60, 61, 68, 72, 73, 177, 178, 179, 182, 184, 185, 186

Bible History:

The Prodigal Son

Saint: St. John

Prayer: O Holy Mary, my Mistress

Practice: The Little Secret

January

Doctrine: The Holy Ghost and Grace — The Virtues and the Gifts of the Holy Ghost

Review Q. & A. 105,110,113,117,121,124,127

New Q. & A. 106, 107, 108, 109, 111, 112, 114, 116, 118, 119, 120, 122, 123, 125, 126, 128, 130, 131, 132, 133, 134

Bible History:

Pentecost

Saint: St. Philip

Prayer: Come, Holy Spirit

Practice: To thank Our Lord for the gift of grace when you go to confession.

February

Doctrine. The Sacraments and Prayer — Baptism — Confirmation

Review Q. & A. 304, 307, 310, 311, 475, 315, 316, 318, 319, 330, 331, 342

New Q. & A. 306, 479, 317, 320, 321, 322, 323, 327, 328, 329, 324, 325, 326 - 340, 337, 338, 339, 341, 332, 333, 334, 335, 336

Bible History: How Jesus prayed - St. Paul at Ephesus

Saint: St. Bartholomew

Prayer: Act of Faith

Practice: How to give Baptism in case of necessity

March

Doctrine: The Sacrament of the Eucharist

Review Q. & A. 343, 344, 347, 348, 349, 354, 366, 367, 368, 370, 373, 374, 377

New Q. & A. 345, 346, 350, 351, 352, 353, 355, 356, 369, 371, 372, 375, 378

Bible History: Christ Discourses on the Bread of Life

Saint: St. Thomas

Prayer: Act of Hope

Practice: To pray every day for some careless Catholic, that the Holy Ghost will give him the strength to practice his faith

April

Doctrine: The Commandments of the Church

Review Q. & A. 281, 282, 283, 284, 286, 288, 289, 293, 295, 297, 298

New Q. & A. 279, 280, 285, 287, 288, 289, 290, 291, 292, 294, 296, 299, 300, 301, 302, 303

Bible History: The Pharisee and the Publican

Saint: St. James the Less

Prayer: The Prayer before a Crucifix

Practice: Make some little sacrifice on fast days.

May

Doctrine: The Sacrament of Penance - The Church's Spiritual Treasury - Thanksgiving for the Faith

Review Q. & A. 379, 384, 388, 396, 397, 398, 399, 400, 401, 435, 436, 437, 438, 441, 469, 473

New Q. & A. 380, 381, 382, 383, 389, 390, 391, 392, 393, 394, 395, 402, 412, 419, 439, 440, 442, 470, 471, 472, 474

Bible History:

Institution of Penance and Forgiveness of sin

Saint: St. Jude Thaddeus

Prayer: Act of Contrition

Practice: Frequent examination of conscience

June

Saint: St. Simon

Prayer: Review the prayers of this grade

Practice: Always wear a medal of Our Lady

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 of the Living My Religion Series of Baltimore Catechisms

To help each child live his religion.

Aims of Book Six

To lead the child to the knowledge of his Christian heritage so that he will learn to love and appreciate what it means to belong to Christ's Mystical Body.

Subject Matter for Grade Six

For the basic doctrinal matter, see the questions and answers of the *New Revised Baltimore Catechism*, Number 2, as found on pages 340-372 of the textbook, *Living in God's Church*.

This basic doctrinal matter was chosen to carry out the aims, and it was arranged according to the Unit Outlines shown on pp. 375-376 of the textbook.

Method for Grade Six

The detailed presentation of the units and their sub-units will be treated under the following headings.

I. Doctrine

II. Preparation

1. Introductory Story
2. Study of picture or illustration

III. Presentation (For the entire class). Minimum Essentials

1. Reading the Textbook
2. Salient Points
3. Points to Be Memorized
4. Mental Prayer
5. Scripture Study

IV. Enrichment

1. Questions for Thoughtful Boys and Girls
2. Points for Class Discussion
3. Points to Remember
4. Points for Panel Discussion

V. Activity

1. Project Books
2. Dramatization

(These Activities may be used for assemblies, Parents' Day, Displays, etc.)

VI. Key for the Self-Tests at the End of Each Unit

Mental Prayer

Points and suggestions for Mental Prayer will be found in each Unit. Use these with the entire class. Even the slowest learner can talk to Our Blessed Lord in his own words.

Project Books

Since the pupils have made project books in the lower grades, they will enjoy continuing this activity in Grade Six. Here they will be able to enlarge upon the work. Of course allowance will be made for individual differences. Each child should be encouraged to do his best, and he should be given credit accordingly.

New Testament

Each child should be encouraged to get a copy of the New Testament. He should be instructed in its use.

Doctrinal Questions and Answers

The questions answers to be memorized are recorded in the manual in the order in which they appear in the textbook.

Before preparing daily plans, read carefully "Proximate reparation of the Teacher," pages 6 to 10, especially the following:

1. General Points to Keep in Mind, page 6.
2. General Method of Presenting the Textbook Material, especially the paragraph beginning "Question to determine ...," because it explains the handling of the Salient Points, page 7.
3. Characteristics of a Good Question, page 7.
4. Characteristics of a Good Assignment, page 8.

DETAILED METHOD FOR GRADE SIX**UNIT I. OUR GOAL - ETERNAL HAPPINESS****1. Doctrine**

What we must do to gain eternal happiness
The Sermon on the Mount
The Institution of the Holy Eucharist

2. Preparation

This entire unit is devoted to Our Lord's Public Life. It is therefore introduced by the picture illustrating Our Lord's first public miracle at the marriage feast at Cana. This miracle Jesus performed at the request of Our Blessed Mother. You will learn a great deal about Our Lord's public life in this unit, so let us begin by studying the picture.

PICTURE STUDY

St. John tells us "There was a marriage in Cana of Galilee: and the mother of Jesus was there. And Jesus was invited and His disciples, to the marriage." As you read your textbook you will learn more about this marriage feast. Let us note the place of Our Blessed Mother, her calmness contrasted with the astonished look on the face of each of the disciples. (Draw from the pupils the reason. Lady knew the power of her Son; the disciples did not.)

WORD STUDY

myrrh — a bitter shrub
eternal — everlasting, lasting forever and ever
prophecy — certain predictions of future events which cannot be known by natural means.
prophet — one who makes known the will of God; sometimes by foretelling the future; often by standing for the Law of God.

3. Presentation

The pupils of the sixth grade will be able to read the textbook. It is well to vary the method. The teacher should have the pupil read as much as possible. In the introduction on pages 3 and 4 it would be well to have the class read as a group then ask the questions on page 6. After this, have the pupils read individually or silently.

SALIENT POINTS

Our goal is eternal happiness.

To gain eternal happiness we must know, love and serve God.

Each event in Our Lord's life teaches us about the way to happiness.

The Church helps us to gain eternal happiness.

The chief truths taught by Jesus Christ are found in the Apostles' Creed.

DOCTRINE TO BE MEMORIZED

Questions 4, 5, 6, and 344 have been taught in previous grades. A review may be sufficient.

Questions 91, 92, 93, 345, and 346 are new questions. They should be well explained and drilled.

MENTAL PRAYER

Work on the suggestions on pages 8, 13, 28. If a child seems unable to form his own picture, suggest the picture on page 9.

4. Scripture Study

OLD TESTAMENT

David's prophecy of the Passion (Psalm 21 : 7-9, 14-19)

The Paschal Lamb, a Sacrifice of the Old Law (Exodus 12: 1-6)

Elias offers a Sacrifice of the Old Law (III Kings 18:21-39)

The Manna (Exodus 16:11-31)

The Sacrifice of Melchisedech (unbloody) (Genesis 14: 18-20)

The Sacrifice of David for sin (bloody) (II Kings 24: 18-23)

The Prophecy concerning the Mass (Malachias 1: 11)

NEW TESTAMENT

Each of the Evangelists — Matthew, Mark, Luke, and John — relates many incidents in Our Lord's Life. These are referred to throughout this unit. If the pupils have a copy of the New Testament, have them look up these quotations. The slower pupils may be able to look up only a few while the brighter group may be able to master them all.

5. Enrichment

Questions for Thoughtful Boys and Girls: pages 4, 6, 8, 11, 21.

Class Discussion, pages: 5, 6, 8, 11, 14, 18, 25, 28, 30.

Readings You Will Enjoy are listed on page 34.

6. Activities

If there is a child in the class who has a talent for drawing, use this talent by having him copy the pictures on pages 9 and 15. He will be thinking of Our Lord and it will add to his project book.

PROJECT BOOK

In your project book make a list of the chief happenings at:

- a) The Last Supper
- b) The Agony in the Garden
- c) The Trial before the High Priest
- d) The Way of the Cross
- e) The Crucifixion
- f) The Three Hours on the Cross

Use the pageants described on page 33, which will serve as an appropriate climax for this unit.

7. Key to the Tests

SELF-TEST, page 33

1. Eternal happiness
2. Pleasure satisfies the senses — happiness is being at rest inside.
3. Know, love and serve God
4. Living in union with God, doing what He wants us to do
5.
 - a) Give glory to God
 - b) Adore God
 - c) Do God's will
 - d) To live all for God
 - e) Praise the Father
 - f) Respect for God's House
 - g) To know and follow Jesus
 - h) Hunger for truth
 - i) Great gift of the Holy Eucharist
 - j) Merciful forgiveness
 - k) The promise fulfilled — we must partake of the Great Gift.
 - l) To suffer for the love of God.
 - m) Jesus is the Way — the Way to the Father - the Way to happiness — knowing, loving and serving God.
6. The Church gives us Jesus Christ in the Sacrament of the Holy Eucharist.
7. The Apostles' Creed.