

God Leads the Chosen People

- ◆ Say: Before we start the fourth unit of your book, let's take turns reading aloud page 148. When the Israelites turned from God and were attacked by enemies, God saved them. We will learn how God did this through the judges and the first three kings of Israel.

CHAPTER 17 The Period of Judges

Centering PAGE 147

- ◆ Hold up a calendar and point to a day of the past week. Ask: **Was this a good day or a bad day for you? What made it that way? Is it possible to have only good days? Why or why not?**
- ◆ Say: **The history of the Chosen People shows that they had to deal with many problems.** Ask: **What events are examples of this?** (slavery in Egypt, hunger in the desert, battles with the enemy)
- ◆ Have your child read aloud the title of Unit 4 and the Scripture verse on page 147.

Sharing PAGE 149

- ◆ Read aloud the chapter title and the section Growing Pains on page 149. Share a story from your own experience of problems you had while growing up. Then invite your child to talk about times he or she experienced growing pains.
- ◆ Have your child read aloud Problems in the Promised Land. Have your child make a checkmark next to the problems the Israelites encountered in the Promised Land. ("Once the Israelites had been desert travelers. Now they had to plow the soil and plant crops." "Once the Ark of the Covenant had been in their midst. Now the tribes were scattered throughout the land.")
- ◆ Ask: **What was one of the Israelites' most serious mistakes?** (They turned from the Lord to the god Baal.) **What is the name of this sin?** (idolatry) **When they found themselves in trouble, what did the Israelites do?** (They called to the Lord for forgiveness and protection.)

- ◆ Have your child read silently *An Answer to Prayer*. Invite your child to define the word *judges*. (people appointed by God to lead the Chosen People) Then talk with your child about the meaning of the word *charism*. (a special gift of God given to a person for the good of others)
- ◆ Say: **The writer of the Book of Judges wanted to show that the Israelites were unfaithful to God, but God remained faithful, forgiving, and loving.**
- ◆ Have your child add *judges* and *charism* to the vocabulary section of his or her journey log.

Sharing PAGE 150

- ◆ Ask: **What are values?** (ideals, qualities, goals, or ideas we consider important) **When people ask what you value in life, they do not always mean objects or possessions.** Ask: **What are things you value that aren't objects?** (family, friends, sports, music lessons, alone time)
- ◆ Say: **You can tell people's values by how they live. For example, people who value friendship spend time trying to be good friends. People who value fame tend to do things that make others notice them.** Ask: **Where do we learn our values?** (from others, especially people we love and admire)
- ◆ Have your child read silently *Heroes of Israel and Deborah: A Faith-Filled Woman* on page 150. Talk with your child about ways Deborah cared for her people. Discuss whether your child thinks that Deborah was a good leader.
- ◆ Have your child read aloud *Gideon: An Obedient Judge* on page 150. Review your child's answers. Then read aloud the account of the attack in Judges 7:16–22.

Sharing PAGES 151–152

- ◆ Have your child read aloud *Samson, the Strongman* on page 151. Say: **As Catholics, we practice abstaining from certain practices as Samson did. On Fridays during the season of Lent, we abstain from eating meat as a way of practicing discipline in order to be a better follower of Jesus. Throughout Lent, we also make promises to abstain from certain behaviors that are not helping us grow closer to God.**
- ◆ Have your child read silently *Ruth, the Foreigner* on pages 151–152. Say: **Ruth was not a judge, but her story took place during the period of the judges. God blessed Ruth and her husband, Boaz, with a son who became the grandfather of King David, the ancestor of Jesus.**

- ◆ Have your child read aloud *A Right to the Truth*. Point out that it is important to get news from a variety of sources because the truth can be distorted by various news services.
- ◆ Read aloud *Heroes and Heroines of Tomorrow*. Ask: **How do we become heroes and heroines?** (by being inspired by the people we respect and hold as role models, by becoming the best people we can be, by setting good examples for others)
- ◆ Read aloud *A Moment with Jesus*. Allow time for your child to pray quietly.

Acting PAGES 153–154

- ◆ Have your child read aloud 2 Corinthians 4:7–10. Allow time for your child to reflect prayerfully on the passage. Then lead your child in a litany of thanks. The response is “We thank you, Lord.” Say: **For new days and new chances to start over, we pray . . . ; for family and friends, who love us no matter how many mistakes we make, we pray . . .** Encourage your child to add his or her own thanks.
- ◆ Lead your child through the Summary and the Review on pages 153 and 154.
- ◆ Encourage your child to share the Things to Do at Home section with other members of your family, or together read aloud the section to review.

Gather and Go Forth PAGES 155–156**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 155. Say: **When we trust that God will care for us, we are free to love our brothers and sisters.**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **Being a disciple of Christ means that we may have to make difficult decisions. We can trust God to guide and protect us.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and ask: **How do your words and actions honor the truth?**
- ◆ Read aloud A Catholic to Know on page 156. Say: **Saint Clare is a great example of how to live the beatitude “Blessed are the poor in spirit.” She inspires us to live a Gospel life.**
- ◆ Read aloud the Witness and Share introductory text. Then read aloud each faith statement in My Way to Faith, pausing to allow time for your child to reflect on each one.
- ◆ Read aloud the Share Your Faith directions and have your child complete the activity.

TRANSFORM

- ◆ Discuss justice. Say: **Name some people who have worked to make society better. Ask: How did their efforts promote human dignity?** (Provide examples of people such as Dorothy Day, Archbishop Oscar Romero, Gandhi.)
- ◆ Say: **As Catholics, we honor the truth. Speak up when you hear messages that threaten human dignity.**

CHAPTER 18 The Kings of Israel

Centering

- ✦ Say: Name some world leaders today. Ask: Do you consider them good leaders or bad leaders? What do you think a good leader does? A bad leader?
- ✦ Ask: Who were the first leaders of the Israelites in the Promised Land? (judges)
- ✦ Ask: Who were some of the judges you studied? (Deborah, Gideon, Samson) Say: Today you will find out how kings came to rule Israel.

Sharing PAGE 157

- ✦ Have your child read silently God's Revelation to Samuel on page 157. Ask: How was Samuel, the last judge, different from the other judges? (Samuel was a spiritual leader, not a military one.)
- ✦ Ask: What did God want Samuel to tell Eli? (that Eli had failed in his duties as a father because he had not corrected his sons when they did wrong) How do we know that, in spite of his faults, Eli was a good man? (He accepted the message God gave him and did not take out his anger on Samuel.)
- ✦ Say: Samuel was judge over all of Israel. While the other judges led one or two tribes, through Samuel, God was preparing the Chosen People for the kings.

Sharing PAGE 158

- ✦ Have your child read aloud The Demand for a King on page 158. Ask your child to identify why the people wanted a king and why Samuel did not.
- ✦ Together choose sides to present a debate. Have you or your child present the Israelites' arguments for a king. Have the other present Samuel's arguments against a king. These ideas should be presented: **Pro:** Samuel's two sons were not good leaders. The neighboring countries had kings. The Israelites needed a king to unite them and lead them to victory. **Con:** A king might be treated like a god. He could get too powerful and become corrupt. He might levy taxes.
- ✦ Invite your child to tell about groups he or she might belong to or know about that have initiation ceremonies, such as the Scouts.
- ✦ Direct your child's attention to the picture of Samuel anointing Saul. Explain that anointing is part of a ceremony that sets a person apart for God.

- ◆ Have your child read silently *The Reign of Saul*. Invite your child to list Saul's strengths and weaknesses. The list might include the following:
Saul's Strengths: good soldier, courageous, able to unite the people;
Saul's Weaknesses: moody, proud, disobedient to God.

Sharing PAGE 159

- ◆ Write the word *consecration*. Ask your child to define *consecration*, then have him or her check the definition against the one in the Glossary. Tell your child that anointing is a sign of consecration.
- ◆ Together make a list of as many uses of oil as you can. Then have your child read aloud *The Uses of Oil* on page 159.
- ◆ Have your child read silently *Anointing with Oil*. Ask: **How did the Israelites use oil to show their respect for the Ark of the Covenant?** (They kept an oil lamp burning.) Say: **Burning a lamp before the Ark is an example of a ritual. What is a ritual?** (the words and actions of a religious ceremony)
- ◆ Ask: **What was Samuel's anointing of Saul a sign of?** (that God had chosen him and would send his Spirit to help him rule in God's name)
- ◆ Have your child read silently *Marked with God's Seal*. Ask: **When is chrism used?** (in Baptism, Confirmation, and the ordination of priests and bishops)
- ◆ Say: **Every parish has several oil stocks, or containers. Each oil stock has a different kind of oil that was blessed at the Chrism Mass. The oil of the sick is used to anoint the ill. The oil of catechumens anoints candidates for Baptism and is also used in dedicating altars.**

Sharing PAGE 160

- ◆ Take turns reading aloud *Anointing of the Sick and Holy Orders* on page 160.
- ◆ Say: **The first time Christians are anointed is at Baptism. It is at Baptism that the Spirit of God comes upon us. As God's consecrated and anointed ones, we are sent out to bring God's message to others. During Confirmation we are sealed with God's Spirit. The anointing at Confirmation reminds us that God is always with us.**
- ◆ Say: **In the Anointing of the Sick, a special grace is conferred on the person who is experiencing the difficulties that come with serious illness or old age. Jesus Christ is present in a fundamental way, sharing in his victory over sin and death.**
- ◆ Say: **When a man is ordained a priest, his hands are anointed and he is called to lead the Christian people and offer sacrifice to God. When a priest is ordained a bishop, God's Spirit changes his life.**
- ◆ Read aloud *A Moment with Jesus*. Allow time for your child to pray quietly.

Acting PAGES 161–162

- ◆ Lead your child through the Summary and the Review on pages 161 and 162.
- ◆ Ask: **Who among Samuel’s, Saul’s, and David’s stories did you admire the most?** Counter each choice with an objection and ask your child to defend his or her choice. (Samuel evidently did not raise his sons to follow God’s laws. Saul was so jealous that he tried to kill David. David was a shepherd boy who didn’t have the background to be a king.)
- ◆ Say: **Human heroes are not perfect. God works through weak human beings to show us that we all have a capacity for heroism. Like Samuel, Saul, and David, we too can become heroes by following God’s plan.**
- ◆ Ask: **Which strength of Samuel’s, Saul’s, or David’s would you like to have?** Talk about specific ways your child can show the strength of his or her chosen leader.
- ◆ Lead your child in prayer. Say: **Let us thank God for all those who have led us along the paths of the Lord and have given us an example we want to imitate.**
- ◆ Encourage your child to share the Things to Do at Home section with other members of your family, or together read aloud the section to review.

Gather and Go Forth PAGES 163–164**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 163. Say: **Jesus leads us to God by his example. We are called to follow his example.**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **Take a moment to think about how the Church helps you develop your relationship with Jesus.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **We share in Christ's priestly ministry by celebrating the sacraments.**
- ◆ Read aloud A Catholic to Know on page 164. Say: **Through her example, Saint Margaret of Scotland helped many people grow in virtue.**
- ◆ Read aloud the Witness and Share introductory text. Then read aloud each faith statement in My Way to Faith, pausing to allow time for your child to reflect on each one.
- ◆ Read aloud the Share Your Faith directions and have your child complete the activity.

TRANSFORM

- ◆ Have your child look for a way to be a faith leader. Many faith leaders, like Saint Margaret of Scotland, give their time to their community. Ask: **How would you like to give the gift of your time to our community?** (Possible answers: By becoming a Mass greeter, collecting canned food)

CHAPTER 19 David and Solomon**Centering**

- ✦ Discuss campaign speeches you and your child have listened to. Ask your child to name things the candidates talked about in their speeches.
- ✦ Say: **Everyone who runs for office makes promises about what he or she will do if elected. These are called campaign promises. The test of the elected candidate is how well he or she keeps these promises.**
- ✦ Ask: **How did Saul fail to live up to his call to be king?** (He disobeyed God.)
- ✦ Say: **Today you will learn more about King David and what he was like after he became king of Israel.**

Sharing PAGE 165

- ✦ Have your child read aloud the chapter title and the section God Looks at the Heart on page 165. Invite your child to summarize how David was chosen to be king. Then have him or her read aloud 1 Samuel 17, the story of David and Goliath.
- ✦ Have your child read silently David's Leadership. Ask: **Why was David a good leader?** (He obeyed God's law and served his people.) **Which city did David make the capital of Israel?** (Jerusalem)
- ✦ Say: **Establishing Jerusalem as the capital and bringing the Ark there, the sign of God's presence, helped unite the people politically as a nation and spiritually as the people of God.**
- ✦ Have your child read aloud David's Sin. Ask: **Why was it wrong for David to want Bathsheba as his wife?** (She was already married.) **Which commandment says a man may not desire to have the wife of another?** (The ninth—You shall not covet your neighbor's wife.)

Sharing PAGE 166

- ✦ Have your child read silently David's Sorrow on page 166. Say: **Sometimes when people have committed sin, they convince themselves that they did the right thing. But Nathan helped David see that his action was sinful.**
- ✦ Say: **David was sorry for his sin and begged for God's mercy.** Ask: **What did Nathan tell him then?** (Nathan said that God had forgiven David, but that David would suffer as a result of his sin.)

- ◆ Say: **David repented.** Ask: **What does *repent* mean?** (to be sorry, to make up for the wrong done, and to resolve not to do it again)
Say: **A person who repents is called a penitent.**
- ◆ Say: **Every sin or wrong brings its own punishment. We have to accept the results, or consequences, of our decisions and actions.**
- ◆ Have your child complete the activity David—Noble in Failure. Invite your child to share his or her answers and elaborate on them.

Sharing PAGE 167

- ◆ Have your child read aloud the first three paragraphs of David's Love for God on page 167. Ask: **How did David show love for God?** (He wrote psalms. He wanted to build a temple for the Ark of the Covenant.) **What are psalms?** (prayer songs) **What do they express?** (love, gratitude, sorrow for sin, desire for forgiveness)
- ◆ Ask: **If you had one wish, what would you wish for?** Tell your child that he or she will learn about a man who actually had the chance to achieve his greatest wish.
- ◆ Read aloud the fourth paragraph of the section. Then pray aloud Psalm 51, alternating verses with your child.
- ◆ Have your child read aloud In the Footsteps of David. Ask: **Why do you think King David allowed Solomon to take his throne while he was still alive?** (He was glad to see his line continue in power. The country needed direction while David was dying.) **What advice did David give to Solomon?** (Take courage, be a man; follow the way of the Lord.)
- ◆ Read aloud Solomon, a Wise King. Ask: **What did Solomon ask for?** (wisdom and an understanding heart) **How does his wish compare with your wish?**
- ◆ Ask: **How did the Lord show he was pleased with Solomon's answer?** (God gave Solomon a wise and understanding heart. He promised that no one would be equal to Solomon.)

Sharing PAGE 168

- ◆ Have your child read silently The Gift of Wisdom on page 168. Ask: **Along with wisdom, what are the other Gifts of the Holy Spirit?** (understanding, counsel, fortitude, knowledge, piety, fear of the Lord) **Why is Solomon known as the patron of all wisdom?** (He spoke wisely and wrote many proverbs and songs.) **What is a proverb?** (a wise saying) Have your child write *proverb* in the vocabulary section of his or her journey log.

- ◆ Ask: **Which books of the Bible are said to be written by Solomon?** (most of the Wisdom Literature in the Old Testament)
- ◆ Have your child read aloud Work of Wonder. Together read aloud the blessing of Solomon in the last paragraph.
- ◆ Have your child read silently The End of Solomon's Reign. Ask: **What did Solomon do that displeased God?** (To please his pagan wives, he built a temple to their idols.) **What was the result of Solomon's sin?** (The tribes of Israel were divided.)
- ◆ Read aloud A Moment with Jesus. Allow time for your child to pray quietly.

Acting PAGES 169–170

- ◆ Lead your child through the Summary and the Review on pages 169 and 170.
- ◆ Ask your child whether he or she thinks David would have chosen to sin if he had thought about any of the following: his obligations to God and the people; his principles as a leader of God's people; the consequences of his action.
- ◆ Encourage your child to share the Things to Do at Home section with other members of your family, or together read aloud the section to review.

Gather and Go Forth PAGES 171–172**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 171. Say: **These words sum up Jesus' mission. John had preached about a time to come; Jesus preached that the time had come. God had fulfilled his promises to Israel by sending his only Son to save the people.**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **Pilgrimages are journeys to holy sites. Our life here on earth is a pilgrimage to our permanent home in heaven.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **Knowing our Catholic faith helps us live our faith.**
- ◆ Read aloud A Catholic to Know on page 172. Say: **Benedict built what has become one of the most famous monasteries in the world. Monte Cassino was built in 529 on a mountain about 80 miles south of Rome.**
- ◆ Read aloud the Witness and Share introductory text. Then read aloud each faith statement in My Way to Faith, pausing to allow time for your child to reflect on each one.
- ◆ Read aloud the Share Your Faith directions and have your child complete the activity.

TRANSFORM

- ◆ Ask: **How does knowing that three great religions share Jerusalem as a sacred site help build fellowship among the people of these faiths? (It helps build respect and understanding among faiths.)**
- ◆ Explain that Jerusalem is the center of conflict between Israelis and Palestinians. Consider sharing some news articles about the peace process. Pray: **Lord, help the people of Jerusalem love one another so they may live in peace. Amen.**

CHAPTER 20 Unit 4 Review

Centering

- ◆ Explain to your child that we can learn about history by studying the people who lived during those times.
- ◆ Ask: **If I wanted to learn more about the Civil War, whose biographies could I read?** (Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Clara Barton, Julia Ward Howe) **Why would the stories of people's lives tell about the history of their times?** (The reader would get a sense of everyday life during that time, as well as how social and political factors affected the person's life and choices.)
- ◆ Ask: **If someone were to read my life story, what might they learn about life today in this country?**
- ◆ Say: **You have learned about the life and times of the Chosen People by studying famous people of those times. Today we are going to review what we have learned in this unit.**

Reviewing PAGES 173–175

- ◆ Write these scrambled words on a sheet of paper and have your child unscramble them: *raFe eth drLo dna vsree hmi thwi ryuo hlwoe thrae* (Fear the Lord and serve him with your whole heart.)
- ◆ Have your child complete the crossword puzzle Word Hunt on page 173. Have him or her read aloud the answers.
- ◆ Guide your child to complete Opening Lines on page 174.
- ◆ Allow time for your child to complete Hebrew Prayers. Invite your child to share his or her psalm verse and prayer-song. Talk about how your child might incorporate the prayer-song into his or her daily prayers.
- ◆ Have your child complete Israelite Leaders on page 175.
- ◆ Allow time for your child to complete Wisdom from Proverbs. Check his or her answers.

Celebrating PAGES 176–177

- ◆ Decide which parts each of you will read aloud during the celebration. Give your child time to practice his or her parts. Then invite your child to reflect on a good leader he or she knows and consider why that person is a good leader.
- ◆ Conduct the celebration on pages 176 and 177.

- ◆ Lead your child in a prayer response. Say: **Think of one or two sentences praising and thanking God for revealing himself and showing his love in the lives of the people we have studied. For example, you might say, “I praise and thank you, God, for showing us how to trust and believe in you through Abraham’s example of trust and generosity.”** [Pause.] **Now pray to God in your heart.**

Acting PAGE 178

- ◆ Have your child read aloud Looking Back at Unit 4 on page 178.
- ◆ Have your child complete Living the Message and Planning Ahead. Review your child’s answers. Allow time to clarify any other points about which your child needs further review.
- ◆ Have your child draw a contemporary “Here I am, Lord” scene, depicting himself or herself in a situation in which God speaks to him or her.
- ◆ Share and discuss with your child the Canticle of Hannah in 1 Samuel 2:1–10.
- ◆ Ask what it means to say that someone is getting the “royal treatment.” Explain that because all people are created in the image and likeness of God, our King, we are called to give all people the royal treatment. Have your child make a list of ways he or she can give the royal treatment to others in small ways every day.

Gather and Go Forth PAGES 179–180**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 179. Say: **God’s love tells us that he will help us. He is with us no matter what fearful time we are going through.**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **Holy Week begins with Palm Sunday and leads up to the Triduum, the three holiest days in the Christian calendar.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **When you are confirmed, you can be a sponsor for someone going through the RCIA.**
- ◆ Read aloud A Catholic to Know on page 180. Say: **Saint Bernard shows us that by trusting in God’s love, we receive the strength we need to bring unity wherever there is division. Saint Bernard, pray for us!**
- ◆ Read aloud the Witness and Share introductory text. Then read aloud each faith statement in My Way to Faith, pausing to allow time for your child to reflect on each one.
- ◆ Read aloud the Share Your Faith directions and have your child complete the activity.

TRANSFORM

- ◆ Challenge your child to act as a peacemaker. Say: **Saint Bernard worked to restore peace among people and nations. Think of a conflict you witnessed. Ask: What could you have done to help bring peace?**
- ◆ Challenge your child to pray the Peace Prayer of Saint Francis every Monday morning as a reminder of his or her call to be a peacemaker.