**Chapter 1, Introduction, p. 3.**

**Self-Reflection.** This section poses a few “ultimate” questions about the meaning of life. As you read the section, create a list like the one here and list the questions in your notebook. Add three of your own ultimate questions about the meaning of life.

|  |
| --- |
| Ultimate Questionsabout the Meaning of Life |
| How can God have no beginning or end? |
|  |
|  |

**Chapter 1, Section 1, p. 6.**

**Brainstorming.** Create a design in your notebook like the one below. At the end of each of the spokes, write down some of the things, people, and events that many people in society think will bring them happiness. Add an asterisk to any of your examples that you think really do bring happiness.

HAPPINESS

OWNING A HOME

**Chapter 1, Section 2, p. 9.**

**Assessing Arguments.** Create a chart like the one below. As you readd this section, list the proofs that God exists. Then rate the strength of each argument.

|  |  |
| --- | --- |
| Proof |   Weak Strong |
| 1. God is the Unmoved Mover
 |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Chapter 1, Section 3, p. 14.**

**Summarizing the Main Ideas.** Develop an organizer like the one below in your notebook. As you read this section, list at least one quality each for God the Father, God the Son, and God the Holy Spirit.

|  |
| --- |
| God the Father Creator |
| God the Son |
|  God the Holy Spirit  |

**Chapter 1, Section 4, p. 20.**

**Supporting Main Ideas.** As you read this section, jot down at least three examples that illustrate the importance of trust between members of the Church.

**Chapter 1, Section 5, p. 25.**

**Understanding Concepts.** As you read through this section, create a chart like the one here and list what faith enables you to do. Choose three examples, identify the one that most interests you, and explain why it does.

|  |  |
| --- | --- |
| Faith enables me to… | Example |
| Believe in God and all that he has revealed | The birth of my nephew was inspiring. |
|  |  |
|  |  |

**Chapter 2, Introduction, p. 39.**

**Compare and Contrast.** Draw a Venn diagram like the one below to illustrate what you understand to be the similarities and differences between the Bible and a textbook. The overlapping area will contain similarities, and the remaining space in each circle will illustrate differences.

**BIBLE**

both can be in print or electronic

**TEXTBOOK**

**Chapter 2, Section 1, p. 42.**

**Getting to Know Your Bible.** As you go through this section of the text, look at your own Bible, create your own chart, and fill out the right-hand column of the chart with answers to the questions in the left-hand column. This table provides a full example.

|  |  |
| --- | --- |
| What is the name of your Bible? | *Anselm Academic Study Bible* |
| What is its translation? | *New American Bible Revised Edition* |
| Does your Bible have a table of contents or an index? | yes |
| Can you find this passage? John 11:35 | yes |

**Chapter 2, Section 2, p. 48.**

**Asking Questions.** Create your own version of this chart (without the examples). As you learn about each type of biblical criticism in this section, imagine using a similar technique for subjects other than biblical studies, and write the example in the middle column. Then develop a corresponding question that you might ask the original authors of the Bible.

|  |  |  |
| --- | --- | --- |
| Type of Biblical Criticism | Modern Application | Question for Biblical Author |
| Form Criticism |  |  |
| Historical Criticism | The more I know about Europe in the 1980, the better I understand the fall of the Berlin Wall. | What was Jerusalem like at the time of Jesus? |
| Source Criticism |  |  |
| Redaction Criticism |  |  |

**Chapter 2, Section 3, p. 53.**

**Summarizing Content.** The section provides guidelines for reading the Bible as God’s Revelation rather than simply as a piece of literature. Copy the chart. For each guideline, write a summary sentence of the text material.

|  |  |
| --- | --- |
| Guideline | Summary |
| Look for religious truth in the Bible. | The Bible is Divine Revelation; it answers religious questions, not necessarily historical or scientific ones. |
| Read the Bible according to the Spirit. |  |
| Seek the Bible’s deeper spiritual meaning. |  |

**Chapter 3, Introduction, p. 69.**

**Brainstorming.** Record the question below in your notebook. As you read the section, list at least three more possible answers not included in the section.

Name at least three different media used to transmit the Bible today.

1. Printed text

**Chapter 3, Section 1, p. 71.**

**Understanding Main Ideas.** In a chart like the one below, list the three main stages in the Old Testament’s formation, and write what you think is most important to know about each stage.

1.

3.

2.

**Chapter 3, Section 2, p. 74.**

**Remembering Key Details.** Transcribe this list of Old Testament books by category. After you have read the section, fill in as many of the books as you can without looking. Then go back and check the text to fill in the rest of the list.

**THE PENTATEUCH**

Genesis

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THE HISTORICAL BOOKS**

Joshua

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First Book of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Second Book of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First Book of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Second Book of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

First Book of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Second Book of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

THE WISDOM BOOKS

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ecclesiastes

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THE PROPHETIC BOOKS**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

J \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

L \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

D \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Twelve Minor Prophets

**Chapter 3, Section 3, p. 84.**

**Compare and Contrast**. As you read about the formation of the New Testament, compare it to the Old Testament’s formation. Design a Venn diagram like the following and use it to capture what is unique to each one’s development and what is common to both.

OT

NT

**Chapter 3, Section 4, p. 89.**

**Asking Questions.** As you read this section, list in your notebook three questions you have about the New Testament.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chapter 4, Introduction, p. 105.**

**Word Association and Comparison**. Use the material in this section to help you to write words you associate with agreements, deals, contracts, and covenants. Circle those words that apply to two terms; put a rectangle around words that apply to three; and underline any word that relates to all four terms.

**Example:**

Agreement: relationship

Deal: transaction, relationship

Contract: binding, relationship

Covenant: binding, relationship

**Chapter 4, Section 1, p. 107.**

**Summarizing Main Ideas.** As you study each of the four sources for the Pentateuch, write a sentence that will best help you distinguish each one from the others.

|  |  |
| --- | --- |
| Source | Sentence |
| Yahwist | The Yahwist uses human characteristics for God. |
| Elohist |  |
| Deuteronomist |  |
| Priestly |  |

**Chapter 4, Section 2, p. 110.**

**Summarizing Main Ideas.** As you read through this section, write a sentence that summarizes each event.

|  |  |
| --- | --- |
| Sequence of Events | Summary Statement |
| Creation | God created the world and human beings to live with him in paradise. |
| Sin and the Fall |  |
| Punishment |  |
| The Promise |  |

**Chapter 4, Section 3, p. 114.**

**Supporting a Statement**. As you read through this section, jot down arguments for and against this statement: “Abraham is a model of faith.”

**Example:** The fact that Abraham believed that God would still give him a son even in his old age *supports* the statement.

**Chapter 4, Section 4, p. 119.**

**Identifying Biblical Books.** This section mentions the four biblical books that come after Genesis. For each book, note down a unique characteristic to help you remember and distinguish them from each other.

|  |  |
| --- | --- |
| Book | Unique Characteristic |
| Exodus |  |
| Leviticus | This book is about the Law. |
| Numbers |  |
| Deuteronomy |  |

**Chapter 5, Introduction, p. 137.**

**Compare and Contrast.** Draw a Venn diagram in your notebook like the one below. As you read the section, write in the circles characteristics of the friendship of St. John Paul II and Jerzy Kluger and those pertaining to the friendship between God and the Israelites. Put common characteristics in the overlapping portion.

Divine-Human Friendship

Human Friendship

**Chapter 5, Section 1, p. 139.**

**Analyzing Content.** As you read through this section and biblical verses, record some behaviors of the Israelites that please and displease God.

|  |  |
| --- | --- |
| Behaviors That Please God | Behaviors That Displease God |
| Obeying God’s commands like Joshua | Worshiping false gods |
|  |  |
|  |  |

**Chapter 5, Section 2, p. 143.**

**Compare and Contrast.** Design a model in your notebook that differentiates between the faults and triumphs of the kings as described in this section. For example, in the model here, the bricks scattered on the ground represent the faults of the kings; the bricks forming the foundation of a building represent the kings’ triumphs.

Brought Ark of Covenant to Jerusalem

David Guilty of Adultery

**Chapter 5, Section 3, p. 149.**

**Summarizing Main Ideas.** In your notebook, make a chart like the one here that organizes the names and messages of the prophets by the era they were active. Fill in the names and messages of the prophets from this section. *Note:* You will need to complete this chart for the Exile and Postexilic prophets when covering the material in Section 4 (pages 157-163) and Section 5 (pages 164-168).

|  |
| --- |
| Prophets |
| Era | Names | Message | Method |
| Preexilic | Elijah | Fidelity to God | Called on God to send fire to consume sacrifice |
| Exile |  |  |  |
| Postexilic |  |  |  |

**Chapter 5, Section 4, p. 157.**

**Specifying a Theme.** As you read through this section, identify the message of hope of the prophets of this period. Copy a graphic organizer like the one below in your notebook. Write the words of hope in the appropriate place.

“Repentance”

“Repair One’s Life”

Jeremiah

Ezekiel

Isaiah (40-55)

**Chapter 5, Section 5, p. 164.**

**Ordering Events.** As you read this section, create your own timeline of events. Use a model like the one below. Add more dates, people, and events.

Jews return to Jerusalem

Old Testament takes shape

Alexander the Great

Maccabees

Herod the Great

**Chapter 6, Introduction, p. 181.**

**Describing Good News.** Make a chart like the one here. As you read through this section, write down adjectives listed in this section and others that you come up with on your own that describe “good news.” In the second column, write a name or event that reminds you of the good news described by the adjective. Add as many rows as needed.

|  |
| --- |
| Describing “Good News” |
| Adjective | Example |
| Inspiring | Injured war veteran completes marathon |
|  |  |
|  |  |

**Chapter 6, Section 1, p. 183.**

**Assessing Information.** Use the material in this section to help you create an approximate percentage pie graph to represent the sources of the verses in Matthew’s and Luke’s Gospels. Include the Mark, Q, M, and L sources. Remember: the graph will be a rough estimation.

LUKE

MATTHEW

**Chapter 6, Section 2, p. 187.**

**Categorizing Information.** Create a timeline like the one below for the events in the early life of Jesus. As you read the section, note key events below the timeline. Note connecting Scripture passages above the timeline.

* Mt 1: 1-2: 23
* Lk 1: 1- 2: 52

Hidden Years

Presentation in the Temple

Birth of Jesus

**Chapter 6, Section 3, p. 191.**

**Compare and Contrast.** Create a chart like the one below. Use the text section and the referenced Gospel passages to note the similarities and differences of each Gospel account of Jesus’ baptism (e.g., John’s Gospel never clearly mentions that it was John the Baptist who baptizes Jesus).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Mt 3: 13-17 | Mk 1: 9-11 | Lk 3: 21-22 | Jn 1: 29-34 |
| Who sees the sky opened? |  |  |  |  |
| Who sees the dove descending? |  |  |  |  |
| Who hears the voice of the Father? |  |  |  |  |

**Chapter 6, Section 4, p. 195.**

**Naming Main Ideas.** Draw a concept web like the one shown below. As you read, fill in the blank circles with ways in which Jesus revealed the Kingdom of God. Add more circles as needed.

**Chapter 6, Section 5, p. 198.**

**Assessing Information.** As you read this section, highlight or make note of a few aspects of each Gospel.

|  |  |  |
| --- | --- | --- |
| Mark | Matthew | Luke |
|  |  |  |

**Chapter 7, Introduction, p. 217.**

**Applying Concepts**. Reread the story about the two science teachers, and write down two or three characteristics you particularly value in a teacher.

|  |
| --- |
| I like hands-on learning activities. |
|  |
|  |

**Chapter 7, Section 1, p. 219.**

**Supporting Main Ideas.** Create a concept web like the following to help you remember the techniques and characteristics of Jesus the Teacher. Add blank rectangles as needed. Use these to record examples for each category.

JESUS THE TEACHER

Effective Teaching Techniques

Debating Skill

Connection with Listeners

**Chapter 7, Section 2, p. 226.**

**Summarizing Main Ideas**. As you read through this section, keep a running list of at least five phrases that describe the Kingdom of God. Put them in a chart like the following:

|  |  |
| --- | --- |
| The Kingdom of God is… | like a treasure that a man sells everything to buy. |
|  |
|  |
|  |
|  |

**Chapter 7, Section 3, p. 234.**

**Identifying Main Ideas.** Create an outline like the one below to record Jesus’ main teachings from the Sermon on the Mount.

1. What Did Jesus Teach in the Sermon on the Mount?
2. The Beatitudes
3. Additional Instructions on How to Live

**Chapter 8, Introduction, p. 251.**

**Applying Concepts**. Use the basic definition of *miracle* from this section and the story of Gloria Strauss and Gloria’s Angels to help you recall signs and wonders associated with God’s action in your life. In words and images, name those times.



**Chapter 8, Section 1, p. 253.**

**Refining a Definition.** Create a flowchart like the one here. Before beginning your reading, write your own definition of a miracle in the first circle. As you read through this section, revise your definition as needed. Your last circle should reflect your most up-to-date definition.

**Chapter 8, Section 2, p. 263.**

**Understanding Concepts.** As you read through this section, keep a list of questions that you would like to ask an Evangelist about one of the important events from the Passion, Death, Resurrection, and Ascension of Jesus. Also think and write about how the Evangelists might really answer your questions.

Q&A for Evangelists

Example:

Q: Where did the Apostles (aside from Peter) go when Jesus was arrested, tried, condemned, and executed?

A: Most of them went back to their homes; some of them stood farther on the outskirts of the crowd than Peter.

**Chapter 8, Section 3, p. 269.**

**Summarizing Material.** As you read through this section, keep notes by writing two theological truths connected to each event:

|  |  |
| --- | --- |
| Jesus’ Death | 1. Jesus died because all humans sinned
 |
| Descent into Hell |  |
| Resurrection |  |
| Ascension |  |
| Second Coming of Christ |  |

**Chapter 8, Section 4, p. 277.**

**Understanding Main Ideas.** As you read this section, keep notes in a diagram like the one here on how the rites and graces of the sacraments help you to connect with the Paschal Mystery.

Baptism

Eucharist

Paschal Mystery

Penance and Reconciliation

Anointing of the Sick

Confirmation, Matrimony, Holy Orders

**Chapter 9, Introduction, p. 295.**

**Understanding Main Ideas.** Draw a sketch to help remind you that John’s Gospel focuses first on Jesus’ divinity, whereas the synoptic Gospels emphasize his humanity.

The Gospel of John

Divinity

The synoptic Gospels

Humanity

**Chapter 9, Section 1, p. 297.**

**Compare and Contrast.** Create a Venn diagram with one circle labeled “synoptics” and one circle labeled “John.” They should share some space. As you read about the formation and uniqueness of John’s Gospel, write in the circles several ways that the Gospels resemble one another and ways that they differ.

John

synoptics

Jesus used metaphors in teaching

**Chapter 9, Section 2, p. 301.**

**Summarizing Content.** Create a spoked wheel like the one here to help you track some of the main descriptions of the Incarnation. Write one description on each spoke. Use both the information in this section and the Prologue of the Gospel of John (1: 1-18) for naming the descriptions.

**Chapter 9, Section 3, p. 305.**

**Analyzing Information.** As you read through this section, note down some basic information about each sign in your own version of this chart:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sign Name | Miracle | Who Else Involved? | What Else Involved? | Outcome | Reaction |
| 1. Wedding at Cana | Water into wine | Mary/people at wedding | Jars of water | Water became wine | This is better wine |
| 2.  |  |  |  |  |  |
| 3.  |  |  |  |  |  |
| 4.  |  |  |  |  |  |
| 5.  |  |  |  |  |  |
| 6.  |  |  |  |  |  |
| 7.  |  |  |  |  |  |

**Chapter 9, Section 4, p. 314.**

**Compare and Contrast.** Recall the material on the Paschal Mystery from the synoptic Gospels (see Chapter 8). Find at least four examples of differences between the synoptic Gospels’ account of Jesus’ Passion, Death, Resurrection, and Ascension and the account in John’s Gospel.

|  |  |
| --- | --- |
| The Gospel of John | Synoptic Gospels |
| The Last Supper is the day before Passover. | The Last Supper is on Passover. |
|  |  |
|  |  |
|  |  |

**Chapter 10, Introduction, p. 331.**

**Understanding Main Ideas.** As you begin to answer the question “Who is Jesus to you?” keep notes on who Jesus is for others. Add more panels to each person or group who answers this question.

Who is Jesus for…

Society Today

Fr. Kapaun

His Followers

Your Family

Your Peers

**Chapter 10, Section 1, p. 334.**

**Understanding Main Ideas.** Sketch a simple portrait of Jesus in your notes. As you read the text section, jot down around the sketch personal qualities that describe the Lord.



**Chapter 10, Section 2, p. 339.**

**Summarizing Content.** As you read the section, list descriptions of Jesus found in the following sources in a chart similar to the one below.

|  |
| --- |
| Descriptions of Jesus |
| Acts of the Apostles | Letters of St. Paul | Letter to the Hebrews | Catholic Letters | Book of Revelation |
|  |  |  |  |  |
|  |  |  |  |  |

**Chapter 10, Section 3, p. 347.**

**Making a Timeline.** Create a timeline like the one below. Along with ideas you glean from this section, write a strategy for deepening your friendship with Jesus at various stages of your life.

 Go on a retreat Adopt a foster child

/\_\_\_\_\_\_\_ / \_\_\_\_\_\_\_ / \_\_\_\_\_\_\_ / \_\_\_\_\_\_\_ / \_\_\_\_\_\_\_ / \_\_\_\_\_\_\_

 Today Next Year In 5 Years In 10 Years In 25 Years In My Last Year