

Faith and Reason

Engage: Page 159

- ▶ Share a story about a time you believed in something and later found out that what you believed was not true, such as believing that Washington, D.C., was the same as the state of Washington. Point out that as we mature, the gift of reason that we have received from God helps us learn new facts.
- ▶ Read aloud the title and discuss the text in the blue box. **Say:** *Sometimes these facts may challenge our beliefs. In this session we will learn more about the relationship between faith and reason.*
- ▶ Pray aloud the prayer together.

Explore: Pages 160–161

- ▶ Together discuss how you maintain contact with friends and relatives who live at a distance. **Say:** *In this article we're going to learn about a time when people began to believe that God was far away from us and how this belief affected people's relationship with him.*
- ▶ Invite your child to read aloud the article title The Enlightenment and the first four paragraphs. **Ask:** *What did people begin to believe about God during the Age of Enlightenment? (that God was not actively involved in the world, that God created the world and then sat back as it ran itself, that God was a distant being)*
- ▶ Take turns reading aloud Faith and Science Are Complementary. Have your child look up the words *rationalists* and *fundamentalists* in the Glossary. **Ask:** *What is the difference between these beliefs? (Rationalism is the belief that humanity's issues can be solved by examining them scientifically and mathematically. Fundamentalism is the belief that the Bible is literally true.)* Turn to page 253 in the back of the book. Read aloud The Story of God's Promise. **Say:** *As Catholics we believe that the Bible is the divinely inspired Word of God. Our belief takes into account the fact that Scripture was written by people who chose to use a variety of literary styles.*
- ▶ Read aloud the directions for the Faith or Science? activity on page 160. Give your child time to write a response and share it with you.
- ▶ Read aloud Past Meets Present. **Say:** *At the time of the French Revolution, a law had been passed that made ministers of the Church employees of the state. Like the priests and sisters who were killed during the Reign of Terror, the Latin American martyrs were killed for choosing to remain faithful to God by challenging the policies of the government.*
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 162–163

- ▶ Together make up nonsense definitions for the following words: *wherry, zebu, knar, factotum*. Then look up the words to learn the real meanings.
- ▶ Take turns reading aloud the article title Choosing to Do Good, the first two paragraphs, and the section The Eighth Commandment. **Ask:** *Why is it important to have a well-formed conscience? (It helps us discern God's will for us so that we can make good moral choices.)* Have your child look up *calumny* in the Glossary in the back of the book.



- ▶ Have your child read aloud Our Catholic Character. **Ask:** *What can you do when you are tempted to tell a lie?* (Possible answer: pray for the strength to remain truthful) Have your child look up *detraction* in the Glossary.
- ▶ Read aloud Making Good Decisions on page 163. **Say:** *We cooperate with God in making good decisions when we listen to our conscience.*
- ▶ Take turns reading aloud The Seventh and Tenth Commandments. Point out that the Church does not teach that it is a sin to have money. **Say:** *Having wealth becomes a sin when we turn money into an idol and become greedy for more.*
- ▶ Have your child read aloud the Sacred Art feature and discuss the artwork. **Say:** *When we care for people's needs, we follow Jesus' example of loving service.* Turn to page 267 to read more about the Works of Mercy.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 164–165

- ▶ Have your child read aloud the title and the paragraphs in the left column. **Say:** *Being truthful means more than just being honest. It also means living with integrity.*
- ▶ Point out that when we live with integrity, we are like an artist who, through his or her work, translates the truth and beauty of God's Revelation into visible forms. Guide your child through the meditation Living with Integrity. Conclude by praying together the Glory Be to the Father.
- ▶ Have your child read aloud the introductory paragraph of Where Do I Fit In? on page 165. Explain that "integrating our spiritual practice into everything that we do" means being nourished by our spiritual practices so that we remain connected to God as we go about our daily lives. Invite your child to name the spiritual practices that are an important part of his or her life.
- ▶ Read aloud A Spiritual Practice I Can't Do Without. **Ask:** *What is surprising about the article?* (Possible answer: We don't think of basketball coaches as "spiritual" people; their business is athletics.) **Say:** *Coach Beilein's players might not know about his spiritual practice, but they definitely benefit from it.* **Ask:** *How?* (Possible answers: It makes him a better leader and teacher. It enables him to keep his players focused on important lessons.)
- ▶ Have your child complete Plan Your Week independently. Explain that he or she may write the same spiritual practice on more than one day, but encourage variety in the plan.

Respond: Page 166

- ▶ Have your child read aloud the directions and complete the matching activity.
- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.
- ▶ Read aloud Now What? Give your child time to complete the activity. **Say:** *The gifts of faith and reason help us discover God's truth. We can rely on both of these gifts to help us discern what God is asking of us.* Conclude by praying together the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.