

The History of the Church: Part II

- ✦ Say: In Unit 4, we will continue to learn about key people and events in the Church's history, including how the changing world and the Industrial Revolution affected its spiritual leaders. Read aloud the title of Unit 4 and the quotation on page 139.
- ✦ Have your child read aloud the Family Feature on page 140 and plan a time to share its contents with other family members. Then begin Chapter 15.

CHAPTER 15 The Church Faces Challenges

Centering

- ✦ Write *GWS*, *BP*, and *PR* on a sheet of paper. Say: **These stand for three painful learning experiences the Church had in the 14th, 15th, and 16th centuries. Just as we learn from our mistakes, the Church learns from the wrongdoing of its members.**
- ✦ Have your child read aloud events on the timeline from 1378 to 1545 found in the Journey of the Church Through Time in the back of his or her book. Ask: **What does *GWS*, *BP*, and *PR* stand for?** (Great Western Schism, Black Plague, and Protestant Reformation)

Sharing PAGE 141

- ✦ Have your child read aloud the chapter title and the first paragraph on page 141. Allow a few minutes for your child to complete the activity. Invite your child to share his or her answers and share examples from your own experiences of making decisions and what you learned from them.
- ✦ Have your child read silently *Led by the Spirit* and complete the activity. Check your child's answers.
- ✦ Say: **A strong leader is essential for success.** Discuss coaches or teachers who are strong leaders in your child's life and list the qualities that make them effective. Say: **Unfortunately, the Church experienced a crisis in leadership during the 14th century. Instead of one pope leading the Church, there were three.**

Sharing PAGE 142

- ◆ Have your child read silently Too Many Popes on page 142. Write *catholic* on a sheet of paper. Ask: **What does this mark of the Church mean?** (The Church is for all people, all nations, and all times.) Say: **While the popes were in France, they were under the control of the French king.**
- ◆ Ask: **What schism occurred in 1378?** (the Great Schism)
- ◆ Say: **Peace and selfless love can bring reconciliation where there is disunity. It is good to place ourselves under the care and power of the Holy Spirit when we face problems.**
- ◆ Have your child read aloud The Black Death. Ask: **What effect did the Black Death have on people's thoughts and prayers?** (They turned to the passion of Jesus, the sorrows of Mary, and the concepts of death and judgment.)
- ◆ Say: **Just as the Church cared for those who were suffering during the Black Death, it continues to care today through the Sacrament of the Anointing of the Sick.** Have your child read aloud Anointing of the Sick.
- ◆ Say: **Describe the Sacrament of Anointing of the Sick in your own words.**

Sharing PAGE 143

- ◆ Have your child read aloud A New Age on page 143. Say: **Despite their faults, many Renaissance popes were men of faith who built large cathedrals and hired painters and sculptors such as Michelangelo to make the churches beautiful.**
- ◆ Have your child read silently A Call for Change. Say: **At first, Martin Luther wanted only to stop abuse in the Church. His ideas expanded, however, and he introduced new beliefs and rejected Catholic teachings. The Church leaders realized that it was time for reform.**

Sharing PAGE 144

- ◆ Have your child read Progress Toward Reconciliation on page 144 and complete the activity. Invite your child to share his or her e-mail with you.
- ◆ Have your child read aloud A Friend Turned Foe. Say: **The Protestant Reformation was a serious blow to the unity of the Christian Church. But it also served as a wake-up call for the Catholic Church to institute the reforms we will learn about in the next chapter.**
- ◆ Lead your child in prayer using A Moment with Jesus.

Acting PAGES 145–146

- ◆ Read the Chapter 15 Summary on page 145 together. Then have your child complete the Review Activities on page 146 independently. When he or she is done, go through his or her work and review any incorrect answers.

Gather and Go Forth PAGES 147–148**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 147. Say: **As Catholics, we believe the Holy Spirit guides us in times of challenge and opportunity.**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **Baptisms are performed only once. The Church recognizes all valid Christian Baptisms.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **Christians are one in the Spirit and in Christ. We ask the Holy Spirit to support us as we reach out to all in Jesus' name.**
- ◆ Read aloud A Catholic to Know on page 148. Say: **Ignatius of Loyola was an advocate for social justice. We are called to be advocates for justice too.**
- ◆ 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 be an advocate for people who are vulnerable. Say: **Advocating for people in need improves the world as Jesus calls us to do.**
- ◆ Lead your child in prayer, asking the Holy Spirit to be his or her advocate.

CHAPTER 16 Reforming the Church

Centering

- ♦ Ask: **What is something you might try to do if your computer freezes?** (Shut it down and reboot the system.)
- ♦ Say: **Rebooting a computer allows it to sort out problems and restore itself to its original settings. We can use this image to think about how the Church acted to reform after the Protestant Reformation. To resolve its issues, the Church needed to start over. The Council of Trent gave the Church an opportunity to “reboot” and get back to its mission of proclaiming the Gospel of Jesus to the whole world.**

Sharing PAGE 149

- ♦ Have your child read aloud the chapter title and the first paragraph on page 149. Allow a few moments for your child to complete the activity and share his or her experience.
- ♦ Have your child look over the diagram at the bottom. Explain how the Protestant Reformation led to a divided Christian Church. Say: **Because of this conflict, the Church saw a need to start over. We call this reform. Let’s learn how the Church did this at the Council of Trent.**
- ♦ Have your child read silently Catholic Reformation. Ask: **What did Church leaders set out to do at the Council of Trent?** (reexamine Church beliefs and traditions, identify ways of more effectively proclaiming the Gospel)
- ♦ Say: **The Church reaffirmed our belief in the seven sacraments at the Council of Trent.** Ask: **What are the seven sacraments?** (Baptism, Confirmation, Eucharist, Reconciliation, Anointing of the Sick, Matrimony, Holy Orders)

Sharing PAGES 150–151

- ♦ Have your child read silently The Council of Trent: A Closer Look on page 150. Ask: **What did the bishops at the Council of Trent defend?** (They defended the Mass, the Eucharist, and the seven sacraments.)
- ♦ Say: **We reform ourselves in the Catholic faith through the Sacrament of Reconciliation. Some parishes have Reconciliation celebrations about four times a year, and it’s good to take part in them. But it’s also good to form the habit of going regularly on your own so that you can continue to grow into the person God calls you to be.**
- ♦ Say: Read silently the sections on pages 150 and 151 that tell about men and women who responded to God’s call in their lives and led the Church during a key time. When finished, choose one person to honor by designing a plaque that states why he or she deserves the award.

- ◆ Have your child explain his or her award. Then ask: **Who were the Doctors of the Church?** (Catherine of Siena, Teresa of Ávila) **Who were the Jesuits?** (a religious community of men founded by Saint Ignatius of Loyola, dedicated to the service of the Church) Say: **St. Ignatius taught others how to pray.**
- ◆ Clarify what *mystic* means. Say: **Saint Teresa was an appealing person. She was granted an experience of close union with God.** Ask: **What is she called because of this?** (a mystic) Say: **Mystics are people who—through visions, deep insights, and ecstatic experiences—encounter God in a profoundly intense way and then seek to share that experience with others.**
- ◆ Have your child complete Four Pillars on page 150.
- ◆ Have your child complete the activity A Spiritual Soul on page 151.

Sharing PAGE 152

- ◆ Have your child read aloud the first paragraph of As If Talking to a Friend on page 152. Say: **Sometimes we have the wrong idea that meditation is something mysterious that only monks know how to do. Meditation simply means focusing our attention on God. In Christian meditation, we focus our attention on something that helps us become more aware of God. We can meditate using a picture, a statue, or something written, such as the Bible.**
- ◆ Say: **Today we're going to meditate using the Daily Examen that Saint Ignatius taught his followers.**
- ◆ Have your child read silently the remaining paragraphs and then briefly discuss them with you.
- ◆ Read aloud A Moment with Jesus. Invite your child to get into a comfortable position. Consider dimming the lights and playing soft music. Slowly and prayerfully read aloud the five steps of the Daily Examen, pausing briefly after each sentence and between steps. In the concluding step, direct your child to pray the Lord's Prayer.
- ◆ Say: **The Daily Examen is a simple form of meditation that you can learn to use every day. The more you pray the Daily Examen, the more you'll begin to recognize the presence of God in your daily activities.**
- ◆ Have your child complete It's Your Turn!

Acting PAGES 153–154

- ◆ Read the Chapter 16 Summary on page 153 together. Then have your child complete the Review Activities on page 154 independently. When he or she is done, go through his or her work and review any incorrect answers.

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

- ◆ Read aloud the text and the Scripture in the sidebar on page 155. Say: **By praying, going to Mass regularly, and going on retreats, we can keep our faith fresh.**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **A papal encyclical is a letter written by the pope that instructs us about the truths of our faith.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and ask: **What are some of the Traditions of the Church?** (the sacraments; Marian devotions; apostolic succession)
- ◆ Read aloud A Catholic to Know on page 156. Say: **John of the Cross forgave the men who imprisoned him. He said, “Where there is no love, put love, and you will find love.”**
- ◆ 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

- ◆ Brainstorm ideas for a retreat. Ask: **How can a retreat renew your spirit?** (by making me excited about my faith; by helping me understand my faith better)
- ◆ Ask: **What areas of the world are in need of renewal?** (places suffering violence; poor regions of the world) **What can you do to help?**

CHAPTER 17 In a Changing World**Centering**

- ◆ Say: **Having survived the Protestant Reformation, the Catholic Church faced new challenges in the centuries that followed.**
- ◆ Say: **Think of family members or friends who live far away. Ask: What are some ways that we can keep in touch with them?** (e-mails, letters, phone calls) Say: **We are lucky to be able to keep in touch, but it is hard to make a difference in someone's life if you are far away.**
- ◆ Say: **Today we're going to learn about a period in our history when people started to think that God was very far away. They didn't believe they could have a relationship with him.**

Sharing PAGE 157

- ◆ Have your child read aloud the chapter title and the first three paragraphs on page 157. Make a fingerprint tape as described in the text and compare each other's fingerprints. Say: **When we pay attention to such tiny details as our fingerprints, it reminds us that God is near to us, concerned with even the smallest details of our existence.**
- ◆ Read aloud A Moment with Jesus. Allow a few moments to pray the words of Psalm 139 and then pray quietly.
- ◆ Discuss a scientific discovery that was recently in the news. Say: **In the 16th century, there were some important scientific discoveries that revolutionized the way people thought about the world and about God.**
- ◆ Have your child read silently New Ways of Thinking, continuing on page 158. Ask: **Why did the discovery of the solar system affect the way people thought about God?** (People thought that God was making the sun and planets move around the Earth, and then the theory of gravity explained why the planets revolved around the sun.)
- ◆ Say: **Some people began to think that God's role in the universe was limited and that he wasn't near to his creation.**

Sharing PAGES 158–159

- ◆ Have your child read silently Serving Those in Need on pages 158–159. Ask: **How did Saint Vincent show that Jesus is near to those in need?** (He put love into action. He served people who were poor and suffering.) **What words describe Saint Vincent de Paul?** (kind, merciful, fair) **How can we imitate Saint Vincent de Paul?** (Support organizations that help people who are poor. Volunteer for programs that help them.)
- ◆ Have your child complete Being of Service to Others on page 159. Check your child's responses.

- ◆ Have your child read aloud Earthshaking Ideas. Say: **By the 18th century, scientists had invented the telescope and Isaac Newton had presented his theory of gravity and motion. At the same time, the royal government of France was almost bankrupt. The middle class of France took over the government. The new government ordered all the clergy to take an oath called the Civil Constitution of the Clergy. This meant that bishops and priests would promise to support the Revolution. The pope condemned the oath. The practice of the Catholic faith was forbidden.**
- ◆ Have your child read silently Finding Christ in the Poor. Ask: **How did Saint Julie Billiart show that she was a follower of Christ?** (She taught children about God. She founded a religious community dedicated to teaching people in need.)

Sharing PAGE 160

- ◆ Have your child read silently The First Vatican Council on page 160. Ask: **What was the philosophy of rationalists?** (They thought that we could solve all of humanity's problems by examining them scientifically.) **How did the Church initially respond to these scientific developments?** (The Church saw them as a threat. Pope Pius IX issued a Syllabus of Errors condemning rationalism.)
- ◆ Ask: **Why did Pius IX call an ecumenical council?** (to get confirmation of his Syllabus of Errors and to formulate a definition of the Church's role in a changing world) **Has the Church remained suspicious of scientific developments?** (No. The Church has learned that faith and science both come from God and that we don't have to choose one over the other.)
- ◆ Have your child read aloud Legitimate Authority. Discuss tabloid newspapers that feature headlines or advertisements that make extraordinary claims about a scientific advancement, such as a new pill for weight loss.
- ◆ Say: **Many sources in our society claim to have the truth. Not all the so-called experts are legitimate, however.** Ask: **What does it mean to be legitimate?** (authentic, genuine, lawful)
- ◆ Say: **The Fourth Commandment calls us to respect people in legitimate authority. At the same time, those in legitimate authority are required to abide by the truth. We are not required to obey authorities when their orders are contrary to the truth of the Gospel. For example, we are not bound to follow an order to kill innocent people that is given by someone in authority.**

Acting PAGES 161–162

- ◆ Read the Chapter 17 Summary on page 161 together. Then have your child complete the Review Activities on page 162 independently. When he or she is done, go through his or her work and review any incorrect answers.

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

- ◆ Read aloud the text and the Scripture in the sidebar on page 163. Say: **The Church brings God’s love to those in need. Christian service is inseparable from belief in Christ.**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **As Christians, we have a responsibility to build a just society.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and ask: **How do science and nature help reveal God’s truth?** (by developing the gift of the human mind; by helping us understand God’s plan)
- ◆ Read aloud A Catholic to Know on page 164. Say: **Today the Sisters of the Holy Names of Jesus and Mary continue Marie-Rose Durocher’s work by empowering and educating people in need.**
- ◆ 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

- ◆ Brainstorm ways that your family can reduce the amount of energy you use.
- ◆ Have your child pray aloud 2 Corinthians 9:11–15. Encourage your child to pray for the grace to be cheerful givers in service to others.

CHAPTER 18 Signs of the Times

Centering

- ◆ Ask: **How would you define the word *fairness*? (respect for the rights and needs of others)** Say: **A follower of Jesus promotes what is fair and just.**
- ◆ Say: **Today you will look at how the Church met the problem of unfairness, or injustice, in the 19th and 20th centuries.**

Sharing PAGE 165

- ◆ Have your child read aloud the chapter title and answer the questions at the top of page 165. Discuss his or her answers.
- ◆ Say: **In the 18th century, inventions developed so quickly that the period came to be known as the Industrial Revolution.**
- ◆ Have your child read aloud Seeking Justice, Mercy, and Peace. Ask: **How were the working conditions during the Industrial Revolution unjust?** (Untrained workers labored 14 hours a day with little pay. People had to crowd into slums to live. Children were forced to work. Workers had neither time nor money for education.)
- ◆ Have your child read silently The Church Speaks Out to discover what the Church did about the problem of injustice. Ask: **What three things did Pope Leo's encyclical state?**
- ◆ Have your child complete Judging Justly. Say: **We are responsible for the quality of the society in which we live. This means we should help one another become more just and merciful. We should be honest and respect the rights and needs of others.**

Sharing PAGE 166

- ◆ Have your child read silently Catholic Social Teaching on page 166 and explain in his or her own words what Catholic social teaching is. (the Church's wisdom about how to build a just society, how to live holy lives in a changing society)
- ◆ Have your child read silently each theme of Catholic social teaching listed. Then help him or her create a poster that expresses these themes using poster board, newspapers, magazines, and other materials if desired.
- ◆ When the poster is finished, have your child describe the different themes of Catholic social teaching and display the poster prominently in your home.
- ◆ Lead your child in prayer using A Moment with Jesus.

Sharing PAGE 167

- ◆ Say: **You studied how the popes of the 18th–20th centuries met world needs, especially when it came to social justice. Today you will see how Saint John XXIII acted to adapt the Church to present-day needs.**
- ◆ Have your child read aloud *The Quest for Peace* on page 167. Have your child underline phrases that describe what the popes have called us to do to show justice and mercy. (treat one another like Christ; make sure that every person has food, clothing, good medical care, and education; live the Gospel values)
- ◆ Have your child read silently *Fresh Air*. Ask: **What did the First Vatican Council define?** (papal infallibility) **Why did Saint John XXIII call the Second Vatican council?** (He recognized that the life and mission of the Church needed renewal.)
- ◆ Say: **Saint John XXIII, one of 13 children born into a peasant family in Italy, was known for his joy and great love of people. Besides being a scholar, Saint John XXIII was a diplomat who served the Church in Bulgaria, Turkey, Greece, France, and Italy. He wanted Church members to renew themselves in faith and to meet the challenge of helping the Church adapt to the modern world.**
- ◆ Have your child read silently *Models of Holiness*. Say: **The saints are models of inspiration for us, showing us that when ordinary people are fully open to God’s grace, extraordinary things happen.**

Sharing PAGE 168

- ◆ Have your child read aloud the opening paragraph of *Living in Truth* on page 168. Take turns reading aloud the rest of the section and answering the questions or commands at the end of each paragraph.
- ◆ Have your child read aloud *The Polish Pope*. Say: **We have learned about many great popes over the span of 2,000 years of Church history. We are privileged to have lived so close to the time of Saint John Paul II, whom many consider to be one of the greatest popes in Church history. He was canonized in 2014.**
- ◆ Remind your child that Saint Joseph is the patron saint of the Church. Lead your child in praying the Prayer to Saint Joseph on the inside back cover of his or her book.

Acting PAGES 169–170

- ◆ Read the Chapter 18 Summary on page 169 together. Then have your child complete the Review Activities on page 170 independently. When he or she is done, go through his or her work and review any incorrect answers.

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

- ◆ Read aloud the text and the Scripture in the sidebar on page 171. Say: **The political, economic, and moral concerns of all people are the Church’s concerns as well.**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **The Holy Spirit gives us the strength and wisdom to participate in the life and mission of the Church.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **The Holy Spirit gives us the strength and wisdom to participate in the life and mission of the Church.**
- ◆ Read aloud A Catholic to Know on page 172. Say: **Joseph lived with Jesus in the intimacy of family life and work. We can make work a prayer by dedicating our labor to God.**
- ◆ 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: **What are some issues that put human dignity and worth at risk?** (war, abortion, crime, intolerance) Brainstorm ways your child can protect human dignity.
- ◆ Have your child read aloud John 19:23–24. Pray with your child for the courage and conviction to hold all life sacred.

CHAPTER 19 The Church in North America

Centering

- ◆ Say: **Name the three ships used by Christopher Columbus to sail to the New World in 1492.** (*Nina, Pinta, Santa Maria*) Explain that *Santa Maria* is Spanish for *Saint Mary*, referring to Mary, the Mother of Jesus.
- ◆ Say: **The European exploration and colonization of what came to be known as the Americas, or the New World, brought Christians who sought to spread the Gospel of Jesus to new lands.**
- ◆ Say: **You have traced the spread of the Church from Jerusalem to Rome, and from there to all of Europe. Today you will learn about how Christianity was brought to the New World.**

Sharing PAGES 173–178

- ◆ Have your child read aloud the chapter title and the first paragraph on page 173. Direct him or her to complete the activity and then share the answer.
- ◆ Have your child read aloud *Those Who Went Before Us*. Say: **Studying Church history is a way of appreciating things we might otherwise take for granted.**
- ◆ Create a timeline on a large sheet of paper. Include these dates: 1493, 1642–1649, 1672, 1700s, 1774, 1789, 1791, 1809, 1820, 1884, 1911, 1919, 1960, 1965, 1979, 2006. Have your child read silently all the sections on pages 174–178, except for *A Moment with Jesus* on page 178. After each section, your child can mark key events on the timeline.
- ◆ Discuss the questions that follow each exhibit. Answers may include the following: for *The California Missions* on page 175: (fear of attack; rough conditions; being away from family and friends); for *A Dedicated Bishop* on page 176: (by reminding people of the principles on which it was founded, by forming Church members to be good citizens, by operating institutions that contribute to the common good, and by praying for the Church); for *The Baltimore Catechism* on page 177: (Vietnamese, Cambodians, Hispanics); for *The Catholic Worker* on page 178: (If we are to carry out the mission of Jesus, we must be involved in social justice issues. The Ten Commandments call us to do this, as well as Jesus' commandment to love one another.)
- ◆ Ask your child which person he or she admires most from the early years of the Church in North America. Have your child offer reasons for his or her choices.

- ◆ Say: **Mary, under the title of Our Lady of Guadalupe, is the patroness of the Americas.** Talk about needs that people in the Americas have, and then invite your child to express prayers for these needs. To each prayer, have your child respond, “Our Lady of Guadalupe, pray for us.” Have your child pray for the Americas by praying aloud a Hail Mary.
- ◆ Talk about freedoms of the American people. Encourage your child to see that religious freedom is one advantage we have in the United States. Point out that this freedom has allowed the Catholic Church to grow.
- ◆ Lead your child in prayer using A Moment with Jesus on page 178.

Reviewing PAGES 179–181

- ◆ Read the Chapter 19 Summary on page 179 together. Then have your child complete the Review Activities on page 180 independently. When he or she is done, go through his or her work and review any incorrect answers.
- ◆ Give your child time for silent prayer. Say: **Ask the Holy Spirit to help you become dynamic members of the Church. Focus on a quality you admire in a person you learned about in this chapter. Ask God for the strength to imitate that quality.**
- ◆ Have your child complete the Unit 4 Review on page 181 independently.
- ◆ Suggest that your child research the exciting story of Saint Turibius of Mongrovejo (1538–1606), who had the courage and holiness to bring justice and mercy to the Church in South America. Encourage your child to find information about other Central and South American saints.

Celebrating PAGES 182–183

- ◆ Invite your child to participate prayerfully in the prayer service The Church Filled with the Spirit on pages 182–183. Take turns reading aloud the parts of Readers 1 through 8.

Acting PAGE 184

- ◆ Native Americans lived in North America long before European exploration and colonization began in the late 15th century. These native people had a profound respect for the land and for nature. Work together to identify ways we can show respect for the environment and for nature in the tradition of Native Americans.
- ◆ Have your child complete the last page of the Unit Review on page 184.
- ◆ Suggest that your child report on the early American colony of Maryland, which was founded as a refuge for Roman Catholics.

Gather and Go Forth PAGES 185–186**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 185. Say: **As Catholics, we want people to know and love what is true and good. We must be free to bring Christ’s light into the world.**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **The Catholic Church fosters cultural diversity within the unity of the Church.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **By helping countries in need, you bring Christ’s light into the world.**
- ◆ Read aloud A Catholic to Know on page 186. Say: **Saint Rose of Lima was the first canonized saint from the Americas.**
- ◆ 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 consider a career that works for social justice. Remind your child that Saint Rose of Lima used her ordinary talents—embroidery and gardening—to serve her family and help those who were poor.
- ◆ Ask your child to write a prayer for elected leaders. Remind your child that society is judged by the way it treats those who are poor and vulnerable. Ask your child to share his or her prayer.