IV. THE CREATIVE PROCESS

Armed with a series of lesson plans on the celebration of the Eucharist and its significance, I entered a fifth grade Confraternity of Christian Doctrine classroom at St. Michael's parish, Greenfield, Indiana, to begin sharing what I deemed to be significant insights on the symbolism of the Mass. The final draft of these plans reflects this classroom experience, much of which could not have been learned from any educational psychology text.

In general, C.C.D. students seemed to benefit from information on salvation history. Several students were unclear on basic Bible stories. Although I began by using a dialogue approach, asking many questions in an attempt to stimulate the children to think about their faith, many of the students had so many unanswered questions of their own that the lecture method, allowing for questions whenever they arose became much preferable.

In working with fourth grade children at St. Lawrence Elementary School, I learned that the catechetical needs of children attending a Catholic school are somewhat different from those of C.C.D. students. In general I found that the Catholic school pupils are well-acquainted with salvation history and the life of Jesus. The ritual of the Mass was
very familiar to them because of daily attendance, but they tended to take it for granted. Their greatest need seemed to be for help in appreciating the meaning of the familiar words and actions.

Both of these practice teaching experiences helped me to know how to modify my lesson plans in order to achieve greater effectiveness as a catechist. Some of the changes made in the original plans include the following:

1. The religion class should be a time when children are allowed to ask their own questions, even when these are off the subject. Many are deep thinkers but have no opportunity to ask their questions of someone trained in the Faith.

2. Children of this age need to be taught how to locate passages in the Bible. Simply reading a passage of Scripture to them is not very motivating. Silent reading by the children themselves, followed by comprehension and evaluative questions calls forth greater concentration. If individual Bibles are not available, the teacher should retell the story in her own words rather than read it verbatim.

3. The parts of the Mass need not be memorized in precise order. This is difficult for children and serves no useful purpose. It is more important to concentrate on the meaning of the parts of the Mass.
4. Materials to be used in the lessons should not be passed out until needed. If the students keep these materials in their desks, they should not get them out before the teacher so directs. This helps to keep the children's attention focused on the lesson.

5. Crossword puzzles or other novelties are good *aides-memoire* for factual information, such as the meanings of religious terms and the Holy Days of Obligation.

6. When much is expected of the children in terms of homework assignments, most will rise to the occasion and be conscientious about completing these assignments. To make no demand is in effect saying to the child, "The class is not important. You don't need to bother to work." One of the most poignant comments I received from the parent of a C.C.D. child was that her son looked forward to my class because it challenged him. The previous year he had begged to be excused from C.C.D. because he found it boring.

7. Homework assignments should be as specific as possible. If a child is to draw a picture, it should be of a person or an event which can be represented pictorially. (The Apostles' Creed and the parts of the Mass are not suitable for artistic
representation unless the teacher specifies which parts are to be drawn.)

8. Children should not be forced to pray aloud before the whole group. Hopefully, the classroom climate would be such that they would all eventually feel comfortable voicing petitions, etc., but spontaneous prayer by its very nature cannot be dictated.

9. The teaching of new songs should come at the end of the lesson. While some students seemed to enjoy a sing-along as the introduction to class sessions, most were not "warmed up" enough to make a "joyful noise unto the Lord" at the beginning of the class period.

10. Multiple choice testing is much easier for intermediate grade students than is a short-answer/fill-in-the-blanks exam. Many children have difficulty spelling the religious terms, and in a one-hour weekly C.C.D. class, spelling should be a fairly low priority. In Catholic schools, however, a spelling test of religious terms used in the unit might be entirely justifiable.

Although students in C.C.D. programs and students in Catholic schools have slightly different catechetical needs, my field-research has enabled me to develop lesson plans which meet some of the basic needs of both groups. The general lesson format of my revised plans is a short lecture presentation and the reading of a passage from Scripture, followed
by some evaluative questions. Follow-up activities include spontaneous prayer and para-liturgical services, singing, drama and liturgical dance or specially devised games. The homework assignments for the unit are specific and the test at the end consists of multiple choice, true/false, matching and short answer questions, rather than fill-in-the-blank items alone.
V. EVALUATION

A. Research

Although my research on catechetics and the liturgy was adequate to my stated purpose of developing a unit of instruction on the Mass for intermediate grade students, it was conducted in a haphazard and piecemeal way, due in part to my inexperience in the field of religious studies, and also because I had little access to a well-stocked Catholic library. A majority of the sources used were pre-Vatican II, simply because older books were more readily available. However, the structure of the Mass itself has changed since 1963, and older catechetical manuals do not make use of recent research on the mental and moral development of children. The lesson plans reflect a blending of pre-Conciliar principles of religious education with very recent methods of catechesis. A more systematic plan would have been to consult the following sources of information in order:

1. Teachings of the Church on liturgy and catechesis
   a. The documents of Vatican Council II, particularly The Constitution on the Sacred Liturgy and Declaration on Christian Education.

2. Periodicals
   a. The Catechist
   b. The Religion Teacher's Journal
   c. Today's Catholic Teacher


5. Older works on the Mass and catechetics.

Surveying the literature of religious education for this project has given me the broad overview of the liturgy in catechesis that I hoped to attain when proposing the project.

B. Lesson Plans

The lesson plans designed for this project have two main advantages over the presentations on the Mass in other texts. In these plans, the parts of the Mass are studied in detail. Most recent religion series refer to the liturgy in a general way, with emphasis on the Eucharist as the community celebration of a sacred meal. This approach is certainly very well suited to First Communicants at age seven, but older children are capable of assimilating more details. At the risk of causing the catechesis to become content rather than faith-centered, this unit of study reviews the Mass step by
step in succeeding lessons, culminating in the celebration of a liturgy planned by the class.

Whenever possible, Sacred Scripture is used to elucidate the ritual of the Mass. This is particularly appropriate since many prayers of the Liturgy are Biblical. The worship of God must always be in close relationship to the Word of God, and children should realize that Tradition and Scripture are inseparable.

Two of the credits of this unit, then, are a detailed, hopefully challenging presentation on the Mass, and the use of Sacred Scripture in the lessons when possible. However, there are also debits. These include a lack of variety in follow-up activities at the end of the lesson and too much pencil and paper work. Also, art projects as a form of creative expression have been particularly neglected, due to my own lack of expertise in this area. While reading from Scripture is a necessary component of almost every lesson, the paucity of motivational activities provided could doom the reading of the Word of God, which should be "Spirit and Life," to monotony. Prayer, which should be a component of every religion lesson, has been neglected in these plans, and the prayer service "Jesus, the Light of the World" has not been tested with children.

In short, the lesson plans could be improved in several respects. Experienced teachers will find many ways to extend the brief procedures outlined so as to motivate students in their study of the Mass.
C. Practice Teaching

Practice teaching in two different settings, a Confraternity of Christian Doctrine program and a Catholic school, proved very beneficial. Not only did I gain confidence and poise from the actual teaching, but the disparate needs of C.C.D. and Catholic School students became apparent. I have endeavored to provide for these by devising two separate sets of lesson plans. All ten of the C.C.D. plans have been used with children, or modified after classroom experimentation. However, most of the plans for Catholic schools have not been tested, owing to the short weekly class period available to me for practice teaching. Further testing with children is needed to perfect these plans, preferably in a Catholic school setting so that the lessons could be taught on consecutive days.

D. General Usefulness of the Project

With further experimentation and revision, this unit should be worthwhile for fourth, fifth and sixth grade Catholic students. While an experienced catechist is sure to notice shortcomings in the lesson plans, their emphasis on the Mass, Scripture and prayer as ways of getting to know Jesus is a valid approach endorsed by much of the current catechetical literature.

Sunday Mass is the focus of Catholic worship and is the common denominator for all Catholic children. Those enrolled
in parochial schools who attend Mass daily during the week may be bored by the Sunday Liturgy, while Catholic children attending public schools may or may not receive liturgical instruction from their parents or C.C.D. teachers. Thus, both groups of children stand to profit from a formal study of the Mass. This study should be detailed and specific for Catholic school students who are already familiar with the ritual, and more general for C.C.D. classes in which class time and the children's exposure to the Eucharistic celebration are both more limited. An additional factor in the desirability of instructing students specifically on the Mass is the contact Catholic children have with children of other faiths. American society is pluralistic, religiously as well as socially, and Catholic youngsters are introduced to a number of other systems of belief, both Christian and non-Christian. In the face of this diversity, the faith of the child will be challenged, and he or she should know what Roman Catholics believe and why. Children who may be invited to attend Protestant services or to accompany Jewish friends to Temple should know the origin and meaning of their own Eucharist as it recalls the death and rising of Jesus Christ.

Incorporating Scripture into the lesson plans gives children a chance to see the very real connection between the Word of God and Catholic worship. By reading the Bible in class, students learn basic Old and New Testament stories and become confident in finding Bible passages by chapter and
verse. The religion teacher can only hope that each student's enthusiasm for reading the Sacred Scripture as the Word of God continues after the classes are over.

Prayer is a vital component of religion classes, not only to ask the Holy Spirit to come upon both teacher and students, that the good news of Jesus Christ may be effectively proclaimed, but because students need to have prayers to model, and all too few see an example of prayer set at home. Though it is inadequate, communal prayer once a week is better than no prayer at all.

In conclusion, both Catholic school and C.C.D. students will benefit from this unit on the Mass when it is taught by a skilled catechist who can bring Jesus in the Mass, in the Scriptures and in prayer alive.
VI. SUMMARY AND CONCLUSIONS

A. Summary of Unit Objectives

This unit of study in religious education provides for a systematic study of the Mass, incorporating lecture, student questions, Scripture study and prayer. Although most current religion texts devote only one or two lessons to liturgical awareness, by teaching the origin and significance of each part of the Mass separately, many themes of catechesis can be interwoven, i.e., God's merciful forgiveness, the power of His Word, prayer, Jesus' love for His Church, etc. By conscientiously completing the homework assignments, and through follow-up activities such as role-playing and singing, students should come to see the Mass as a memorial of Jesus' sacrifice on Calvary and a celebration of His love for His people.

B. Conclusions Concerning Religious Education

My philosophy of religious education has changed dramatically since the inception of this project. In the beginning, I was convinced that most catechists were poorly equipped for their task, lacking a solid background in theology, Scripture study and educational theory. In fact, the religion teachers I worked with did not have extensive training in religious studies, but this did not impair their effectiveness
in the classroom. The most important qualities of a catechist are not careful scholarship and wide reading, but a close personal relationship with Jesus Christ and a sincere desire to communicate the Good News to children. My prayer is that these lesson plans may assist such catechists in their task.
VII. APPENDICES
APPENDIX A

A FORGIVING FATHER

Read Luke 15: 11-32 and answer these questions:

1. How did the father feel when the younger son wanted his money?

2. Why did the younger son decide to come home?

3. How did the younger son feel when he saw his father standing out by the road waiting for him?

4. How did the father feel when he saw his son coming home?

5. Why did the older brother get mad?

6. Who does the father in this story represent?

7. Have you ever acted like the younger son in the story? How?

8. Have you ever acted like the older son? How?

9. How does God want us to treat those who have hurt us?

It isn't easy, but Jesus asks us to try!
APPENDIX B

THE SACRIFICE OF THE MASS

by __________________________

sacrifice (sak r fis) n. 1. The act of making an offering to a deity, in worship or atonement; also that which is so offered. 2. A giving up of some cherished or desired object, person or idea, usually for the sake of something else. 3. Loss incurred or suffered without return.

Jimmy's sacrifice for Lent was to give up candy. Why do we give up things we like during special times like Advent or Lent?

Mrs. Hollister saved all her spare change for Christy's college fund, even though she badly needed a new coat for herself. How was this a sacrifice?

Why do parents make sacrifices for their children?

How is God like Mrs. Hollister?

Can a sacrifice be done for God but help someone else too? Give an example:
Jesus said "There is no greater love than this: to lay down one's life for one's friends." (John 15:13) In World War II a Polish priest named Maximillan Kolbe offered to take the place of a married man being sent to the gas chambers. Father Kolbe died, but the man he traded places with is still living. Many people think Fr. Kolbe should be declared a saint.

Why did Fr. Kolbe trade places with the other man when he knew he would be killed?

How is Fr. Kolbe like Jesus?

At Mass every Sunday (every day if you're lucky) we remember Jesus' sacrifice. What was it?

Why did Jesus make this sacrifice?

Why is it so important for us to remember what Jesus did?

How does Mass remind us of Jesus' sacrifice?
Try to think of a sacrifice you could make to God this week which would also help someone else. See if you can carry it out.
APPENDIX C

"BOOKS OF THE BIBLE" GAME

A. Materials

3" by 5" index cards in four colors

Black felt marker

Clear contact paper

B. How To Make The Game

Make four cards of the same color for each book of the Bible illustrated. At the top of each card, write the name of the book the scene is taken from, then draw a simple picture of the scene and write what it depicts at the bottom of the card. Cover the cards with clear contact paper to make them permanent.

Use the chart below in making the cards:

<table>
<thead>
<tr>
<th>Genesis</th>
<th>Exodus</th>
</tr>
</thead>
<tbody>
<tr>
<td>God makes the world</td>
<td>Moses and the burning bush</td>
</tr>
<tr>
<td>Adam and Eve</td>
<td>The Passover</td>
</tr>
<tr>
<td>Noah and the Ark</td>
<td>God parts the Red Sea</td>
</tr>
<tr>
<td>Abraham and Isaac</td>
<td>Moses receives the Ten Commandments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Joshua</th>
<th>Judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spies in Canaan</td>
<td>Samson and Delilah</td>
</tr>
<tr>
<td>The march around Jericho</td>
<td>Samson pushes down the temple</td>
</tr>
<tr>
<td>Sun and moon stand still</td>
<td>Gideon</td>
</tr>
<tr>
<td>Walls of Jericho fall</td>
<td>Gideon's army of 300</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I &amp; II Samuel</th>
<th>I &amp; II Kings</th>
</tr>
</thead>
<tbody>
<tr>
<td>God calls Samuel</td>
<td>Solomon asks for wisdom</td>
</tr>
<tr>
<td>King Saul does evil</td>
<td>Naaman the leper is cured</td>
</tr>
<tr>
<td>David and Goliath</td>
<td>Elijah proves the Lord is God</td>
</tr>
<tr>
<td>David becomes King of Israel</td>
<td>Elijah is taken up to heaven</td>
</tr>
<tr>
<td></td>
<td>in a fiery chariot</td>
</tr>
</tbody>
</table>
Ruth
- Ruth follows Naomi
- Ruth takes care of Naomi
- Ruth meets Boaz
- Ruth marries Boaz

Daniel
- King Nebuchadnezzar wants to be worshipped
- Shadrach, Meshach and Abednego refuse to bow
- God protects them in the fiery furnace
- God protects Daniel in the lion's den

Job
- Job was a good man
- Satan tempts Job
- Job prays for God's help
- God hears Job's cry

Esther
- Esther marries the king
- The Jews are about to be killed
- Esther pleads for her people
- The king spares the Jews

Jonah
- Jonah refuses to speak God's word
- Jonah is thrown overboard
- Jonah is swallowed by a whale
- Jonah preaches to Ninevah

Matthew, Mark, Luke and John
- Jesus is born in Bethlehem
- Jesus preaches God's love
- Jesus is crucified
- Jesus rises from the dead

Acts of the Apostles
- Pentecost
- Christians share what they have
- Saul is knocked off his horse
- Paul (Saul) tells about Jesus

C. Rules

The object of the game is to get the most complete books consisting of four cards, e.g., all of Genesis or Exodus, etc. Each player is dealt seven cards. The remaining cards are placed in a pile face down. The player on the dealer's right takes a turn by asking any player for a book of the Bible of which he has one or more cards. He may keep on asking until he is refused; then he takes a card from the remainder pile and the next player takes a turn. The player with the most complete books at the end of the game wins. 2-6 players.
APPENDIX D

LITURGICAL DANCE TO THE LORD'S PRAYER

Our Father ...

   Raise right arm above head, with palm slightly cupped
who art in heaven ...

   Raise left arm
hallowed by thy name ...

  Slowly extend arms out to the side and down, then
  fold hands with palms together and head bowed
thy kingdom come ...

   Sweep right arm to the side
thy will be done ...

   Sweep left arm to the side
on earth ...

   Bring arms together, extended in front
as it is in heaven.

   Raise both arms above head
Give us this day ...

   Lower arms, extend them in front
our daily bread ...

   Bring arms close to the body, cup hands as though
holding a loaf of bread
and forgive us our trespasses ...

   Clench right fist on chest
as we forgive those ...

- Extend right hand forward, palm turned as if pouring water from a shell
- who trespass against us ...

- Extend both arms to the side
- and lead us not into temptation ...

- Sweep right hand with palm out in front of body in a "no" gesture

but deliver us from evil.

- Left arm raised above head, finger pointing
APPENDIX E

"JESUS, THE LIGHT OF THE WORLD" PRAYER SERVICE

Opening Song: "In My Father's House," from Songs of Praise: Volume 1, the Word of God Music

Reading: John 9: 1-7 (Jesus heals the man born blind)

Homily

Silent Time

Candle Lighting Ceremony:
Each child is given a candle with a paper skirt to catch the drips.

Leader: Jesus said, "I am the Light of the World." Jesus' light is the light of love and forgiveness, and He wants us to shine with this same light even when everything seems to be going wrong and things look very dark. We pass on Jesus' light to one another when we love and forgive each other. Let us light our candles now, to show that we will try to be like Jesus.

Song: "This Little Light of Mine"

Leader: Jesus wanted all His followers to shine with His light, and so He prayed to His Father:

The Lord's Prayer

Leader: Father, we praise You for giving us eyes to see with. Thank you for sending Jesus to be our light and show us how to love other people. Help us always to let our lights shine for You. We pray in Jesus' name, Amen.

APPENDIX F

"ALL ABOUT THE MASS" CROSSWORD CLUES

The answers are words from the list below.

ACROSS
1. Jesus was ________ on the cross.
2. A ________ is a gift for someone you love.
3. Wrote letters to early Christian churches.
4. Jesus broke the bread and said ________.
5. They were present at the Last Supper.
6. Reading that tells about Jesus' life.
7. God is like a loving ________.
8. He is God, but He took the blame for our sins.
9. "It is true" in Hebrew
10. When the bread and wine become Jesus' Body and Blood
11. Another name for the "Our Father"

DOWN
1. Greek word meaning "thanksgiving"; another name for the Mass.
2. "In the name of the Father, and of the Son..."
3. Jewish Festival recalling the Israelites leaving Egypt.
4. Moses and the Israelites offered a ________ as a sacrifice to God.
5. At the beginning of Mass we ask for God's ________.
6. He stands in for Jesus at Mass.
7. Our Catholic "Pledge of Allegiance"
8. The first reading is taken from ________.
9. We celebrate Jesus' sacrifice.
10. Hebrew word for song; a book of the Bible
11. The first Mass
<table>
<thead>
<tr>
<th>Sacrifice</th>
<th>Consecration</th>
<th>Passover</th>
<th>Creed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crucified</td>
<td>Lord's Prayer</td>
<td>Gospel</td>
<td>Old Testament</td>
</tr>
<tr>
<td>Amen</td>
<td>&quot;This Is My Body&quot;</td>
<td>Father</td>
<td>Eucharist</td>
</tr>
<tr>
<td>Forgiveness</td>
<td>Apostles</td>
<td>St. Paul</td>
<td>Lamb</td>
</tr>
<tr>
<td>Jesus</td>
<td>Psalms</td>
<td>Mass</td>
<td></td>
</tr>
<tr>
<td>Sign of the Cross</td>
<td>Last Supper</td>
<td>Priest</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G

LITURGY PLANNING FORM

From Today's Liturgy Guidelines For Planning Children's Liturgies, p. 21.

Date: ___________ Time: ___________ Group: ___________

Theme: ____________________________________________

Symbols/Decorations: ________________________________

Entrance Song: _____________________________________

Penitential Rite: ____________________________________

Glory to God: ______________ Alternate Hymn: __________

1st Reading: ______________ Read By: _________________

Psalms Response: ______________ Read/Sung By: __________

2nd Reading: ______________ Read By: _________________

Gospel Acclamation: ______________ Led By: ___________

Tune: __________________________

Gospel: ____________________________________________

Homily: ____________________________________________

General Intercessions: _______________________________

Read By: __________________________________________

Presentation of the Gifts: _____________________________

Carried By: _________________________________________

Offering Song: ______________________________________

Eucharistic Preface: __________________________________

Eucharistic Prayer Number: ____________________________

Holy, Holy: Recited: __________ Sung: ___________ Tune: __________

Eucharistic Acclamation: Number: __________ Sung: __________ Tune: __________
Amen: Recited:_________Sung:_________Tune:____________

Our Father: Recited:_________Sung:_________Tune:__________

Rite of Peace:____________________________

Lamb of God: Recited:_________Sung:_________Tune:________

Communion Form:__________________________________________

Communion Song:__________________________________________

Thanksgiving: Silence_________Litany:_________Other:_____  

Recessional Song:__________________________________________

Other instructions and comments:

Additional prayers or readings:
APPENDIX H

A BRIEF BIBLIOGRAPHY OF RESOURCES FOR PLANNING CHILDREN'S LITURGIES


APPENDIX I

TEST FOR C.C.D. STUDENTS

Name: ____________________________

Circle the right answer.

1. What Jewish feast did the Last Supper celebrate?
   a. New Year's Day
   b. Passover
   c. Jesus' birthday
   d. Hannukah

2. Who was with Jesus at the Last Supper?
   a. His family
   b. The people of Nazareth
   c. His Apostles
   d. The Pharisees

3. What happened to the bread and wine at the Last Supper?
   a. Nothing
   b. They suddenly looked like flesh and blood
   c. Jesus said they were His Body and Blood
   d. They reminded the Apostles of Jesus but were not different

4. What was Jesus' sacrifice for us?
   a. Dying on the cross
   b. Going without food for 40 days
   c. Cutting off his hand
   d. Not getting married

5. Why did Jesus do this for us?
   a. He could not stop the men from killing Him
   b. He loves us and wanted to take the punishment for our sins
   c. Judas betrayed Jesus
   d. The Apostles all left Him

6. The Greek word "Eucharist" is another name for Mass. What does this word mean?
7. One of the first things we do at Mass, after making the sign of the Cross is...
   a. Hear the Gospel
   b. Receive Communion
   c. Take up the bread and wine
   d. Ask God to forgive our sins

8. The Angels sang this prayer to the shepherds on the first Christmas:
   a. Our Father
   b. Creed
   c. Glory to God
   d. Eucharistic Prayer

9. On Sundays the first reading is from:
   a. The Old Testament
   b. The New Testament
   c. A letter of St. Paul
   d. Our Sunday Visitor

10. On Sundays the second reading is from:
    a. The Old Testament
    b. A letter of St. Paul
    c. The life of Jesus
    d. Our Sunday Visitor

11. The reading that tells about Jesus' life is the:
    a. Homily
    b. Gospel
    c. Old Testament reading
    d. Letter of St. Paul

12. Father's short talk which helps us understand the Bible readings is called the:
    a. Gospel
    b. Second reading
    c. Creed
    d. Homily
13. The prayer which tells what Catholic Christians believe is the:
   a. Offertory
   b. Holy, Holy
   c. Creed
   d. Homily

14. What are four reasons we pray to God?
   a. Asking, begging, pleading, wishing
   b. Thinking, sorry prayers, asking, hoping
   c. Asking, sorry prayers, thanking, praising
   d. Sorry prayers, wishing, hoping, loving

15. We take the bread and wine up to the altar at the:
   a. Consecration
   b. Offertory
   c. Holy, Holy
   d. Eucharistic Prayer

16. What does "Amen" mean?
   a. "I'm sorry"
   b. "Yes, it is true"
   c. "Thank you"
   d. "Hi God!"

17. Isaiah the Prophet heard angels in heaven say the words of this prayer:
   a. Our Father
   b. Creed
   c. Holy, Holy
   d. Eucharistic Prayer

18. Who gave us the "Our Father"?
   a. Moses
   b. Peter
   c. Mary
   d. Jesus

19. Jesus is called the Lamb of God because:
   a. His Father was a shepherd
   b. Shepherds came to honor Him when He was born
   c. Jews killed lambs and offered them to God to make up for their sins, and Jesus died for our sins
   d. He never hurt anyone.
20. When does the bread and wine become Jesus' Body and Blood?
   a. When it is brought to the altar
   b. When Father touches it
   c. When we receive it in Communion
   d. When Father says "This is my Body, this is my Blood."

21. How long before we receive Holy Communion should we stop eating or drinking (except water)?
   a. Five minutes
   b. One hour
   c. Three hours
   d. From midnight the night before

22. What season of the Church year comes right before Christmas?
   a. Lent
   b. Ordinary time
   c. Pentecost
   d. Advent

23. What season of the Church year comes right before Easter?
   a. Lent
   b. Ordinary time
   c. Pentecost
   d. Advent

24. When are Catholic Christians required to go to Mass?
   a. Never
   b. Sundays only
   c. Sundays and Holy Days
   d. Just Holy Days

25. Write the dates of these Holy Days:
   - Solemnity of Mary_____________________________
   - All Saints Day______________________________
   - Feast of the Immaculate Conception_________________

26. Write the name of the Holy Day we celebrate on these dates:
   - 40 Days after Easter (On a Thursday) _______________________
   - August 15 ________________________________
   - December 25 ________________________________
APPENDIX J

TEST FOR CATHOLIC SCHOOL STUDENTS

MATCHING: Write the letter of the meaning of each word in the blank.

1. Solemnity of Mary______ a. Song
2. Eucharist______ b. "It is true!"
3. Abraham's only son______ c. Saul
4. Paul's other name______ d. November 1
5. All Saints' Day______ e. January 1
6. Amen______ f. "Praise the Lord!"
7. Alleluia______ g. Isaac
8. Feast of the Assumption______
9. Gospel______ h. August 15
10. Psalm______ i. Thanksgiving
    j. "Good News"
    k. "Have Mercy, O Lord"
    l. December 8

TRUE/FALSE: Write "true" or "false" after each sentence.

11. The Mass in early Christian times was just the same as it is now.

12. The bread and wine become Jesus' Body and Blood when Father says "This is my Body; This is my Blood."

13. Jesus is called the "Lamb of God" because His father was a shepherd.

14. Jesus' twelve special friends were present at the Last Supper.
15. The Last Supper celebrated the Jewish feast of Hannukah.

16. On Sundays the first reading is usually from the New Testament.

17. We light candles on the altar because churches are too poor to afford electric lights.

18. Twenty years ago the Mass was said in Latin.

19. Priests have magical powers and can change bread and wine into Jesus' Body and Blood.

20. Jesus took the punishment for our sins when He died on the cross.

21. The Last Supper was the first Mass.

22. If we tell God that we are sorry for our sins at the beginning of Mass, we do not ever have to go to confession.


25. The Psalms are songs of praise to God.


MULTIPLE CHOICE: Circle the letter of the best answer.

27. The long black robe priests wear is called a:
   a. Stole
   b. Amice
   c. Cassock
   d. Alb

28. The season of the Church year which comes right before Christmas is:
   a. Advent
   b. Lent
   c. Ordinary time
   d. Pentecost

29. The season of the Church year which comes right before Easter is:
a. Advent  
b. Lent  
c. Ordinary time  
d. Christmas  

30. The moment at Mass when the bread and wine become Jesus' Body and Blood is called:

a. The Offertory  
b. Holy Communion  
c. The Sanctus  
d. The Consecration  

31. Why did God the Father let His Son Jesus die on the cross?

a. He could not stop evil men from killing Jesus.  
b. God loved us so much that He let His only Son die to make up for our sins.  
c. Jesus was not really God's Son.  
d. God forgot about Jesus, and didn't remember until it was too late.  

32. What are four reasons we pray to God?

a. Asking, begging, pleading, wishing  
b. Thinking, sorry prayers, asking, hoping  
c. Praising, thanking, sorry prayers, asking  
d. Sorry prayers, wishing, hoping, loving  

33. The reading that tells about Jesus' life is the:

a. Homily  
b. Gospel  
c. Old Testament  
d. Letter  

34. Father's short talk which helps us to understand the Bible readings is called the:

a. Gospel  
b. Letter  
c. Creed  
d. Homily  

35. Isaiah the Prophet heard the angels in heaven sing the words of this prayer:

a. Lord's Prayer  
b. Holy, Holy  
c. Creed  
d. Eucharistic Prayer
36. The prayer which tells what Catholic Christians believe is the:
   a. Offertory
   b. Sanctus
   c. Creed
   d. Homily

37. Who gave us the Lord's Prayer?
   a. Moses
   b. Peter
   c. Jesus
   d. Mary

38. How long before we receive Holy Communion should we stop eating or drinking (except for water)?
   a. Five minutes
   b. One hour
   c. Three hours
   d. From midnight the night before

39. When are Catholic Christians required to go to Mass?
   a. Never
   b. Sundays only
   c. Sundays and Holy Days
   d. Every day

40. The angel sang this prayer of praise on the first Christmas:
   a. Lord's Prayer
   b. Creed
   c. Glory to God
   d. Eucharistic Prayer

41. The large cup which the priest pours the wine into is called the:
   a. Paten
   b. Chalice
   c. Pall
   d. Purificator

**SHORT ANSWER:** Answer these questions in one or two sentences.

42. How did Jesus show us that He loved us?
43. How can we show Jesus that we love Him?

44. Why was Jesus surprised when the Roman soldier told Him not to come into his house?

45. What must we do if we want God to forgive our sins?

46. Why did God reward Abraham?
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