**Reading Guide – Class 13 Name: \_\_\_\_\_Brendan Boily\_\_\_\_\_\_\_**

**Class 13 –** Submit Class 13 Reading Guide

* + Thomas Groome, *Faith for the Heart* – read pp. 46-70 **[Book]**

1. How does the human hunger to be loved fit with the Christian description of God? (46-49)

Because we must understand that by being human we are loved by God, because that is what He wants for us and that is how He shows us that He is there for us.

1. (pp. 50-54) How is God described in the Hebrew Scriptures (Old Testament)? (50+ words)

He is described as “vengeance, and wrath”(50). Also that God is aware of human suffering and oppression and that he is willing to intervene with the past and to help make a better future for those who are involved. As well as God revealing himself as steadfast love of limitless mercy and unbound compassion (55 words)

1. (pp. 54-61) How is God described in the New Testament? (75+ words)

He is described through the living figure of Jesus, “fully devine, fully human”(54). Which brings to life the idea that salvation through him continues. “The God of the New Testament is one of love and kindness”(50). Also how we must show that our God is the God of good news and hope, instead of the God of bad news. By looking at the differences in the two testaments of “who” God is, we can see that as we evaluate our beliefs we start to change the way we are looking at God. (94 words)

1. What points does Groome make about divine judgment and human suffering? (50+ words)

Groome talks about the Hebrew Scripture and how those who are making poor choices are having to live with the responsibility of the choices they made. He also talks about how the commandments are not to be lived by word for word but more so there to help guide us to make the right choices. (55 words)

1. What are your thoughts or questions on this reading as a whole? (100+ words)

I felt like this reading sort of bounced around, I was having a hard time reading the portion about the Old Testament and so I feel like my answers to the questions were not up to par. Really the entire reading was tough for me just trying to follow along with all the quotes from the Bible and having to understand what exactly it was that the argument was about at times. It took me a little while to read the sections we had to read due to me having to try to follow along, this was definitely one of our harder readings or more difficult to understand readings. (109 words)

Time to evaluate your Large Group Participation again. *Pro-actively* contributing means you raise your hand and answer a question of your own accord, without being called upon. What number would you give yourself so far at this point in the course?

| RUBRIC | 5 points | 4 points | 3.5 points | 3 points | 2 points | 1 point | 0 points |
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| **Level Of Engagement In Class** | Student *proactively* contributes to class by offering ideas and asking questions more than ***once*** *per class*, on average. | Student *proactively* contributes to class by offering ideas and asking questions ***once*** *per class*, on average. | Student *proactively* contributes to class by offering ideas and asking questions ***once*** *every other class*, on average. | Student *proactively* contributes to class by offering ideas and asking questions ***once*** *every third class*, on average | Student *proactively* contributes to class by offering ideas and asking questions ***once*** *every fourth class*, on average | Student *proactively* contributes to class by offering ideas and asking questions ***less than*** *every fourth class*, on average. | Student ***never*** *proactively* contributes to class by offering ideas and asking questions. |