

# 4:1 Restoration Witness: Knowing the Sacred Story

## Connection

The sacred story is the story of how God has interacted with humans. For thousands of years, one generation shared with the next through storytelling what God had done and was doing in the course of their life. Eventually these verbal stories were written down. As Christians, we trace the development of our sacred story through the Hebrew people and the Hebrew Bible, commonly referred to as the Old Testament. The stories about Jesus, Jesus' teachings, and God's new covenant with humans became the New Testament.

Unique to the Community of Christ and other faith communities that trace their roots to Joseph Smith Jr. is the Book of Mormon. This part of the sacred story confirms that Jesus Christ came for all people in all the world. But the story does not end there.

The Doctrine and Covenants represents the continuation of the sacred story. Through a process of recording the revelation of God's will to the church and the church's acceptance of that record, the Community of Christ continues to accept modern day writings as scriptures.\*

But the story doesn't end there, either. We understand today that the Sacred Story includes how God relates to each of us, and us to God. While all of this is not necessarily written down, it is still an important part of the unfinished story of what God is doing in our world.

## Project/Scripture

The project for this unit is to gain greater understanding of the sacred story and relate it to your own story. Through this process we can connect people to God's sacred story. Your assignment is to read selected scriptures found on

portfolio page 4:1 from each of the sacred texts and write about them.

You are then to write your own story connecting it to God's story. This would include the major milestones in your life and what you found in common between your life and the sacred text. For instance, the story of creation or of Jesus' birth may parallel the story of your birth.

## Portfolio

Record your responses on portfolio page 4:1. You may wish to write longer answers than the page provides. This could include a page of your own design including illustrations for each of "the Sacred Story" entries.

*\*This process is called canonization. The Community of Christ has an "open" canon of scripture, indicating the desire to continue to add contemporary inspired writing.*

# Portfolio 4:1 Knowing the Sacred Story

## **The Sacred Story: The Hebrew Scriptures**

Read the following scriptures and record what they say to you about the sacred story and how they point to Jesus:

*Creation (Genesis 1:26–27)*

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*A Covenant with God (Exodus 24:1–8)*

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*The Redeemer of Israel (Isaiah 43:14–21)*

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## **The Sacred Story: The Christian Scriptures**

Read the following scriptures and record what they say to you about this portion of the sacred story:

*Jesus Is the Son of God (Mark 15:33–39)*

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*The Holy Spirit in the Church (Acts 2:32–36)*

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*The Triumph of the Kingdom of God (Revelation 21:1–7)*

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## **The Sacred Story: The Book of Mormon**

Read the following scriptures and record what they say to you about the sacred story:

*Jesus Christ is the True and Living God (Alma 8:64–94)*

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*Foretelling of the Messiah (Jarom 23–28)*

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*Jesus Appears (III Nephi 5:1–11)*

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## **The Sacred Story: The Doctrine and Covenants**

Read the following scriptures and record what they say to you about the sacred story:

*A Great and Marvelous Work (Doctrine and Covenants 4:1a–2b)*

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*Protection and Divine Grace (Doctrine and Covenants 135:3a–b)*

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*For One Another and the World (Doctrine and Covenants 157:16–17)*

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## **The Sacred Story: Your Life**

Write your "sacred story." What has been your connection to God? How does your story connect to God's story as found in scriptures?

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# 4:2 Restoration Witness: Remembering Christian History

## Connection

For more than two thousand years, the belief in Jesus Christ as the Son of God and Savior of humankind has developed through many peoples and cultures. While it would be impossible to cover all of the important elements of this history in one unit, it is important to know the larger movements in Christianity.

There are differing opinions about what elements in Christian history are important and how they are viewed. The story of the Community of Christ is relatively short compared to all of Christianity. Yet participating in any faith affects how we see the rest of history. Early members of the Community of Christ faith believed that they were restoring the first-century Christian church. However, there is evidence that the roots of the Community of

Christ were influenced by the developments of Christianity over the centuries. This has allowed the church to mature in its understanding of God's relationship with humanity and stand with others in the cause of Christ.

## Project

To understand the development of Christianity, the project for this unit is the creation of a timeline showing elements of Christian history and presenting it to a small group of people, like a church school class. The elements for the timeline are listed on the portfolio page 4:2 in chronological order. If you are interested, do research in a public library or on the Internet to find additional events or more information about specific events listed.

## Portfolio

Your portfolio entry for this unit is the timeline and a record of your presentation. Take timeline information from the portfolio page and place it on a timeline. The timeline can be limited to one standard size page, or you can make it larger by taping paper together so it can fold out from your portfolio. Select approximately twenty events to place on your timeline. As part of your presentation, share why you chose these events.

## Scripture

Read Psalms 77:11–14. How does the writer of this psalm describe the past works of God? How has God displayed these works? Why is it important to remember what God has done?

# Portfolio 4:2 Remembering Christian History

## Timeline Events

Choose only twenty events for your timeline:

### BEFORE JESUS

- Israelites' return to Palestine, 538 BCE
- Roman ruler Pompey seizes Jerusalem, 63 BCE

### JESUS AND THE NEW TESTAMENT

- Birth of Jesus, 4 BCE–0
- Ministry of Jesus, 27–30
- Jesus crucified, 30
- Oral tradition in Christianity, 36–55
- Peter leads the new Christian church, moves it to Rome, 36–67
- Paul's missionary journeys, 47–57
- Rome burned by Nero, blames Christians, 64
- New Testament writings, 55–125
- Jerusalem falls, temple destroyed, 70

### THE ERA OF CHURCH FATHERS

- Justin Martyr, leading apologist, 100–165
- Origen, leading theologian, 185–254
- Canon selection complete, 200
- Christians persecuted, 249–305
- Constantine, emperor of Holy Roman Empire, 280–337
- First Council of Nicaea, 325
- Church of Holy Sepulchre is built in Jerusalem, 326
- Augustine, leading theologian, 354–430
- Holy Roman Empire is divided into east and west, 395
- Council of Chalcedon, 451
- Benedict, founder of Western Monasticism, 480–550
- Catholic Christianity established in Gaul (France), 511

### MEDIEVAL CHRISTIANITY

- Church established in London, 602
- Charlemagne reigns as Holy Roman Emperor, 742–814
- Germany is Christianized, 754
- Second Council of Nicaea, 787
- Christianity reaches Sweden, 830
- Russia is Christianized, 988
- Leif Ericsson discovers America, 1000
- Norway is Christianized, 1025–1028
- Church splits into West (Rome), East (Constantinople), 1054
- Norman conquest of England, 1066
- Period of Scholasticism 1078–1500
- First Crusades 1096–1099

## Presentation

Write down the following information about your presentation:

Date \_\_\_\_\_

Presented at \_\_\_\_\_

Who was at the presentation?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

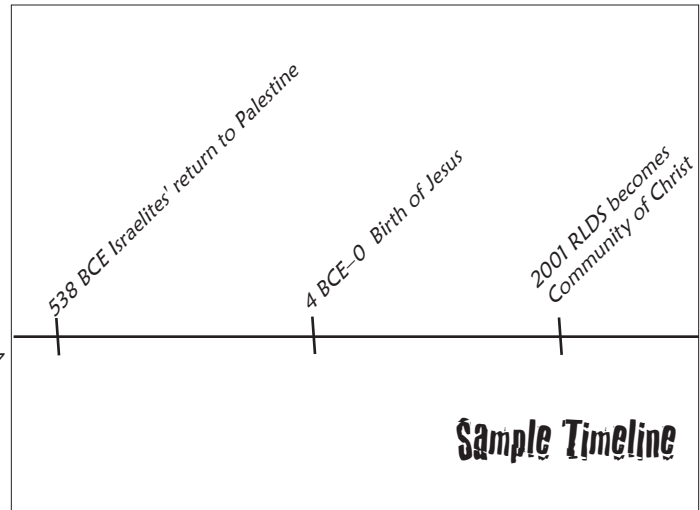
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Thomas Aquinas, leading theologian, 1225–1274

### REFORMATION

- Renaissance, 1350–1500
- John Wycliffe translates New Testament into English, 1380
- John Wycliffe translates Old Testament into English, 1382
- Joan of Arc, 1412–1431
- John Hus, Bohemian reformer, 1369–1415
- Martin Luther, leader of Protestant Reformation, 1483–1546
- Columbus reaches America, 1492
- Martin Luther posts the Ninety-Five Thesis, 1517
- John Calvin, leading theologian, 1509–1564
- Henry VIII breaks with Rome, begins Anglican Church, 1534
- Council of Trent, Catholic Reformation, 1545–1563
- John Smyth starts Baptist Church, 1609
- King James version of the Bible develops, 1611–1800
- Mayflower Compact of the Pilgrims, 1620

### MODERNITY AND DENOMINATIONALISM

- John Wesley, leading theologian, 1703–1791
- John Wesley founds Methodism, 1738
- Joseph Smith has first vision, 1820
- Book of Mormon completed, 1829
- Joseph Smith organizes Church of Jesus Christ, 1830
- Joseph Smith continues to edit the Book of Mormon, 1830–1840
- Joseph Smith makes changes to Bible, 1831–1833
- Disciples of Christ church started, 1832
- Joseph Smith assassinated, 1844
- Brigham Young leads Mormons to Utah, 1845
- Joseph Smith III becomes leader of Reorganized Church, 1860
- First Vatican Council, 1869–1870
- Creed of Niagara Bible Conference used by Fundamentalists, 1878
- Pentacostal Church founded, 1901
- Beginning of Protestant Ecumenical movement, 1910
- Joseph Smith's New Translation of the Bible called "Inspired Version" 1941
- Revised Standard Version of the Bible developed, 1946–1952
- Dead Sea Scrolls discovered, 1949
- United Church of Christ founded, 1957
- Second Vatican Council, 1962–1965
- New International Version of the Bible, 1978
- RLDS Church authorizes the ordination of women, 1984
- Declaration of Cooperation between Catholics and Protestants, 1994
- W. Grant McMurray becomes president of the Community of Christ, 1996
- RLDS Church changes name to Community of Christ, 2001

# 4:3 Restoration Witness: Inviting Others to Christ

## Connection

Most people who become Christians do so before the age of eighteen. In many cases, young people join the same faith community as their parents. However, many youth become active in Christian ministry because a friend invited them to camp or a youth activity. Being comfortable inviting a friend to a church activity is important. It can be an important first step to help friends connect to God.

## Project

The project for this unit is to develop a plan for inviting friends to a youth activity and to share your invitation with at least one person.

The first step is to determine which activity you would like to invite a friend to attend. Next, determine at least three benefits—positive things the person would get out of the activity that might help them in their life. Using this information, create an invitation and present it to your friend to invite them to the activity. Share with

them the three benefits and the other information about the event. An invitation to an event usually includes the time, date, and location of the event.

## Portfolio

For your portfolio entry, fill out the information on portfolio page 4:3 or create pages of your own. For each benefit, cut out a photograph from a magazine that is symbolic of that benefit, and glue or tape it in position. Decorate the page that reflects the event. For instance, if you want to invite someone to summer camp, include pictures from last year's camp if you've got some, cut outs of trees, cabins, the Sun, and any special activities you like to do at camp.

At the bottom of the portfolio page, describe how your friend responded to your invitation, Did they decide to attend or not? It is okay if they decided not to attend the event. There are many reasons why they might not be able to attend.

The important thing is that you invited them. List one more person you and your friend could invite to the activity.

You might want to use the same page and invite someone else to the activity, too! Use it to invite all your friends!

## Scripture

Read Romans 12:9–13. The words in these verses describe how we are to treat others. This includes offering hospitality to strangers (v. 13). While your friend is not a stranger to you, the friends others invite to activities are often strangers to you, and likewise your friend might be a stranger to them. What are some things you can do to offer hospitality to others?

# Portfolio 4:3 Inviting Others to Christ

Person I'd like to invite

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Event or activity I'd like to invite them to attend

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Time and Date of Event or Activity \_\_\_\_\_

Location of the Event or Activity \_\_\_\_\_



**Benefit #1**

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**Benefit #2**

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**Benefit #3**

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## Share This Information with Your Friend

I shared this information with my friend \_\_\_\_\_ and their parent(s).  
They decided to: (circle one) attend or not to attend.

Who else could I invite to this event or activity? \_\_\_\_\_

Does my friend have someone they would like me to invite? \_\_\_\_\_

# 5:1 Earth Stewardship: Reduce, Reuse, Recycle

## Connection

The concept of stewardship in the Community of Christ includes care for the Earth's resources. We are each called to become better stewards over the things within our control in the effort to take care of our planet. We call this "Earth stewardship."

Part of caring for our planet includes asking yourself before you buy something or before you throw away something: is there some way to do without it (reduce), some way to put it to another use (reuse), or some way to put it back into the environment safely (recycle)? Applying these principles is a great beginning to help the planet.

## Project

The project for this unit is to complete the "Reduce, Reuse, Recycle Audit" found on portfolio page 5:1 and implement changes in the way you do things. This project will probably affect other members of your household. Before you begin, talk this over with your family and your mentor on how best to implement this. Only implement changes your family agrees to.

As an option, you can apply this unit to your congregation. Work through your pastor to do the audit.

## Portfolio

The portfolio for this unit is the completed audit. Put a check mark next to items you do now. Circle the items you would like to try. Take photographs or cut out pictures from old magazines demonstrating two ways of reducing, and one each of reusing and recycling. You may use the portfolio page or design one or more pages of your own using the same information.

## Scripture

Read I Corinthians 1:26–31. How is reducing, reusing, and recycling wise? What are some "foolish" things that you have observed when considering this subject? What sense of calling do you have to Earth stewardship?

# Portfolio 5:1 Reduce, Reuse, Recycle

## Reduce, Reuse, Recycle Audit

Check those boxes you do now. Circle items you would like to try.

- When shopping, choose items with less packaging.
- Purchase items in recyclable containers.
- Avoid "squeezable" containers; they are not yet recyclable.
- Buy larger quantities when possible; smaller sizes use more packaging.
- Use cloth bags instead of paper or plastic and take them with you each time you shop.
- Take a coffee cup to work, and reduce the need for disposables.
- Let your grass clippings fall when you mow; they take up large amounts of landfill space.
- Have your name taken off junk-mail lists.
- Notify phone, credit card companies, and other organizations not to release your address.
- Use rechargeable batteries. They'll replace hundreds of disposable ones.
- Keep your car tuned up and in good condition; it will use less fuel.
- Car pool or take mass transit when possible.
- Install an aerator in your shower.
- Let your dishes air dry in your dishwasher.
- Insulate your water heater.
- Turn off the water while you brush your teeth.
- Turn off lights, radios, and televisions when you leave a room.
- Turn up the thermostat in summer, down in winter.
- Use cloth napkins.
- Other \_\_\_\_\_

Place a photo here of one example of reducing.

Place a photo here of one example of reducing.

Reduce

- Have a garage sale/donate things you don't use.
- Revive the practice of "hand-me-downs."
- Use reuseable containers to store leftovers.
- Reuse large envelopes by using labels over old addresses.
- Use cloth diapers.
- Wash and reuse water bottles.
- Share magazine subscriptions with neighbors or friends.

Place a photo here of one example of reusing.

Reuse

- Start a compost heap in your backyard.
- Recycle glass.
- Recycle tin cans.
- Recycle plastic milk jugs and bottles.
- Recycle aluminum.
- Recycle newspaper.
- Take metal hangers back to the cleaners.
- Dispose of all unwanted paints and chemicals to an approved recycling center.
- Take plastic pots back to the nursery after replanting purchased plants.
- Recycle paper at work and in home offices.
- Other \_\_\_\_\_

Place a photo here of one example of recycling.

Recycle

List additional ways of reducing, reusing, and recycling \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 5:2 Earth Stewardship: Helping in Community

## Connection

The Community of Christ has a unique perspective on the concept of Earth stewardship that can trace its historic development to Joseph Smith Jr., founder. In Joseph Smith's Translation of the Bible, now referred to as the "Inspired Version," there is an understanding shared from Genesis 1:5 that everything was created spiritually before it was created physically. This spiritual creation calls us to deeper appreciation for those elements of creation placed on the Earth for us.

The concepts of Earth stewardship go far beyond the walls of the church. The care for the environment in many nations is the work of the government. In many cases the government needs the support of volunteers to do specific projects.

## Project

Your project for this unit is to work through your mentor and complete a minimum of four hours of community service related to Earth stewardship. There are many ways to accomplish this. Here are some suggestions on how to get started:

1. Read the newspaper. See if there is a need expressed in some article for a project related to Earth stewardship.
2. Contact government officers or agencies in your city, county, state, or province to see if there is a project you could do or help with.

The project should be suited to your interests and abilities and be focused on Earth stewardship. Such projects might include picking up litter in a park or along a street, working in a community recycling center, or assisting someone in the community with yard clean-up.

## Portfolio

For your portfolio entry, use the items on portfolio page 5:2 as a starting point for documenting what you did. Be sure to include photos or some other document to verify what you have done. This could include a letter from a government officer, or a thank-you note from a member of the community.

## Scripture

Read Genesis 1:5, 2:11. How do these scriptures call you to a relationship with creation? Read 1 Peter 4:10–11. What gifts do you have that helped in this project? What were the gifts others had that helped? How did the project show the "strength of God"? How did the completion of the project glorify Jesus Christ?

# Portfolio 5:2 Helping in Community

## Documentation

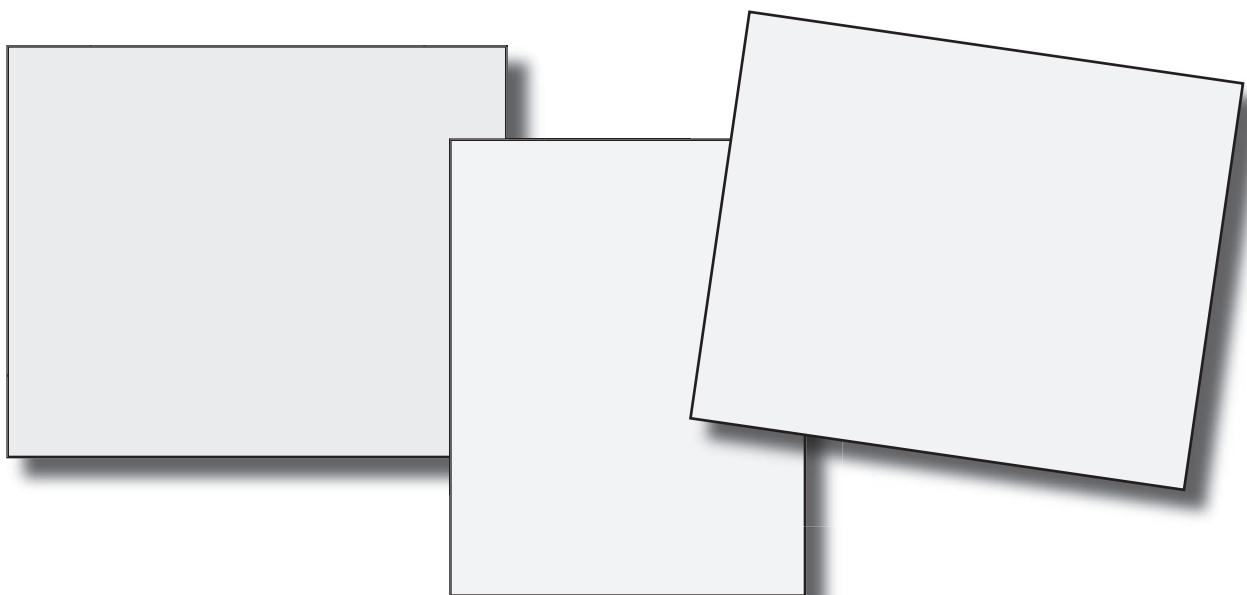
When and where did you do your community project on Earth stewardship?

What was the scope of your project? (List the details of what you did.)

What was the benefit to the community?

Who assisted you with this project?

Place any documentation of the project here, including photographs, newspaper articles, letters, or notes.



# 5:3 Earth Stewardship: Global Impact

## Connection

Sometimes people think they can't make a difference because they feel the world, or a specific problem, is too big. However, God has demonstrated through scripture stories that it sometimes takes just one person's actions to make a big change. We are called as stewards over the Earth to consider those issues that are global in scope as we respond in local ways. We may also be called to work on a global scale, becoming involved with organizations that address Earth stewardship in systemic ways.

## Project

The project for this unit involves the completion of a project that has as its focus Earth stewardship on a global scale. Making a difference in

the world begins by making others aware of conditions or situations and how they might help.

There are any number of ways to accomplish this that can be worked out with your mentor. The following are two ideas that may be used:

1. Establish a peace pole at your church, school, or other location in your community. Peace poles are usually a four-sided pole about six to eight feet tall. On each side are the words "May Peace Prevail on Earth" in different languages. You can get more information about peace poles at [www.peacepoles.com](http://www.peacepoles.com) or The Peace Pole Makers, USA, 3534 W. Lanham Road, Maple City, MI 49664, or (231) 334-4567.

2. Create an exhibit for your congregation, scout unit, school, or community that explains one of the following global issues: global

warming, deforestation, loss of ocean life due to over harvesting, or another of your choice.

## Portfolio

For the portfolio entry, document the project you complete on portfolio page 5:3. Be sure to include details about the project such as date, time, location, and the details of what you did. Document with either photographs or a written description and include any notes, letters, or news articles.

## Scripture

Read Revelation 11:15. The story in Revelation is about the triumph of good and the transformation of heaven and earth. How has the impact of your project helped "the kingdom of the world" become "the kingdom of our Lord"?



# 6:1 Just Relationships: Justice of Space and Time

## Connection

Just relationships are those that demonstrate justice. But justice can be elusive, at least when things are not distributed equitably. The elements of space and time can be most important when trying to establish peace.

Have you ever disagreed with a brother, sister, or friend about your "space"? Has your parent set up a computer schedule for the two of you after one of you complained that the other would not let you have any time on it? Likewise, some of the world's nations have been fighting over territory that at some point in the past was part of another nation.

## Project

Your project for this unit is to write a one-page report explaining in brief the tension over "space and time" between two or more nations of today's world. Also include your opinion about a resolution to the problem.

Research for your work may be found at a public library or on the Internet. Seek some direction from your mentor.

Present your paper to a small group, such as a church school class. This could take many forms. Work with your mentor to determine which is best for you and your congregation.

Possible topics to write about:

- Israel and Palestine
- Northern Ireland
- Korea
- India and Pakistan

## Portfolio

Your portfolio entry will be your written report. You may use portfolio page 6:1 to write out by hand your report, or you may enter it on a computer, print it, and tape or glue it to the page to place in your portfolio. The report should explain the situation. Give some background information about what started the problem and your opinion about a resolution to the problem.

You may want to include pictures about the situation cut from magazines or printed from the Internet.

## Scripture

Read Isaiah 66:8–12. These lines of praise to the Lord demonstrate the gratefulness of a people who have moved from slavery to freedom in their own land.



# 6:2 Just Relationships: Economic Justice

## Connection

The idea of economic justice finds its roots in the ancient traditions found in the Hebrew Bible (Old Testament). Economic justice is based on the concept that people are able to get things so that everyone has what they need. The tension comes in determining the difference between needs and wants, and to what extent things are available for distribution. This is further complicated by differing market and political systems around the world. This includes command economies where the government controls what is produced and free-market economies where individuals

and owners control what is produced trying to match it with the demand for the product.

Following principles of economic justice can positively affect our decision making at all levels: individual, community, nation, and world.

## Project

The project for this unit involves contrasting the price of what you need and want with what people from other nations would have to pay for the same items. List the top five things you need every day to survive. These might include food, clothing, shelter, and school supplies. Then list five things you

want. This could include CDs, DVDs, a computer game, tickets to a movie, and a new bicycle.

Next calculate what these would cost in other nations. Follow the instructions as listed on portfolio page 6:2. Then complete the "Balancing the Wealth" section. Have three to five other people fill out the page and discuss with you their opinions about economic justice.

## Portfolio

For your portfolio entry, complete portfolio page 6:2 or design a page that reflects not only your responses, but the responses of others.

## Scripture

Read Luke 10:25–37. This story of the good Samaritan is a story about economic justice. How does the Samaritan use his finances to help another? How are we called to do the same?

# Portfolio 6:2 Economic Justice

## Listing Your Needs

List five things you need to survive and five things you would like to have. Beside each item place what you think you would spend on the item. Research this by either pricing the item at a local store or find the price on-line. Find the totals for needs and wants

Top five needs	Price
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
Total	\$ _____

Top five wants	Price
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
Total	\$ _____
Grand Total	\$ _____

## What Others Must Pay

Using the "Cost of Living Indices," calculate what each item would cost in two other countries. Take the price of your item and multiply it by the number on the chart to find the price in that country. Find the totals for needs and wants.

Nation	Nation
_____	_____
Factor _____	Factor _____
_____	_____
_____	_____
_____	_____
_____	_____
Total	\$ _____ \$ _____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Total	\$ _____ \$ _____
Grand Total	\$ _____ \$ _____

## Cost of Living Indices

Use the following factor to determine what items will cost in other countries:

Argentina	1.40
Austria	1.30
Bahrain	1.26
China	1.27
Hong Kong	1.43
Israel	1.32
Japan	1.82
Korea	1.17
Nigeria	1.21
Russia	1.23
Saudia Arabia	1.31
United Kingdom	1.41

*As an example, a loaf of bread that costs \$2 in the United States would cost the equivalent of \$2.80 US in Argentina:*

$$\$2 \times 1.40 = \$2.80$$

## Balancing the Wealth

Compare the grand totals. What would you give up from your "want" list to balance the grand totals from your list with the grand total from the other nations? Circle these items. What would you be willing to give up so that a person in another country might have all their "needs"? Would you give up all your "wants"? Is there one "need" that you could live without if you had to? List it here.

\_\_\_\_\_

# 6:3 Just Relationships: Understanding One Another

## Connection

One of the significant teachings of Jesus affirmed in the Community of Christ is the worth of all people. However, seeking to understand others can be difficult and sometimes almost impossible. While we want to see things from another's perspective, it is not our perspective. That is why it is important to respect others.

We differ from others in countless ways. From the color of our skin, eyes, and hair, to our abilities to see, read, and think. Despite these differences, we are all created by God and are called to treat one another with love and respect.

In Western society, discrimination in some instances is prohibited by law and in some cases is protected by law. Discrimination based on gender or race is not legal. Other forms of discrimination are more difficult to determine. Sometimes people

discriminate based on what they think they know rather than the facts. This includes discrimination based on sexual orientation or religious beliefs, which are not evident just by looking at someone.

## Project

The project for this unit is to select one person who is different from you in some significant way, interview them, and write a report or story for your unit or church newsletter. Work with your mentor to select someone from your family, congregation, or community.

## Portfolio

Portfolio page 6:3 offers some questions to consider for your interview. Take notes on other paper, and then write your story or report on the page. You may design your own page to put in your portfolio as well. If possible, include a photograph of you and the other person.

## Scripture

Read John 13:34–35. In this scripture Jesus told us to love one another. What must you do before you can love someone else? What are you called to do to demonstrate that love?

## Ways We Are Different

There are many ways we are different from one another. See if you can think of others.

- Age
- Ability/Disability
- Weight
- Height
- Race
- Nation of Birth
- Color of Skin
- Color of Eyes
- Color of Hair
- Gender
- Strength
- Sexual Orientation
- Skill/Talent
- Reading Level
- Religion

