



UNIT 1

Jesus Reveals to Us the Trinity and the Father's Love

Lessons in This Unit

- Lesson 1: Exploring the Trinity with Sacred Art
- Lesson 2: Understanding the Trinity
- Lesson 3: The Trinity Shows Us How to Love
- Lesson 4: We Use God's Name with Reverence
- Lesson 5: God Loves All People in the World
- Lesson 6: The Incarnation: True God and True Man
- Lesson 7: Exploring the Crucifixion with Sacred Art
- Lesson 8: Jesus Taught His followers about the Kingdom of God

Scripture Studied in This Unit

- Genesis 1:2
- Exodus 3:14
- Deuteronomy 6:5
- Psalm 113:3
- Isaiah 9:5
- Isaiah 53:4-5
- Matthew 3:13-17
- Matthew 6:9-13
- Matthew 22:34-40
- Matthew 25:34-36, 45
- Mark 1:9-11
- Mark 8:22-29
- Luke 3:21-22
- Luke 10:25-37
- Luke 11:3-4
- Luke 23:46
- John 1:1-2
- John 1:14
- John 1:29-34
- John 2:13-17
- John 14:9
- John 19:34-35
- John 20:19-22
- 1 Corinthians 13:1-13
- Galatians 4:4



Connection to the *Catechism of the Catholic Church*

Lesson 1

- › 253, 733

Lesson 2

- › 225, 234, 237, 252-253, 259-261

Lesson 3

- › 187-189, 194, 976-978, 1213, 1266

Lesson 4

- › 206-207, 2084, 2143, 2174, 2807-2815

Lesson 5

- › 1814-1817, 1822, 733, 2055, 2133

Lesson 6

- › 463-464, 470, 474

Lesson 7

- › 604, 606, 613-618

Lesson 8

- › 541-542 , 551, 553

Introduction

God is a Trinity of Persons, revealed to us by Jesus Christ, the Second Person of the Trinity become man. Jesus taught us about God's love for us and how we are to love God and each other. Then He died on the Cross for our sins. Jesus ushered in the Kingdom of God here on earth in anticipation of its fulfillment at the end of time.

The Blessed Trinity

The Blessed Trinity is the mystery of our Faith that God is three distinct Persons – God the Father, God the Son, and God the Holy Spirit – who are each fully and equally one God. This essential mystery of our Faith reveals to us not only God's inner life but also how to love. In fact, love is at the very heart of who God is and who we are. We are made in God's image and likeness, and so there is something fundamental about us as human beings that is like God. Scripture tells us that God is love, and this truth is manifest in God's life as Trinity. Therefore, when we love one another, we are reflecting the love that is God, His very Trinitarian life. This truth is beyond complete human understanding, but from the very beginning, God has desired to make Himself known to us. And, so, throughout salvation history, God prepared us to know Him.

The Incarnation

In the fullness of time, God entered into human history through the Incarnation. The Second Person of the Blessed Trinity,



Holy Trinity, fresco by Luca Rossetti da Orta. St. Gaudenzio Church at Ivrea.

God the Son, became man in the Person of Jesus Christ. In Jesus, God has fully revealed Himself to us. Jesus was fully God and fully man, possessing a divine intellect and will and a human body, intellect and will. He was like us in all things but sin. Jesus taught us about God and His plan of salvation, and He taught us how to love God and how to love our neighbor. Then Jesus died for our sins on the Cross, as was foretold in the Old Testament, and rose again on the third day to defeat sin and death.

The Kingdom of God

Jesus ushered in the Kingdom of God here on earth, which is visible in and through the Catholic Church. Jesus taught us to love God and our neighbor, which are key elements of the Kingdom of God. The Church works to build up God's Kingdom in anticipation of the end of time, when God's reign will be fulfilled throughout creation. Everyone is invited to be a part of God's Kingdom and to share it with others.

Connections to New York Religion Guidelines

Core Content

- ▶ There are three Persons in one God: God the Father, God the Son, and God the Holy Spirit. This is the Blessed Trinity.
- ▶ The love the Father, Son, and Holy Spirit have for one another in the Trinity is the model of the love we are to have for one another.
- ▶ Jesus is the Son sent by God the Father. During His life on earth, Jesus gathered a community of followers, called disciples.
- ▶ He taught this community of followers about the Kingdom of God.

Christian Living

- ▶ We always use God's name with reverence.
- ▶ God's love embraces all people of the world. Therefore, our love and respect must exclude no one.
- ▶ God sent His Son, Jesus, to show us how to love God, others, and ourselves.
- ▶ When we love as Jesus taught us, God's Kingdom becomes more visible in our world.

Prayer and Worship

- ▶ Review the Sign of the Cross and the Glory Be.
- ▶ Pray with the children for peace and unity in the world community.
- ▶ Remind children that in the Lord's Prayer we pray for God's Kingdom to come.

Vocabulary

- | | |
|-----------------------|------------------|
| ▶ Proceed | ▶ Respect |
| ▶ Trinity | ▶ Incarnation |
| ▶ Consubstantial | ▶ Person |
| ▶ Mystery | ▶ Nature |
| ▶ Faith | ▶ Divine |
| ▶ Creed | ▶ Intellect |
| ▶ Baptism | ▶ Will |
| ▶ Reverence | ▶ Crucifixion |
| ▶ Wonder and Awe | ▶ Iniquity (sin) |
| ▶ False God | ▶ Reign |
| ▶ Yahweh | ▶ Kingdom |
| ▶ Abba | ▶ Ambassador |
| ▶ Peace | ▶ Custom |
| ▶ Virtue | ▶ Rule |
| ▶ Theological Virtues | |

Pacing Guide Note

Aim to begin presenting Unit 1 in September.

Exploring the Trinity with Sacred Art

UNIT 1, LESSON 1

Learning Goals

- › God is three Divine Persons in one Divine Being; this is called the Trinity.
- › The Son eternally proceeds from the Father.
- › The Holy Spirit eternally proceeds from the Father and the Son.



Connection to the *Catechism of the Catholic Church*

- › CCC 253
- › CCC 733



Vocabulary

- › Proceed
- › Trinity
- › Consubstantial

BIBLICAL TOUCHSTONES

In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God.

JOHN 1:1-2

[Jesus] said to them again, "Peace be with you. As the Father has sent me, so I send you." And when he had said this, he breathed on them and said to them, "Receive the Holy Spirit."

JOHN 20:21-22

Activity

- A. Ask your students if they have heard the word *Trinity* before and if they know what it means. Explain that Trinity refers to the three Persons in one God: the Father, the Son, and the Holy Spirit.
- B. Ask your students to identify the Father, the Son, and the Holy Spirit in the painting. Then explain that this is a painting of the Holy Trinity. The Holy Trinity is God. God is the Holy Trinity because He is three Persons in one God. These Persons are the Divine Persons, the Father, the Son, and the Holy Spirit. They are each fully God and also each unique. We are human persons; each of us is only one person. So we cannot fully understand how God is one God and three Persons. Even though we cannot quite understand, we know that there is one God and He is three Divine Persons because God the Son came to earth in the Person of Jesus Christ and taught us about God. He taught us that God is three Persons in one God.
- C. Arrange students in small groups and give each group a copy of **Handout A: Detail from Boulbon Altarpiece**. Have them discuss the questions on the back of the handout with each other. During this time, try to keep students focused on the artwork and the discussion questions, letting their conversations go in unexpected ways.

Formative Assessment

- A. Circulate among the groups, listening to their discussion, keeping them on task, and offering insights or clarification where needed.
- B. Before moving on to the next activity, have each group write one question they would ask the painter about his work and turn it in.

DAY TWO

Warm-Up

Project an image of the detail from the Boulbon Altarpiece from **Handout A**, and read aloud a few of the most interesting questions offered by the student groups the previous day. Allow students to share their reactions and other personal responses to the art.

Activity

- A. Give students copies of the art, and have them skim over the questions they discussed the previous day. Then call on groups in turn to share their answers to each of the

Lesson Plan *(continued)*

questions. Conclude the discussion with the question of how the artist probably wanted the people who viewed his painting to feel.

- B. Ask your students to describe what is coming out of mouths of the Father and Son. Rays of light. Then, explain that the Trinity is like light and that you are going to demonstrate what this means.
- C. Turn off the lights in the room, and turn on a flashlight. Switch the flashlight on and off several times. Point out that as soon as you turn on the flashlight, there is light in the room. As soon as there is light in the flashlight's bulb, there is a beam of light shining out that helps us see. The beam comes from (or proceeds from) the flashlight. This is like how the Son comes from or proceeds from the Father. The Father is like the flashlight bulb and the light that comes from it is like the Son. In the Trinity, the Son eternally proceeds from the Father. Eternally means without a beginning or end. It means always. The Son has always and will always come from the Father.
- D. Next, shine the flashlight onto a mirror. Ask students if they see a reflection of the light beam and a reflection of the flashlight in the mirror. Students may even see a glow of light as the mirror reflects the light beam back on itself. Explain that this reflection comes from the light beam and from the flashlight together. This is like the Holy Spirit. He eternally proceeds from both the Father and the Son. The Holy Spirit has always and will always come from or proceed from the Father and the Son.
- E. Arrange students into trios. Distribute **Handout B: Trinity Puzzle Pieces**, colored pencils, scissors, and tape. Ask students to choose one puzzle piece each and to color and decorate it to help them remember what they have learned about the Person of the Trinity on their puzzle piece.
- F. Have each group cut out their pieces along the dotted lines and tape them together to complete the puzzle. Display completed Trinity puzzles around your classroom.

Formative Assessment

Ask for volunteers to describe how the painting Detail from Boulbon Altarpiece from **Handout A** illustrates that the Son comes from the Father and the Holy Spirit comes from the Father and the Son.

DAY THREE

Warm-Up

- A. Project an image of Detail from Boulbon Altarpiece from **Handout A**. Ask students to point out what is coming from the Father's and the Son's mouths.
- B. Ask students to summarize what they learned in the last lesson. Help them by asking:
- ▶ From whom does the Son come? *The Father.*
 - ▶ From whom does the Holy Spirit come? *The Father and the Son.*
 - ▶ When did the Son begin coming forth from the Father? *He eternally proceeds from the Father, which means without beginning or end.*
 - ▶ When did the Holy Spirit begin coming forth from the Father and the Son? *He eternally proceeds from the Father and the Son.*
- C. Ask your students the following questions:
- ▶ What are some things that can come out of our own mouths? *Words, breath or air, spit, our tongues, and so forth. Explain that two of the most important things that can come out of our mouths are words when we speak and air when we breathe.*
 - ▶ Why is speaking important? *It helps us to communicate with others.*
 - ▶ Why is breathing important? *It is necessary for us to live, to breathe in and breathe out.*
- D. Project John 1:1-2, and have a student stand and read it aloud:
- In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God.
- E. Ask your students if they know which Person of the Trinity is called "the Word." *God the Son, Jesus.*
- F. Project John 20:21-22, and have a student stand and read it aloud:
- [Jesus] said to them again, "Peace be with you. As the Father has sent me, so I send you." And when He had said this, He breathed on them and said to them, "Receive the Holy Spirit."
- G. Ask your students how Jesus gave the Holy Spirit to the Apostles. *He breathed on them.*

Lesson Plan *(continued)*

- H. Explain that the Son comes from the Father as words come from us when we speak. That is why the Son is called the Word of God. The Holy Spirit comes from the Father and the Son as breath comes from us when we breathe. That is why Jesus gave the Holy Spirit to the Apostles by breathing on them.
- I. Project an image of Detail from Boulbon Altarpiece from **Handout A**, and ask students to look at it closely.
- J. Ask your students to describe how this painting shows that the Persons of the Trinity are related to each other, like light and like words and breath.

Activity and Assessment

Pope St. John Paul II strongly encouraged that the faithful memorize important passages of Scripture. In the Apostolic Exhortation *Catechesi Tradendae*, he wrote: “The blossoms...of faith and piety do not grow in the desert places of memoryless catechesis.” When students have memorized important Scripture passages, the Word of God resides in their minds and hearts and is at the ready when the students need it.

To respond to Pope St. John Paul II’s wish, have your students write out and commit to memory some or all of the following Bible verses, which complement all the lessons in this unit. Give students a few minutes each day to study them and practice recitation and writing. Before completing this unit, select one or two of these verses to have students write out from memory as a quiz at the end of the unit. Use the **Blank Copywork Page** at the beginning of the book for these memorization quizzes. You may also choose to have your students recite some or all of the memorized Scripture.

This copywork activity is but one means of helping students commit Scripture to memory. Encourage your students to explore other means of memorization, such as hanging important Scripture verses on their refrigerator at home, or on their bathroom mirror, reciting and discussing it with their parents, using Scripture passages in conversation, and other creative means of use and memorization.

Students should also be able to identify the work of art in this lesson. You may wish to give extra points to students who can identify not only the title of the work but also the artist, time period, and location of the work.

- In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God.

JOHN 1:1-2

- › [Jesus] said to them again, “Peace be with you. As the Father has sent me, so I send you.” And when He had said this, He breathed on them and said to them, “Receive the Holy Spirit.”

JOHN 20:21-22

- › For a child is born to us, a son is given to us; upon his shoulder dominion rests. They name him Wonder-Counselor, God-Hero, Father-Forever, and Prince of Peace.

ISAIAH 9:5

- › And the Holy Spirit descended upon him in bodily form like a dove. And a voice came from heaven, “You are my beloved Son; with you I am well pleased.”

LUKE 3:22

- › God replied to Moses: I am who I am. Then he added: This is what you will tell the Israelites: I AM has sent me to you.

EXODUS 3:14

- › “This is how you are to pray: Our Father in heaven, hallowed be your name.”

MATTHEW 6:9

- › Therefore, you shall love the LORD, your God, with your whole heart, and with your whole being, and with your whole strength.

DEUTERONOMY 6:5

- › And the Word became flesh and made his dwelling among us, and we saw his glory, the glory as of the Father’s only Son, full of grace and truth.

JOHN 1:14

- › “Then the king will say to those on his right, ‘Come, you who are blessed by my Father. Inherit the kingdom prepared for you from the foundation of the world. For I was hungry and you gave me food, I was thirsty and you gave me drink, a stranger and you welcomed me, naked and you clothed me, ill and you cared for me, in prison and you visited me.’...‘Amen, I say to you, what you did not do for one of these least ones, you did not do for me.’”

MATTHEW 25:34-36, 45

Detail from Boulbon Altarpiece

BY UNKNOWN ARTIST (C. 1450)



Musee du Louvre, Paris, France.

DIGITAL IMAGES AVAILABLE AT

WWW.SOPHIAINSTITUTEFORTEACHERS.ORG

Detail from Boulbon Altarpiece



Detail from Boulbon Altarpiece, by Unknown Artist (c. 1450)

Directions: Take some time to quietly view and reflect on the art. Let yourself be inspired in any way that happens naturally. Then think about the questions below, and discuss them with your classmates.

Conversation Questions

1. Whom do you see in this painting?
2. Why do you think the Holy Spirit is painted as a dove?
3. How does it show that the Son proceeds from the Father? Who is the Father looking at? Who is the Son looking at?
4. How does this painting show that the Holy Spirit proceeds from the Father and from the Son?
5. Read this excerpt from the *Catechism of the Catholic Church* no. 253:

The Trinity is One. We confess [profess that we believe in] one God in three persons, the “consubstantial Trinity.” Each of the divine persons is God whole and entire.

Where have you heard the word *consubstantial* before? *Consubstantial* means “with one substance.” In other words, it means “the same.” How does this painting show that the Father, Son, and Holy Spirit are all the same God?

7. Read *Catechism of the Catholic Church* no. 733:

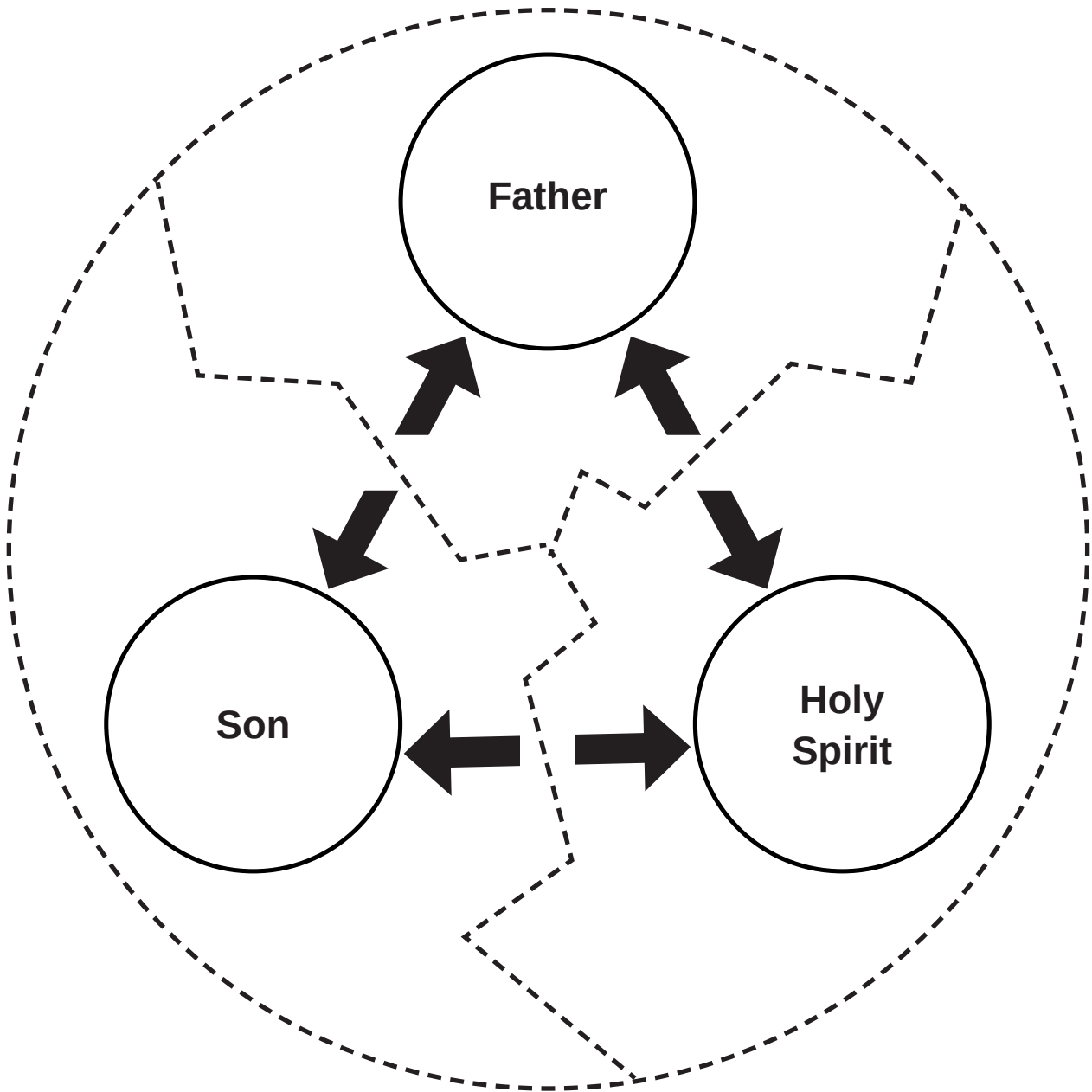
God is Love and love is His first gift, containing all others. God’s love has been poured into our hearts through the Holy Spirit who has been given to us.

How does this painting show you that each Person of the Trinity loves the others? How does this painting show you something that God has given us because He loves us?

8. What are some ways that the Holy Spirit pours God’s love into our hearts?
9. This is a detail from a larger painting. In the larger painting, you can see that Jesus is standing in His tomb, after His Crucifixion and before His Resurrection. What does Jesus look like in this painting? At what point in His earthly life do you think he is?

Trinity Puzzle Pieces

Directions: In your group, choose one puzzle piece. Color and decorate it to help you remember what you learned about the Person of the Trinity whose name is on your puzzle piece. Cut out your piece and tape it to the pieces decorated by your classmates in your group.



Answer Key

Handout A: Detail from Boulbon Altarpiece

1. The Father, Son, and Holy Spirit; the Blessed Trinity.
2. The Holy Spirit is often described in Scripture as being like a dove.
3. The rays of light coming from the Father's mouth show that the Son proceeds from Him. Also, the Father is looking at the Son. The Son is looking at the Father.
4. The Holy Spirit is between the Father and Son, in the middle of the rays of light coming from both of their mouths.
5. We say the word *consubstantial* during the Nicene Creed on Sundays when we describe what the Son is like. Answers will vary describing how this painting shows that the Persons of the Trinity are one.
6. The Father is looking at the Son, and the Son is looking at the Father, and the Holy Spirit is between them.
7. God has given us His Son, who died for us on the Cross. He has also sent His Holy Spirit to be with us and guide to holiness.
8. The Holy Spirit pours love into our hearts in many ways, such as the Sacraments, grace through prayer, the gifts of the Holy Spirit, and the fruits of the Holy Spirit.
9. Jesus looks tired and in pain. He is shown during His Crucifixion.

Understanding the Trinity

UNIT 1, LESSON 2

Learning Goals

- The Blessed Trinity is Three Persons, Father, Son, and Holy Spirit, in One God.
- We are made in the image of God.
- The Blessed Trinity is a mystery that is beyond complete human understanding.
- St. Patrick taught the people of Ireland about the Trinity using a shamrock.



Connection to the *Catechism of the Catholic Church*

- CCC 225, 234, 237, 252, 253
- CCC 259-261



Vocabulary

- Trinity
- Mystery

BIBLICAL TOUCHSTONES

Jesus said to him, “Have I been with you for so long a time and you still do not know me, Philip? Whoever has seen me has seen the Father. How can you say, ‘Show us the Father?’”

JOHN 14:9

For a child is born to us, a son is given to us; upon his shoulder dominion rests. They name him Wonder-Counselor, God-Hero, Father-Forever, and Prince of Peace.

ISAIAH 9:5

Assessment

Ask your students the following questions:

- ▶ Who is the First Person of the Holy Trinity? For what is He known? *God the Father, who is the Creator.*
- ▶ Who is the Second Person of the Holy Trinity? For what is He known? *God the Son, who is the Savior.*
- ▶ Who is the Third Person of the Holy Trinity? For what is He known? *God the Holy Spirit, who makes us holy.*

DAY TWO

Warm-Up

- A. Begin by teaching students the Sign of the Cross. Explain that this is a simple prayer that they pray frequently, maybe without even realizing it. Every time we pray using the Sign of the Cross we are dedicating ourselves to God, in the names of the three Persons of the Blessed Trinity. This simple prayer strengthens us with God's help when we are tempted to do wrong and when we face difficulties.
- B. Have students slowly make the Sign of the Cross while naming each Person of the Holy Trinity: *In the name of the Father, and of the Son, and of the Holy Spirit. Amen.*
- C. Teach about the Blessed Trinity with an apple. Cut open the apple and point to the three parts: the core, the skin, and the fruit we eat.
- D. Explain to your students that there is only one apple, but there are three different parts in the one apple. In the same way, there is only one God, but there are three Persons in the one God. It is a great mystery of our faith.

Activity

- A. Write the word "mystery" on the board and ask your students to define it. *Answers may include a problem to solve, a crime to figure out, or something that we don't know or can't know. Accept reasoned answers.* Then write the following definition: "A mystery is a truth about God that we can come to know only with God's help." Explain that as Catholics we believe that the Holy Trinity is the communion of three Persons in one God. In other words, the Persons of the Holy Trinity, God the Father, God the Son, and God the Holy Spirit, are in relationship with each other. This is a great mystery of our faith. This

Lesson Plan *(continued)*

means that God has made known to us this truth that we could not know in any other way. God calls us, through grace, to join in that loving relationship.

B. Draw an equilateral triangle on the board and ask your students why an equilateral triangle is a good symbol for the Trinity. *Accept reasoned answers from your students, which should include that there are three equal sides in the triangle, but together they make up one triangle.*

C. Label each side of the triangle as “Father;” “Son,” and “Holy Spirit.” In the center of the triangle write “God.” Explain how the three Persons act together in all They do, but each Person also has a special role. Remind students that God the Father is our Creator, God the Son is our Savior, and God the Holy Spirit makes us holy.

D. Read aloud to your students John 14:9:

Jesus said to him, “Have I been with you for so long a time and you still do not know me, Philip? Whoever has seen me has seen the Father. How can you say, ‘Show us the Father?’”

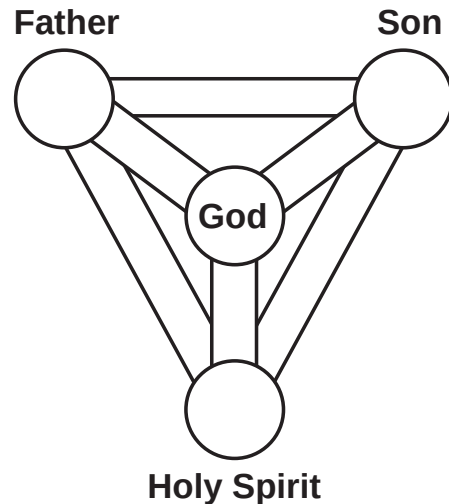
E. Explain that just as the Father is in Jesus, Jesus is in the Father. In the Trinity, there are three Persons in one nature. Each distinct person is fully God: God the Father is God, God the Son is God, and God the Holy Spirit is God. Each Person of the Trinity shares fully in the nature of God. A simple way to understand the difference between person and nature is to say that the Trinity is three *whos* (persons) in one *what* (God).

F. To help your students understand the difference between a who and a what, here are some examples:

- › **Who are you?** Blossom. **What are you?** A dog.
- › **Who are you?** Joan of Arc. **What are you?** A saint.
- › **Who are you?** Scott. **What are you?** A human being.

G. Create your own examples with the students:

- › **Who are you?** _____ **What are you?** _____



H. Applied to God, it looks like this:

- › **Who are you?** Father. **What are you?** God.
- › **Who are you?** Son. **What are you?** God.
- › **Who are you?** Holy Spirit. **What are you?** God.

I. Explain that St. Patrick used the shamrock as an image of the Trinity. Ask your students how a shamrock could be useful in explaining the Trinity. Project or draw an image of a shamrock on the board. Explain that the shamrock has three distinct leaves, each separate from the others, yet together they make up one shamrock.

J. Ask your students what other images would help explain the Trinity. Divide the class into pairs or groups of three. Distribute pieces of blank paper and markers or colored pencils to each pair or group. Have student groups create a symbol to represent the three-in-one nature of the Trinity. After each group has had time to draw a symbol, invite one person from each group to explain their drawing to the class.

Assessment

Ask your students the following questions:

- › How many persons are there in God? *Three*
- › Why do we call this a mystery? *The nature of the Trinity is knowable to us only because God has revealed it to us.*
- › What is the Holy Trinity? *Three Persons, Father, Son, and Holy Spirit, in one God.*

DAY THREE

Warm-Up

A. Ask students to recall why St. Patrick used the shamrock as an image of the Blessed Trinity. Distribute **Teacher Resource A: Prayer of the Church to St. Patrick**. Pray together the Prayer of the Church to St. Patrick. Begin by making the Sign of the Cross together.

Prayer of the Church to St. Patrick

God our Father,
You sent Patrick
To preach Your glory to the people of Ireland.

Lesson Plan *(continued)*

By the help of his prayers,
May all Christians proclaim Your love
To all people.

Grant this through our Lord Jesus Christ,
Your Son,
Who lives and reigns with You
And the Holy Spirit,
One God, forever and ever. Amen

- B. Read aloud the story of St. Patrick from the St. Patrick Saint Card from **Appendix A: Saint Cards**.
- C. After reading the story, have your students turn to a neighbor and share one thing they found interesting about the story.
- D. Remind students how you defined *mystery* from the last lesson: A *mystery* is a truth of faith that cannot be fully understood, but that is believed because God has shown it to people in Scripture, in the life of Jesus, or in the teachings of the Church.

Activity

- A. Distribute to each student **Teacher Resource B: Shamrock**. Before this lesson, print the full-page shamrock from this lesson on card stock, one for each student. Make markers and/or colored pencils available to complete this activity.
- B. Have students color the shamrock and write the names of the Persons of the Trinity on each leaf section. On the stem they should write “3 Persons in 1 God.”

Assessment

Distribute **Handout C: The Mystery of God** to each student. Have each student complete the activities on the handout. When they have finished, have them share their drawings with a partner and explain the symbol for God as Trinity that they created, and their “God is like...” sentence.

Trinity Puzzles

Directions: Look up each passage in the Bible and fill in the blanks. First, read the Bible verse and think about how it answers the question. Then fill in the blank with the answer you think best completes the sentence.

1. Who is God the Father? (Genesis 1:1)

In the _____, when God _____
the heavens and the _____.

God the Father is our _____.

2. Who is God the Father? (Genesis 1:26)

Then God said: Let us make human beings in our
_____, after our _____. Let
them have dominion over the _____ of the sea,
the _____ of the air, the tame animals, all the wild
animals and all the _____ that crawl on the earth.”

God the Father made us in His own _____.

3. Who is God the Son? (Ephesians 1:7)

In _____ we have redemption by His blood, the
_____ of transgressions.

God the Son is our _____.

4. Who is God the Son? (John 1:14)

And the Word became _____ and made his
_____ among us, and we saw His glory, the glory
as of the Father's only _____, full of grace and
_____.

God the Son became _____.

5. Who is God the Holy Spirit? John 14:26

The Advocate, the Holy Spirit that the _____ will
send in My name—He will _____ you everything and
_____ you of all that [I] told you.

God the Holy Spirit _____ us.

6. Who is God the Holy Spirit? (John 14:16-17)

I will ask the Father, and He will give you another Advocate to be
with you always, the Spirit of _____, which
the world cannot accept, because it neither sees nor knows it.

But you _____ it because it remains with
_____ and will be within you.

God the Holy Spirit lives _____ us.

Doxology

Directions: First, decorate the prayer at the top of the page. Then write in the boxes the names of the Persons of the Trinity, God the Father, God the Son, and God the Holy Spirit and decorate each box with symbols of that Person of the Trinity to create a holy card.

<p>Glory be to the Father, And to the Son And to the Holy Spirit. As it was in the beginning, is now, And will be forever. AMEN</p>

The Mystery of God

Directions: Complete the following in the spaces provided.

1. What are two things about your life that cause you to wonder as Patrick did?

2. If you could ask God one question about your life, what would it be? Pray to God for your understanding of this mystery.

3. Draw a symbol that represents God as Trinity.

Complete the sentence by filling in the blank, and illustrate your idea about the mystery of God in the space provided.

God is like _____.

Prayer of the Church to St. Patrick

PRAYER OF THE CHURCH TO ST. PATRICK

God our Father,
You sent Patrick
To preach Your glory to the people of Ireland.

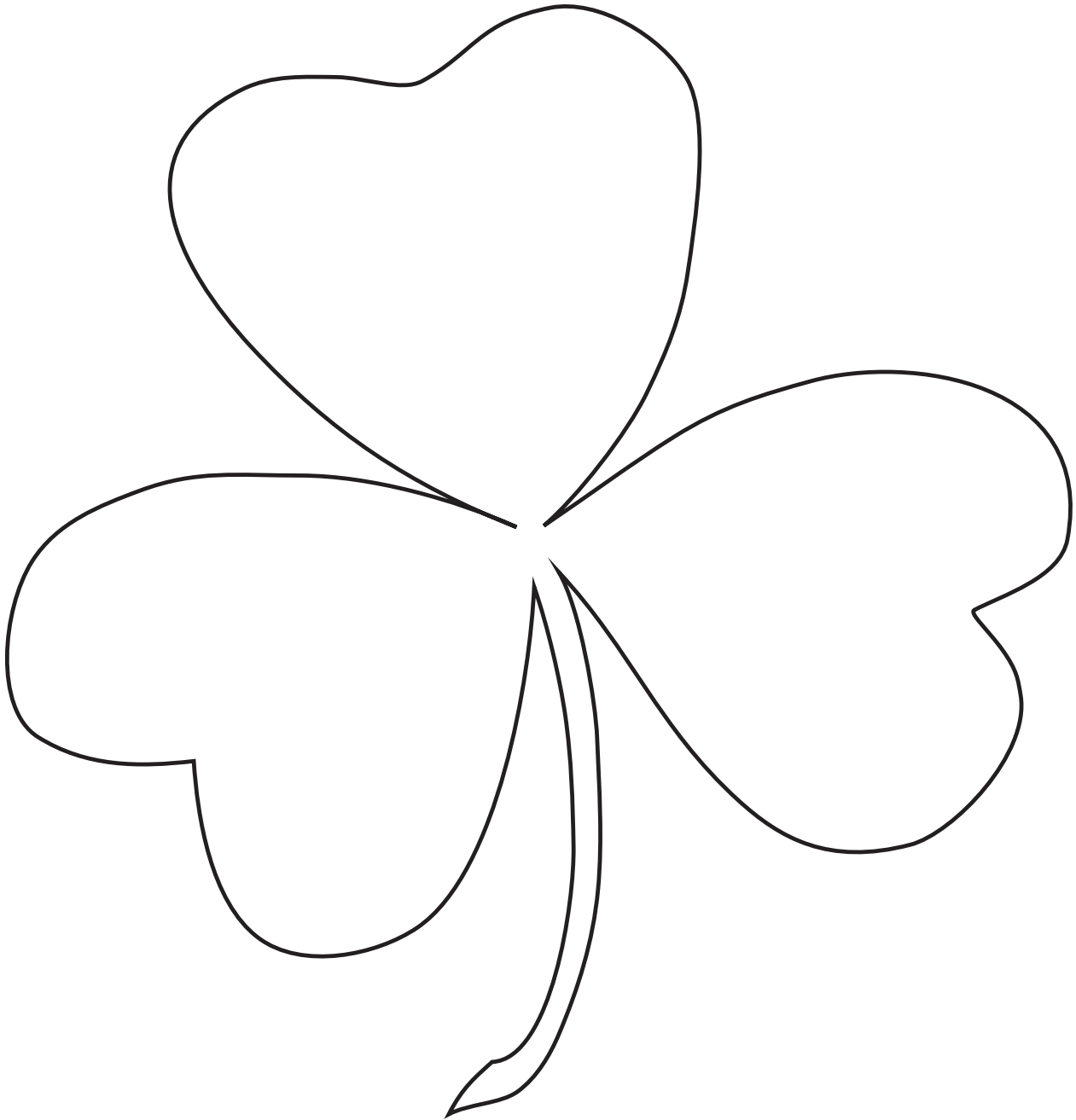
By the help of his prayers,
May all Christians proclaim Your love
To all people

Grant this through our Lord Jesus Christ,
Your Son,
Who lives and reigns with You
And the Holy Spirit,
One God, forever and ever.

AMEN

Shamrock

Directions: Color the shamrock and write the names of the Persons of the Trinity on each leaf section, then on the stem write “3 Persons in 1 God.”



Answer Key

Handout A: Trinity Puzzles

1. beginning/created/earth/Creator
2. image/likeness/fish/birds/creatures/image
3. Him (Christ)/forgiveness/Savior
4. flesh/dwelling/Son/truth/man
5. Father/teach/remind/teaches
6. Truth/know/you/within

The Trinity Shows Us How to Love

UNIT 1, LESSON 3

Learning Goals

- › The Holy Trinity is a mystery not accessible by human knowledge alone.
- › God reveals His inner life as Trinity to us.
- › Faith is believing in God’s revelation of Himself to us and what He has revealed to us through His Church.
- › In the Creed we profess our faith in the Trinity.
- › We receive new life in the Blessed Trinity through Baptism.



Connection to the *Catechism of the Catholic Church*

- › CCC 187-189
- › CCC 194
- › CCC 976-978
- › CCC 1213
- › CCC 1266



Vocabulary

- › Faith
- › Creed
- › Baptism

BIBLICAL TOUCHSTONES

And the Holy Spirit descended upon him in bodily form like a dove. And a voice came from heaven, “You are my beloved Son; with you I am well pleased.”

LUKE 3:22

[A]nd the earth was without form or shape, with darkness over the abyss and a mighty wind sweeping over the waters.

GENESIS 1:2

outside the village. Putting spittle on his eyes He laid His hands on him and asked, “Do you see anything?” Looking up he replied, “I see people looking like trees and walking.” Then He laid hands on his eyes a second time and he saw clearly; his sight was restored and he could see everything distinctly. Then He sent him home and said, “Do not even go into the village.” Now Jesus and His disciples set out for the villages of Caesarea Philippi. Along the way He asked His disciples, “Who do people say that I am?” They said in reply, “John the Baptist, others Elijah, still others one of the prophets.” And He asked them, “But who do you say that I am?” Peter said to Him in reply, “You are the Messiah.”

- F. Ask your students to identify who in this reading has faith. *The blind man at Bethsaida has faith that Jesus can heal him. He shows this when he begs Jesus to touch him. Peter also has faith when he proclaims Jesus to be the Messiah.*
- G. Explain that our faith helps us see things differently from people who do not have faith. The blind man’s faith in the healing power of Jesus Christ allowed him to see. Peter’s faith, evident by his confession that Jesus is the Messiah, allowed him to see Jesus for who He was, as opposed to how the rest of the world may have seen Him.
- H. Briefly discuss with your students the similarities between us and the blind man and the Apostles. Explain that sometimes we are like the blind man and don’t have faith as we should. But it is only through faith that our eyes are opened to the blessings God has given us in our lives. Other times we are like Peter and believe with our whole heart and profess Jesus to be Lord. Remind students that we were signed in faith at Baptism. We became filled with God’s grace and became members of the Church. God’s grace helps us to have faith in Him and His promises for us.

Activity

Distribute **Handout A: What We Believe** to each student. Arrange students in small groups and assign each group a particular section of the Creed. Then let each group work together to write a summary of how they understand their section of Creed.

Assessment

- A. Have student groups share their summaries with the entire class.
- B. Explain that when we pray the Creed, we profess our faith in the Trinity and what the Church believes and teaches. When we pray the Creed, we join Catholics around the world in expressing our one faith in one God and the Church.

Lesson Plan *(continued)*

- C. For homework, have students memorize the Apostles' Creed to be recited from memory in a later class. Allow students time to practice writing the words of the Creed to help commit them to memory.

DAY TWO

Warm-Up

- A. Review the main ideas from the previous lesson about the Apostles' Creed by asking the following questions:
- › What is the Creed about? *God's love for us. It is a summary of our Christian faith.*
 - › What does God the Father do? *He is the Creator of all things.*
 - › Who is Jesus Christ? *The Son of God and our Savior.*
 - › Who is the Holy Spirit? *The third person of the Trinity, who makes us holy and guides the Church.*
- B. Recite the Apostles' Creed together, beginning with the Sign of the Cross. Then pray the Apostles' Creed with your students, either from memory, or referring to Handout A from the previous lesson.
- C. Prior to the lesson, photocopy **Teacher Resource B: The Apostles' Creed – I Have: Who Has?** and cut out the sections into cards. Explain that in this lesson students will play a game to help them remember the words in the Apostles' Creed. Randomly pass out all the cards to the students. (Students may have more than one card.) The student with the card that says, "I believe in God" begins the game. Instruct the student to say: **I Have** "I believe in God" and then ask: **Who Has?** The student who has the card with the next phrase of the Creed will say: **I Have** "the Father Almighty" and then ask **Who Has?** Continue in this fashion until the entire prayer has been pieced together.

Activity

- A. Write *creed* on the board. Ask your students if they know what the word means. Accept any reasoned answers. Then, write the following definition after the word: "I believe." Explain that the word *creed* comes from the Latin *Credo*, meaning "I believe." A creed is a profession of faith.

- B. Distribute **Handout B: I Believe...** to each student. Explain that in this lesson they will have a chance to write their own creed. Write “God,” “Jesus,” and “Holy Spirit” on the board. Explain to your students that they are going to write what they believe about each, God the Father, God the Son, and God the Holy Spirit, in their own creed. You may have students work individually or with a partner.

Assessment

Have students take turns sharing their creeds out loud with a partner and explaining why they wrote what they did. Then ask for a few volunteers to share with the whole class. Ask them why they wrote what they did. Display the creeds on a bulletin board.

DAY THREE

Warm-Up

- A. Explain to your students that we believe that in Baptism the Holy Trinity gives us new life. In Baptism the priest pours water three times over the head of the person being baptized. He says, “I baptize you in the name of the Father, and of the Son, and of the Holy Spirit.” Baptism gives us a share of sanctifying grace, a share of God’s own life. Grace helps us to believe in God, to hope in Him, and to love Him. It strengthens us to live our lives as Jesus teaches us, and it helps us to recognize the Holy Spirit working in our lives (CCC 1266). Explain that all four Gospels tell us about Jesus’ baptism. When Jesus was at the Jordan River with John, the Spirit of God was seen to descend on Jesus in the form of a dove.
- B. Distribute **Handout C: The Baptism of Jesus** to each student. Arrange students in pairs or trios and assign each group one of the following accounts of Jesus’ Baptism: Matthew 3:13-17, Mark 1:9-11, Luke 3:21-22, and John 1:29-34. First, instruct students to answer the questions on **Handout C**. Give students time to complete the questions and write one or two of their own questions unique to their Gospel reading. Next, ask one student from each group to share their answers and questions with the class. Have the students note similarities and differences on **Handout C**.
- C. Tell your students that together they will now celebrate their faith by renewing their baptismal promises made for them by their godparents, rejecting Satan and all his works and professing our faith in the beliefs of the Church. By this renewal we ask God for the grace to serve Him faithfully in His holy Catholic Church.

Lesson Plan *(continued)*

D. Lead your class with the following prayer for the renewal of baptismal promises (taken from the Profession of Faith during the Easter Vigil Liturgy):

- › When you were a baby your parents wanted you to belong to God’s family. They brought you to church to be baptized. The priest welcomed you into God’s house. He asked your parents, “What name do you give your child?” They answered _____ (instruct students to say their name out loud, first and middle, one at a time). The priest then asked:
- › (Remind students to respond, “I do” after each question.)
- › Do you renounce sin, so as to live in the freedom of the children of God?
- › Do you renounce the lure of evil, so that sin may have no mastery over you?
- › Do you renounce Satan, the author and prince of sin?
- › Do you believe in God, the Father almighty, Creator of heaven and earth?
- › Do you believe in Jesus Christ, his only Son, our Lord, who was born of the Virgin Mary, suffered death and was buried, rose again from the dead and is seated at the right hand of the Father?
- › Do you believe in the Holy Spirit, the holy Catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting?
- › This is our faith. This is the faith of the Church. We are proud to profess it in Christ Jesus.
- › Repeat after me:

Yes, amen!

Lord Jesus, I belong to You!

Activity

- A. Prepare the following materials in advance: blank paper, construction paper (several colors) torn into small pieces, pencils, and glue.
- B. Distribute a sheet of blank paper to each student and have them draw an outline of a dove over water. Once the outline is drawn, have students glue torn pieces of construction paper inside the outline to create a mosaic. Remind students that they will cover the illustration with torn piece of construction paper, so small details will not show. Allow students to be creative with colors and lines.
- C. Have students write 8-10 facts they have learned about the Trinity, the Creed, and the Sacrament of Baptism on some of the pieces of torn paper for the mosaic and have them distribute those facts throughout the image.

Assessment

Ask your students to respond to the following questions: *Answers will vary.*

- › How do you say yes to God every day?
- › How do you show your love for others?

What We Believe

Directions: As a group, work together to write a summary of how you understand your assigned section of Creed.

Apostles' Creed	What We Believe
<p>1 I believe in God, the Father almighty, creator of Heaven and earth</p>	
<p>2 and in Jesus Christ, his only Son, our Lord, who was conceived by the Holy Spirit, born of the Virgin Mary,</p>	
<p>3 suffered under Pontius Pilate, was crucified, died, and was buried; he descended into hell; on the third day He rose again from the dead;</p>	
<p>4 He ascended into heaven and is seated at the right hand of God, the Father Almighty; from there He will come to judge the living and the dead.</p>	
<p>5 I believe in the Holy Spirit, the holy catholic Church, the Communion of Saints, the forgiveness of sins, the resurrection of the body, and life everlasting.</p>	
<p>6 Amen.</p>	

I Believe...

Directions: Write your own creed. Describe what you believe about God the Father, God the Son, and God the Holy Spirit.

1. I believe in God the Father...

2. I believe in God the Son...

3. I believe in God the Holy Spirit.

The Baptism of Jesus

Directions: Complete the questions for your assigned Scripture passage, then write one or two of your own questions.

Questions	Matt. 3: 13-17	Mark 1: 9-11	Luke 3: 21-22	John 1: 29-34
1. Who is being baptized outside of Jerusalem?				
2. What is the name of the river?				
3. Who sees the sky opening?				
4. Who sees the dove descending?				
5. Who hears the voice of the Father?				
Write your own question.				

The Apostles' Creed

THE APOSTLES' CREED

I believe in God, the Father Almighty,
Creator of Heaven and earth;
and in Jesus Christ, His only Son, our Lord, Who was
conceived by the Holy Spirit, born of the Virgin Mary,
suffered under Pontius Pilate, was crucified,
died, and was buried. He descended into Hell;
the third day He rose again from the dead;
He ascended into Heaven and is seated at the right
hand of God, the Father almighty; from there He
will come to judge the living and the dead.
I believe in the Holy Spirit, the holy catholic Church,
the Communion of Saints, the forgiveness of sins,
the resurrection of the body, and life everlasting.
AMEN.



The Apostles' Creed — I Have: Who Has?

I believe in God,	the Father almighty,
Creator of Heaven and earth,	and in Jesus Christ,
His only Son, our Lord,	who was conceived by the Holy Spirit,
born of the Virgin Mary,	suffered under Pontius Pilate,
was crucified, died, and was buried;	He descended into hell;
on the third day He rose again from the dead;	He ascended into Heaven,

and is seated at the right hand of God	the Father almighty;
from there He will come to judge	the living and the dead.
I believe in the Holy Spirit,	the holy catholic Church,
the Communion of Saints,	the forgiveness of sins,
the resurrection of the body,	and life everlasting. Amen.

Answer Key

Handout A: What We Believe

1. We believe God is our Father and He loves us very much. God created everything, including the animals on earth and the stars in the sky.
2. We believe Jesus is God's Son. He is both God and man. He loves us very much. The Virgin Mary is His Mother.
3. We believe Jesus is our savior. He suffered and died for us. Jesus opened the gates of heaven, so we could have new life. Jesus rose from the dead on the third day.
4. We believe Jesus will come again to judge us. He will tell us how well we loved one another.
5. We believe the Catholic Church is the community of God's people. We love, respect, and help each other. We believe that when we die, we will be with God forever. The Holy Spirit guides the Church.
6. Yes! We believe.

Handout C: The Baptism of Jesus

1. Jesus / Jesus / A crowd of people and Jesus. / Jesus
2. The Jordan / The Jordan / It does not say. (Earlier in ch. 3 it mentions the region of the Jordan). / The Jordan (v. 28).
3. Jesus / Jesus / It does not specify. Presumably everyone. / It does not say that the sky was opened.
4. Jesus / Jesus / It does not specify. Presumably everyone. / John
5. Jesus / Jesus (and maybe John) / It does not specify. Presumably everyone. / It does not mention the Father's voice.

We Use God's Name with Reverence

UNIT 1, LESSON 4

Learning Goals

- › God's name and greatness are worthy of praise and reverence.
- › The first three commandments show us how to be faithful to God and honor Him.
- › Jesus taught us to pray with The Lord's Prayer.



Connection to the *Catechism of the Catholic Church*

- › CCC 206-207
- › CCC 2084
- › CCC 2143
- › CCC 2174
- › CCC 2807-2815



Vocabulary

- › Reverence
- › Wonder and Awe
- › False God
- › Yahweh
- › Abba

BIBLICAL TOUCHSTONES

God replied to Moses: I am who I am. Then He added: This is what you will tell the Israelites: I AM has sent me to you.

EXODUS 3:14

“This is how you are to pray: Our Father in heaven, hallowed be Your name.”

MATTHEW 6:9

From the rising of the sun to its setting let the name of the LORD be praised.

PSALM 113:3

reasoned answers, such as by not swearing, by treating Church property respectfully, by praising God's name in prayer, and so forth.

- ▶ *What are some ways that we can reverence God's name every day? Pray a prayer in Jesus' name, remembering the power of using His name in prayer.*
- ▶ *Do you truly worship God at Mass? How can you try to stay focused? Pay careful attention at Mass and participate in all parts of it. Pray in your mind and heart, and pray out loud at the appropriate times.*
- ▶ *What can we do during Mass to show that we love God above all else? By being focused on God and not getting distracted, by paying attention to all of the prayers, by responding to the prayers appropriately, by genuflecting reverently, by being quiet and respectful, and so forth.*
- ▶ *How can we keep the Lord's Day holy in addition to going to Mass? By not working or by doing as little work as possible and by spending that time with family and other loved ones.*

C. Teach the first three commandments, which show us how to be faithful to God.

1. I am the Lord your God. You shall not have strange gods before me.

- ▶ The great purpose of life is friendship with God, which leads to eternal life. We place our faith in God alone. We worship, praise, and thank the Creator of all life. We believe, trust, and love God.

2. You shall not take the name of the Lord your God in vain.

- ▶ What we say reflects who we are. We respect the Lord's name. We speak God's name with reverence, or great respect. We never call on God to witness a lie. We don't curse.

3. Remember to keep holy the Lord's Day.

- ▶ On Sunday we remember Jesus' Resurrection. We set aside Sunday as a day of rest. We avoid unnecessary work so that we can gather to worship God in the Eucharist.

D. Play a game with your students to reinforce the first three commandments in our daily lives. Give the following instructions: I will read several statements describing how we should live the first three commandments. Raise one finger if the statement is about keeping the First Commandment, two fingers if it is about keeping the Second Commandment, and three fingers if it is about keeping the Third Commandment.

Lesson Plan *(continued)*

E. After showing their fingers to indicate which commandment they think the statement relates to, ask for volunteers to explain why they think so.

- › We go to Mass on Sunday. *Third Commandment.*
- › Our actions show that we love God above everything else. *First Commandment.*
- › We believe God is the one true God. *First Commandment.*
- › We use God's name with respect. *Second Commandment.*
- › We participate fully in Mass, singing the hymns and saying the prayers out loud. *Third Commandment.*
- › We spend special time with our families on Sunday. *Third Commandment.*
- › We pray the Our Father with attention to the words. *Third Commandment.*

Activity

- A. Explain to your students that the first three commandments teach us reverence for God. Write the word “reverence” on the board. Ask if any of your students know what the word means. Accept reasoned answers. Then write the following definition after the word: “Honor or respect given to someone or something.”
- B. Ask your students how the first three commandments teach us to show honor or respect (reverence) for God. *They teach us to put God above all other things, to respect His name, and to make time to spend time with Him and to pray.*
- C. Distribute to each student **Handout A: Love God Above All Things**. Have students write each of the first three commandments in the space provided. Then, in the space beneath each commandment, have students list at least three things they will do this week to follow that commandment. Lastly, on the back of the handout, have students illustrate a poster of one of the first three commandments and how they will follow it in their own life.

Assessment

Ask your students to explain what reverence is. Then challenge them to follow the Third Commandment by participating fully in the celebration of the Mass on Sunday.

DAY TWO

Warm-Up

- A. Explain to your students that God told us His name in the Bible. Ask if anyone knows in which Bible story God did this. *He told Moses His name from the burning bush.*
- B. Read aloud Exodus 3:13-14.
- “But,” said Moses to God, “if I go to the Israelites and say to them, ‘The God of your ancestors has sent me to you,’ and they ask me, ‘What is his name?’ what do I tell them?” God replied to Moses: I am who I am. Then he added: This is what you will tell the Israelites: I AM has sent me to you.
- C. Ask your students what God tells Moses His name is. *I AM.* The Hebrew word for this is “Yahweh,” which means “I AM who AM.”
- D. Brainstorm with your students and record on the board a list of names or titles for God. *Yahweh, Lord, Master, Creator, Abba, Father, Most High, Merciful God, Holy One, and so forth.* Explain that all of these are different titles we use for God and equally deserving of respect and honor. Each of these tells us something about God. God’s revealed His name, Yahweh, to Moses. The fact that God has a name tells us that He is knowable. It also gives us the ability to call upon Him, just as I can call upon you when I know your name. The fact that God has a name also tells us that we should honor His name and treat it with respect because it is the name of God.
- E. Distribute **Handout B: “How Great Thou Art.”** Read or sing the hymn with your students.
- F. Ask your students the following questions:
- ▶ In what does the author of this hymn see God’s greatness? *The beauty of nature/creation.*
 - ▶ What causes the author of this hymn to “bow in humble adoration” of God? *God’s only Son, Jesus Christ, died on the Cross and rose again so that we could live forever with God in heaven.*
 - ▶ What does the word *wonder* mean? *To be amazed or to admire.*
 - ▶ What causes you to wonder? *Accept reasoned answers. These answers could range from something in the beauty of creation to something from a movie or a video game. Help students understand that the Holy Spirit’s gift of wonder and awe helps us see signs of God’s love in creation, in any place they can be found.*

Lesson Plan *(continued)*

- G. Arrange students in pairs or trios and ask them to list on a piece of lined paper at least 10 places in nature where we see God's greatness.
- H. When students have finished, have them share their lists with the whole class while you keep a list on the board. Then brainstorm together a list of words and phrases that remind us of God's greatness. Write student responses on the board. Reference the hymn for ideas (*awesome, joy, died on the Cross for us, Savior, gentle, and so forth*).

Activity

Distribute **Handout C: Acrostic Poem** to each student. Have students describe God in words or phrases that begin with each of the letters in the word GREAT and then illustrate the poem.

Assessment

Ask your students to turn to a neighbor and take turns explaining what it means to be in awe of God. Then ask for a few volunteers to share their answers with the whole class.

DAY THREE

Warm-Up

- A. Explain that the Lord's Prayer is found in two accounts of the Gospel (Matthew 6:9-13 and Luke 11:2-4). Project both passages on the board, and have two students read them aloud. Have the rest of the class listen and compare the versions.
- ▶ Matthew 6:9-13: "This is how you are to pray: Our Father in heaven, hallowed be your name, your kingdom come, your will be done, on earth as in heaven. Give us today our daily bread; and forgive us our debts, as we forgive our debtors; and do not subject us to the final test, but deliver us from the evil one."
 - ▶ Luke 11:2-4: "He said to them, "When you pray, say: Father, hallowed be your name, your kingdom come. Give us each day our daily bread and forgive us our sins for we ourselves forgive everyone in debt to us, and do not subject us to the final test."
- B. Ask your students how the two versions of the Lord's Prayer are similar and different. *They are similar because they follow the same basic order and format. They are different because Matthew's version is more detailed (OUR Father, your will be done on earth as in heaven, deliver us from the evil one).*

- C. Explain that, taken together, these passages give us the Lord's Prayer that we pray together at every Mass and in every Rosary. Jesus was teaching the Apostles how to pray simply and how to ask God for the right things in the right order.
- D. Pray the Lord's Prayer together with your students. You may need to project the prayer on the board so that students can follow along.
- E. Ask your students to explain what we are praying for when we say, "hallowed be Thy name." *It means "holy is God's name." When we say "hallowed be Thy name," we pray that God may be known and honored by all.*
- F. Read aloud Psalm 113:3: From the rising of the sun to its setting let the name of the LORD be praised.
- G. Explain to your students that in our previous lessons we learned that God is known by many names. He is called the Almighty because He is all powerful and mighty. He is King, and King of all kings. He is Creator because He created the world and all that is in it. God is also named Adonai, or Lord. He is the Alpha and the Omega, the Beginning and the End.
- H. Ask your students the following questions:
- ▶ Who can remember what God said his name was? *God called Himself I Am, or Yahweh.*
 - ▶ When Jesus prayed he called God Abba. What does Abba mean? *It is a Hebrew word would for father, similar to "Daddy." God is a great and wonderful Father. Our heavenly Father loves us so much that he calls each one of us by name! He loves us so much that He wants us to know him as Abba, Daddy.*
 - ▶ Why should we take care in talking about God? *Because He is God and the Creator of all things. Therefore, He is deserving of having His name treated with respect.*
 - ▶ How can we use God's name rightly? *We can use God's name in prayer and in song and in learning about Him, speaking lovingly about Him, and teaching others about Him.*
 - ▶ What prayers or hymns do you know that use God's name? *Answers will vary, but may include the Lord's Prayer, the Glory Be, the Hail Mary, and so forth.*
 - ▶ How can we praise God our Father every day? *Answers will vary.*

Lesson Plan *(continued)*

Activity

- A. Brainstorm with your students a list of names of God. Record student responses on the board. Next discuss the ways in which God can be praised throughout the day.
- B. Distribute blank drawing paper and make colored pencils and/or markers available. Finally, have students illustrate Psalm 113:3 by drawing a picture of themselves praising the name of God between the rising and setting sun.

Assessment

Distribute **Handout D: The Lord's Prayer Fill-in-the-Blank** to each student. Have them work individually to complete the activity. When they are finished, review and discuss the correct answers.

Lesson Extension 1

- A. Play “Names of God Bingo” with your students. Make bingo cards from card stock (one for each student). Divide each card into 16 spaces (4x4 array).
- B. List 20 or more names for God on the board (with student help).
- C. Instruct students to choose 16 different names for God and write them on the bingo card in any order (one name per box).
- D. Write all names for God on individual cards and place them in a container.
- E. Give each student a handful of counters. Draw a name out of the container and read it aloud (or have a student read it aloud). Students who have the name on their bingo card should cover it with a counter. Continue the game in this way. The first student to cover one row on his or her card should call out, “Bingo.”

Lesson Extension 2

- A. Write several names for God on the board, but scramble the order of the letters. For example: ATEHRF, BBAA, HYWEHA, ORLD – Father, ABBA, Yahweh, Lord.
- B. Challenge the students to unscramble the titles. This could be turned into a group game or a timed quiz.

Love God above All Things

Directions: Write each of the first three commandments in the spaces provided. Then, in the space beneath each commandment, list at least three things you will do this week to follow that commandment. Lastly, on the back of the handout, illustrate a poster of one of the first three commandments and how you will follow it in your own life.

The First Commandment:

Three ways I will follow this commandment this week:

The Second Commandment:

Three ways I will follow this commandment this week:

The Third Commandment:

Three ways I will follow this commandment this week:



Moisés Recebendo as Tábuas da Lei,
by João Zeferino da Costa

Illustrate a poster of one of the first three commandments
and how you will follow it in your own life.

“How Great Thou Art”

How Great Thou Art

Verse 1

O Lord my God, When I in awesome wonder,
Consider all the worlds Thy Hands have made;
I see the stars, I hear the rolling thunder,
Thy power throughout the universe displayed.

Chorus

Then sings my soul, My Savior God, to Thee,
How great Thou art, How great Thou art.
Then sings my soul, My Savior God, to Thee,
How great Thou art, How great Thou art!

Verse 2

When through the woods, and forest glades I wander,
And hear the birds sing sweetly in the trees.
When I look down, from lofty mountain grandeur
And see the brook, and feel the gentle breeze.

Verse 3

And when I think, that God, His Son not sparing;
Sent Him to die, I scarce can take it in;
That on the Cross, my burden gladly bearing,
He bled and died to take away my sin.

Verse 4

When Christ shall come, with shout of acclamation,
And take me home, what joy shall fill my heart.
Then I shall bow, in humble adoration,
And then proclaim: “My God, how great Thou art!”

Acrostic Poem

Directions: Describe God by writing a word or phrase that begins with each of the letters in the word GREAT. Then illustrate your poem.

G

R

E

A

T

The Lord's Prayer Fill-in-the-Blank

Direction: Fill in each blank with the correct word from the word bank.

Word Bank			
trespasses	hallowed	lead	deliver
bread	Father	will	heaven

Our _____, Who art in heaven, _____ be
Thy name.

Thy kingdom come; Thy _____ be done, on earth as it is in
_____.

Give us this day our daily _____; and forgive us our
_____ as we forgive those who trespass against us; and
_____ us not into temptation, but _____ us
from evil. Amen.

God Loves All People in the World

UNIT 1, LESSON 5

Learning Goals

- › The theological virtues are faith, hope, and love.
- › By practicing the theological virtues, we can resolve conflicts in a peaceful manner.
- › The story of the Good Samaritan teaches us what it means to love our neighbor.



Connection to the *Catechism of the Catholic Church*

- › CCC 1814-1817
- › CCC 1822
- › CCC 733
- › CCC 2055
- › CCC 2133



Vocabulary

- › Peace
- › Virtue
- › Theological Virtues
- › Respect

BIBLICAL TOUCHSTONES

[Jesus] said to them again, “Peace be with you. As the Father has sent me, so I send you.”

JOHN 20:21

Therefore, you shall love the LORD, your God, with your whole heart, and with your whole being, and with your whole strength.

DEUTERONOMY 6:5

- B. Discuss with your students situations in the classroom and on the playground that are not peaceful. For example: cutting in line, yelling out an answer, eating someone else's treat at lunch, not following the rules in a game, arguing with a friend, not including someone in your game. Invite the students to share their thoughts and add to the list.
- C. Model the following scenario for the students. Select two students to help you demonstrate for the class.
 - ▶ A group of children are playing soccer at recess. One child is tired of running around and wants a turn in goal. The child playing goal does not want to give up his position.
- D. Allow the class to decide how to resolve this conflict in a peaceful manner.

Activity

- A. Arrange students in groups of three or four and distribute **Teacher Resource A: Peace Role Plays Instructions**. Assign each group one conflict situation from the handout. Have each group discuss how they can role-play this situation. Allow groups time to prepare a brief skit while you circulate around the room, giving help where needed.
- B. Come together as a class and ask each group to perform their skit. After each skit, allow the class to decide how to resolve the conflict in a peaceful way.

Assessment

- A. Project Matthew 5:9 on the board, and have a student stand and read it aloud.

“Blessed are the peacemakers, for they will be called children of God.”
- B. Ask your students why we are called to be peacemakers. *Because we are sons and daughters of God.*
- C. Project John 20:19-21 on the board, and have a student stand and read it aloud.

On the evening of that first day of the week, when the doors were locked, where the disciples were, for fear of the Jews, Jesus came and stood in their midst and said to them, “Peace be with you.” When he had said this, he showed them his hands and his side. The disciples rejoiced when they saw the Lord. [Jesus] said to them again, “Peace be with you. As the Father has sent me, so I send you.”
- D. Ask your students the following questions:

Lesson Plan *(continued)*

- Where else do we hear the words “Peace be with you”? At Mass *during the sign of peace*.
 - How do you respond when someone offers you peace during the Mass? *Shake hands with the person and say “Peace be with you.” Discuss with students the importance of a polite handshake. Model with the students how to shake hands respectfully. Instruct students to turn to their neighbor and offer them the sign of peace.*
- E. Explain that God loves all His children. When we greet one another with the sign of peace at Mass, we are telling God that we want to be at peace with our friends and family. We forgive those who have hurt us, and we want to love as Jesus loves us.
- F. Have students turn to a neighbor and take turns sharing two ways that they can be a peacemaker at home and at school this week. Circulate the room and observe as students share their answers.

DAY TWO

Warm-Up

- A. Project 1 Corinthians 13:1-13 on the board, and read it aloud to your students. Ask your students to pay attention to the different ways that St. Paul describes love in this passage.

If I speak in human and angelic tongues but do not have love, I am a resounding gong or a clashing cymbal. And if I have the gift of prophecy and comprehend all mysteries and all knowledge; if I have all faith so as to move mountains but do not have love, I am nothing. If I give away everything I own, and if I hand my body over so that I may boast but do not have love, I gain nothing. Love is patient, love is kind. It is not jealous, [love] is not pompous, it is not inflated, it is not rude, it does not seek its own interests, it is not quick-tempered, it does not brood over injury, it does not rejoice over wrongdoing but rejoices with the truth. It bears all things, believes all things, hopes all things, endures all things. Love never fails. If there are prophecies, they will be brought to nothing; if tongues, they will cease; if knowledge, it will be brought to nothing. For we know partially and we prophesy partially, but when the perfect comes, the partial will pass away. When I was a child, I used to talk as a child, think as a child, reason as a child; when I became a man, I put aside childish things. At present we see indistinctly, as in a mirror, but then face to face. At present I know partially; then I shall know fully, as I am fully known. So faith, hope, love remain, these three; but the greatest of these is love.

- B. Ask your students to share some of the ways that St. Paul described love in the passage. *Students may answer that he described love as patient, kind, not jealous, not pompous, not inflated, not rude, not self-seeking, not quick tempered, not brooding over injury or rejoicing over wrongdoing, rejoicing in truth, bearing all things, hoping in all things, enduring all things, never failing. It is the greatest and foundation of all the virtues.*
- C. Explain that faith, hope, and charity (love) are the theological virtues. They are gifts from God that help us grow in a good relationship with the Father, the Son, and the Holy Spirit. They are given to us directly from God and help us to follow Jesus Christ and go to heaven. As gifts from God, the theological virtues need to be accepted in our daily lives and practiced in all we say and do. By accepting and living the virtues every day, we are able to live as God wants us to live and gain eternal life with Him in heaven.
- D. Define the words *virtue, faith, hope, and charity*.
- › Virtue: A habit of doing what is good.
 - › Faith: A gift from God that helps us to believe in Him and live as He wants us to live.
 - › Hope: A gift from God that helps us trust that He will always be with us and that He will fulfill His promises to us. Hope also helps us look forward to living forever with God in heaven.
 - › Charity: A gift from God that helps us love God above all things and our neighbor as ourselves.

Activity and Assessment

- A. In advance, copy and cut out the strips on **Teacher Resource B: Theological Virtues Strips**. Distribute one sentence strip to each student and tell them to read the sentence and keep it private. Then tell students to draw a picture on the back of the strip to illustrate the action written on the front. Allow students time to complete their pictures, and circulate around the classroom, giving help where needed. Next, have students, with a partner, take turns sharing their illustrations and identifying the theological virtue being exercised in each situation. After the initial partners have shared, have students find new partners and repeat the sharing. Continue finding new partners and sharing as time allows.
- B. Circulate the room and observe as students share and identify the virtues.

Lesson Plan *(continued)*

DAY THREE

Warm-Up

- A. Ask your students to identify those whom they love. Record student answers on the board. *Answers may include their parents, siblings, grandparents, aunts and uncles, cousins, pets, friends, or even famous athletes or celebrities. Accept reasoned answers.*
- B. Explain that it is easy to love the people we listed on the board, but today we are going to learn that God wants us to love everyone in our lives – even the people we don't like.
- C. Project Luke 10:25-37, the story of the Good Samaritan, on the board, and read it aloud. Before you begin reading, tell the students that this is a story about a man who shows us what it really means to love our neighbor. In this story there are three characters, but only one person shows us what love truly means.

There was a scholar of the law who stood up to test him and said, "Teacher, what must I do to inherit eternal life?" Jesus said to him, "What is written in the law? How do you read it?" He said in reply, "You shall love the Lord, your God, with all your heart, with all your being, with all your strength, and with all your mind, and your neighbor as yourself." He replied to him, "You have answered correctly; do this and you will live." But because he wished to justify himself, he said to Jesus, "And who is my neighbor?" Jesus replied, "A man fell victim to robbers as he went down from Jerusalem to Jericho. They stripped and beat him and went off leaving him half-dead. A priest happened to be going down that road, but when he saw him, he passed by on the opposite side. Likewise a Levite came to the place, and when he saw him, he passed by on the opposite side. But a Samaritan traveler who came upon him was moved with compassion at the sight. He approached the victim, poured oil and wine over his wounds and bandaged them. Then he lifted him up on his own animal, took him to an inn and cared for him. The next day he took out two silver coins and gave them to the innkeeper with the instruction, 'Take care of him. If you spend more than what I have given you, I shall repay you on my way back.' Which of these three, in your opinion, was neighbor to the robbers' victim?" He answered, "The one who treated him with mercy." Jesus said to him, "Go and do likewise."

- D. Ask your students the following questions:
 - › What do you think Jesus meant when He said that we should love our neighbors as ourselves? *Students may answer that we should treat others as we want to be treated*

or that we should always be kind and caring to others because that's how we want others to treat us.

- ▶ *Which character in the parable loved as Jesus teaches us to love? Why? The Samaritan. He treated the victim kindly and went out of his way to care for him, when everyone else ignored him.*
 - ▶ *How can you be like the Good Samaritan in the classroom, at recess, and at home? Answers will vary but may include inviting other students to play at recess, eating lunch with a person they don't know, helping another student with their homework, cleaning their room or helping with household chores, and so on. Accept reasoned answers.*
- E. Play a thumbs-up or thumbs-down game with your students. Explain that you are going to read them some situations. If a situation shows a way to love one's neighbor, students should put their thumbs up. If not, they should put their thumbs down. Remind students to think about how each situation shows love for their neighbor. The situations are:
- ▶ Your mom asks you to turn off the TV, and you reply that you want to watch for 10 more minutes.
 - ▶ You invite the new student in class to eat lunch with you.
 - ▶ You ignore a child crying on the playground.
 - ▶ You argue with your teammate during a soccer game.
 - ▶ You hold the door open for the person coming in behind you.
 - ▶ You share the last piece of cake with your brother or sister.
 - ▶ You smile and say good morning to a teacher in the hallway.
 - ▶ You offer a pencil to a classmate without one.
 - ▶ You tell a classmate that he or she cannot join in a group game at recess.
- F. Create more situations with help from the students. Discuss how a person could be a Good Samaritan in each situation.
- G. Read aloud Luke 10:27-28 a second time:

He said in reply, "You shall love the Lord, your God, with all your heart, with all your being, with all your strength, and with all your mind, and your neighbor as yourself." He replied to him, "You have answered correctly; do this and you will live."

Lesson Plan *(continued)*

Explain to your students that Jesus always treated others with great respect. He knew they belonged to God. He told people that it was very important that they loved one another and that they must treat all people with respect.

Activity

Distribute **Handout A: Respect** to each student. Have students fill in the blanks with the correct words from the word bank and then, in the box provided, illustrate one way to show respect to others at school. Students may need to look up the verse in the Bible (Luke 10:27-28) to complete the activity.

Assessment

Review and discuss the answers to **Handout A**. Then ask your students to turn to a neighbor and share two ideas about how they want to be treated by others.

Respect

Directions: Fill in the blanks with the correct word from the word bank.
Then, in the box below, illustrate one way to show respect to others at school.

Word Bank			
being	neighbor	live	love
mind	strength	God	heart

“You shall _____ the Lord, your _____

With all your _____,

With all your _____,

With all your _____,

And with all your _____;

And your _____ as yourself.”

Jesus said, “You have answered correctly. Do this and you shall _____.”

Illustrate one way to show respect to others at school.

Peace Role Plays Instructions

Directions: Prepare a brief skit with your group about your assigned peace role play. You will have time to perform your skits. After each skit, we will decide as a class how to resolve the conflict in a peaceful way, and then act it out.

1. Your mom has asked you three times to clean your room. You have not cleaned it yet. She asks you again, and you get angry and yell at her.
2. Two children are playing with toys. One of the children takes the toy the other child is playing with.
3. A group of children are making fun of another child on the playground at recess. Another child sees this happening and wants to stop it but does not want to be made fun of also.
4. A teacher assigns her class a lot of homework for the night. Two students get upset and loudly tell the teacher they won't do it.
5. A group of children are picking teams in gym class. One of the students feels sad because he is always picked last.
6. Two children want to play a board game together. One child wants to play Monopoly, and the other wants to play Sorry. They can't decide which game to play.
7. Two children reach the front of the line at lunch at the same time. They begin to shove each other in order to be first in line.
8. A family is going on a road trip. The three siblings are arguing over who will sit in the front seat of the car.

Theological Virtues Strips

1 When we give food to the poor, we practice this virtue.

2 We desire the Kingdom of Heaven.

3 When we donate hats and gloves to poor children at Christmas, we practice this virtue.

4 We believe in God.

5 We exercise this virtue when we attend the parish religious-education program.

6 This virtue keeps us from being discouraged during a difficult time.

7 When Jesus says, “This is my commandment, that you love one another as I have loved you,” He is talking about which virtue?

8 This virtue is patient and kind.

9 We exercise this virtue when we read the Bible.

10 When we collect books for a school that doesn't have any, we are practicing this virtue.

11 The Apostle Paul said that of the three virtues, faith, hope and charity, the most important virtue is what?

12 To exercise this virtue, you can pray.

13 We believe that Jesus is God's Son.

14 When we work at a soup kitchen, we exercise which virtue?

15 This virtue keeps our spirits up when we have been rejected and feel left out.

16 When we tell others about the Good News of Jesus, we are exercising which virtue?

17 This virtue helps us trust in God's promises to us.

18 We are exercising this virtue when we love our neighbor as ourselves.

Answer Key

Handout A: Respect

You shall **love** the Lord, your **God**, with all your **heart**, with all your **being**, with all your **strength**, and with all your **mind**, and your **neighbor** as yourself.” He replied to him, “You have answered correctly; do this and you will **live**.”

Teacher Resource B: Theological Virtues

1. Charity
2. Hope
3. Charity
4. Faith
5. Faith
6. Hope
7. Charity
8. Charity
9. Faith
10. Charity
11. Charity
12. Faith
13. Faith
14. Charity
15. Hope
16. Faith
17. Hope
18. Charity

The Incarnation: True God and True Man

UNIT 1, LESSON 6

Learning Goals

- › In the Incarnation, the Second Person of the Trinity became man.
- › *Person* refers to who someone is; *nature* refers to what someone is.
- › Jesus is one Person with two natures, divine and human.
- › Because Jesus is divine, He has a divine intellect and will, and He has all the attributes of God.
- › Because Jesus is human, He has a human body, soul, intellect, and will.
- › Jesus became human, but without sin.
- › Jesus' becoming human is essential to our redemption.



Connection to the *Catechism of the Catholic Church*

- › CCC 463-464
- › CCC 470
- › CCC 474



Vocabulary

- › Incarnation
- › Person
- › Nature
- › Divine
- › Intellect
- › Will

BIBLICAL TOUCHSTONES

And the Word became flesh and made his dwelling among us, and we saw his glory, the glory as of the Father's only Son, full of grace and truth.

JOHN 1:14

When the fullness of time had come, God sent his Son, born of a woman.

GALATIANS 4:4

Lesson Plan

Materials

- ▶ Handout A: Nature and Attributes
- ▶ Handout B: The Incarnation
- ▶ Handout C: The Incarnation Paragraph Response
- ▶ Blank drawing or construction paper
- ▶ Markers and/or colored pencils

My Notes

DAY ONE

Warm-Up

- A. Ask your students what makes a tree a tree instead of a dog or a rock. *Answers might include that it has leaves, that it has a trunk, that it is alive, whereas a rock is hard, is not alive, and so forth.*
- B. Explain to your students that all the things that make a tree a tree are a part of the tree's nature or essence. All trees share these things in common. There might be other things that make one tree different from another, but there are certain attributes or characteristics that make all trees essentially the same. Even if you saw a type of tree that you had never seen before, you would still know it was a tree.
- C. As another example, ask your students what makes an elephant an elephant. *It has four legs, is a mammal, is generally big (although the size might vary), has a trunk, has a rough hide, and so forth.*

Activity and Formative Assessment

- A. Explain to your students in a mini-lecture that there are two important words to help us understand ourselves and who Jesus is: person and nature. Ask your students to think about themselves. If someone asked one of them, "Who are you?" he would respond that he is Mark, not John or Michael. If he is less specific, he could say he is a person. His name is just the way he is identified as an individual person – somebody unique. On the other hand, if someone asked your students: "What are you?" they would be asking what the students' nature is. After telling the asker that he is silly, your students

would say they are human, not an elephant or a plant! This means that we have a human nature, not an elephant or plant nature.

- B. Hold up a book for your students to see. Ask them what makes a book a book. Students should be able to answer that it has paper, that it has a cover, and that it contains words that tell a story or teach us something. Explain that these are the attributes that make a book a book. Other things about a book might be different: some books are long, others are short; some have a hard cover, others a soft cover; some are fiction, others are books that teach us math or history. However, every book will have the same attributes we mentioned above (paper, cover, words/story). These are part of a book's nature. Pass out **Handout A: Nature and Attributes**. In order to model for your students, record together the attributes of a book on the first section of the handout.
- C. Arrange students in groups of three or four. In advance, place simple objects (e.g., a pencil, a plant, a figure of an animal) in small boxes or bags. Distribute an object in its box or bag to each group and instruct students to look at the object in the box or bag and write the characteristics of their object(s) in the space provided on **Handout A**. Encourage them to keep their objects hidden in the box or bag so that other groups cannot see it.
- D. When all groups have completed **Handout A**, have groups take turns reading the attributes of their object without revealing what the object is. Have students from the other groups guess from the descriptions what each object is. Help students understand that it's fairly easy to guess what the objects are because nature tells us what something is!
- E. Explain that everything has a nature – we can ask what something is for anything. Not everything is a person, however. We do not ask who this pencil is. That's because a pencil does not have a person, but only a nature. Objects and animals do not have a person. Only something that can think and choose can be a person (humans, angels, God).
- F. Have students complete the last two sections of **Handout A**, describing what attributes are a necessary part of human nature, and what attributes are necessary to God's divine nature. Understanding human and divine nature is important for us to understand who Jesus is.

Lesson Plan *(continued)*

DAY TWO

Warm-Up

Distribute blank drawing or construction paper to each student and make markers and/or colored pencils available. Have your students draw a picture of what they think God is like. Many students will either struggle or draw a picture of Jesus. This is okay! Discuss with your students that it can be hard for us to imagine exactly what God is like since He is a spirit. Help them understand that Jesus, however, is special, because He is both God and human! Since He has a human nature, it is easier for us to know Him.

Activity

Explain to your students in a mini lecture that two things make Christians special: their belief in the Holy Trinity, which we have already learned about, and their belief that the Second Person of the Trinity, the Son of God, who became man. God becoming man in the Person of Jesus Christ is called the Incarnation. *Carne* is the Latin word for “flesh” or “body,” and so the word Incarnate means “to become flesh.” The Incarnation is when the Second Person of the Trinity, the Son of the Father, takes on our human flesh and becomes a man. This happens at the Annunciation, when Mary says yes to God’s will, announced to her by the angel Gabriel, and Jesus is conceived in her womb by the power of the Holy Spirit. The rest of the world sees the beauty and joy of the Incarnation at Christmas, when Jesus is born and the shepherds and wise men adore him!

- ▶ Jesus, because He is God who became man, is unique. As a person, Jesus is just like us. When we ask, “Who is He?” we respond that He is Jesus. This describes His person, just as our name describes us. However, Jesus’ nature is unique. If we ask, “What is He?” we have to say that He is two things: He is God, *and* He is man. This means that Jesus has two natures: one divine and one human. However, this doesn’t mean that Jesus is two different people; He is still just Jesus. He is the only person in the universe with two natures!
- ▶ We might be tempted to think that Jesus is only part God and part man, but this isn’t true. Jesus is fully divine and fully human. Because He is fully divine, Jesus has everything that God has: He has a divine intellect and a divine will. By His intellect He knows all that God knows, and by His will He can choose and act just like God. Jesus has all of God’s attributes: He is all powerful, all knowing, all good, and so forth. All of these things belong to God’s nature.

- ▶ Jesus also has everything that makes him fully human: He has a human body and soul (rather than an elephant body and soul) and also a human intellect and a human will. These are what belong to human nature. Because Jesus has everything that makes Him divine and everything that makes Him human, we say that he is true God and true man. This is what the Incarnation means. It is a mystery, but one that we can understand at least partially. Finally, both of Jesus' natures work together in perfect union. Jesus' human intellect and human will always think and choose the same things as His divine intellect and divine will. If they didn't always agree, Jesus would be two persons stuck in one body!

Formative Assessment:

Distribute **Handout B: The Incarnation** to each student and have the students complete the first half of the graphic organizer, describing who the Second Person of the Trinity is (Jesus) and what He is (God and man). Also have the students label the circles with Jesus' two natures, divine and human, and list some of the attributes of those natures, listed yesterday on **Handout A**.

DAY THREE

Warm-Up

- A. Tell your students the following story (and perhaps bring an object for effect): Stanley and his brother were playing ball in the house, even though they knew they weren't supposed to. Stanley threw the ball to his brother, who missed it, and it ended up breaking their mom's favorite vase. Stanley realized he did wrong, and when his mom got home, he apologized and asked for forgiveness. His mom recognized that he was sorry and decided to forgive him. But there was still one problem: the vase was still broken. Since Stanley was the person who broke the vase, his mom told him that he was responsible for fixing the problem.
- B. Ask your students what Stanley might do to fix the problem. *He might take money out of his allowance to get it repaired or buy a new one. He might do some chores or extra work to make up for it. Accept other reasoned answers.*
- C. Explain to your students that some things are easy to fix, while others, like a vase, might shatter completely. Our human nature is also broken after Adam and Eve sinned against God. It isn't completely shattered like the vase, but it doesn't always work as it is supposed to because we make mistakes and do the wrong thing (error, sin, and

Lesson Plan *(continued)*

concupiscence). Not only do we need God's forgiveness, but we also need our human nature to be fixed. We can't fix it ourselves, and that is why Jesus became human!

Activity

- A. Explain to your students in a mini-lecture that when God created Adam and Eve, their human nature was perfect. They always chose to do what was right, and their intellects (minds) always told them what was true. They never had to suffer. When Adam and Eve committed the Original Sin, they acted against their nature, and ever since, all their children have inherited a fallen or broken human nature. We still have an intellect and will, but they don't always lead us to good, as they were made to. Also, we suffer and eventually die. There are two problems that Original Sin created: the first is that it offended God. Thankfully, God doesn't give up on us, and He even forgives us.
- B. Ask your students when God shows us that He forgives us. *Jesus shows us just how much God is willing to forgive us when He says on the Cross, "Father, forgive them, for they do not know what they do."*
- C. Continue to explain that even after we have been forgiven, our human nature is still wounded. Think of the broken vase. We need fixing too, and this is why it is so important that Jesus was both human and divine. Because Jesus is God, He has the power to save us and fix us. When Jesus became human, He took on our fallen nature: He became a human like us. He could suffer and be hurt. He could even be tempted (and He was!), but He never sinned because both His human and divine wills worked together to choose what was right. When Jesus was crucified, He really died. Death is the thing that is most broken about our nature after the Fall of Adam and Eve. We were originally meant to live forever with God in paradise! However, since Jesus is God, He has power over death.
- D. Ask your students the following questions:
 - ▶ What do we celebrate on Easter Sunday? *Jesus' Resurrection from the dead to new life.*
 - ▶ What was Jesus like when He rose from the dead? *He was transformed were transformed.*
 - ▶ Did the Apostles recognize Jesus when they first saw Him after His Resurrection? *No. His human nature was so transformed that the Apostles didn't even recognize Him at first! That's because Jesus "fixed" our human nature!*

- E. Explain to your students that Jesus also makes this transformation possible for us. St. Paul tells us that when we are baptized, our fallen human nature “dies” with Jesus and is “raised” to new life with Him. For now, we can still suffer and die, and we still sometimes have trouble doing what is right, but when we die and remain in friendship with God, we believe that we will be raised to new life in heaven with Jesus, and all these things will be transformed! In heaven, our body and soul will become like Jesus’ body and soul. This is possible only because Jesus was both human and God!
- F. Have your students fill out the bottom portion of **Handout B**. Have them describe how both Jesus’ humanity and divinity forgive us and “fix” our broken nature.

Assessment

Distribute **Handout C: The Incarnation Paragraph Response** to each student. Give them five minutes to write a three- to five-sentence paragraph response to the prompt on the handout. Collect the handouts when complete.

Nature and Attributes

Directions: Write the characteristics of the object(s) provided to you in the chart below.

Nature	Attributes
Book	<ul style="list-style-type: none">▶ _____▶ _____▶ _____
Object 1	<ul style="list-style-type: none">▶ _____▶ _____▶ _____
Object 2	<ul style="list-style-type: none">▶ _____▶ _____▶ _____

Nature	Attributes
--------	------------

- | | |
|-------|---------|
| Human | ➤ _____ |
| | ➤ _____ |
| | ➤ _____ |

-
- | | |
|-----|---------|
| God | ➤ _____ |
| | ➤ _____ |
| | ➤ _____ |
| | ➤ _____ |
| | ➤ _____ |
-

The Incarnation

“I believe in one Lord Jesus Christ,
the Only Begotten **Son of God**...consubstantial with the Father...
For us men and for our salvation, he came down from heaven, and by the **Holy Spirit** was
incarnate of the Virgin Mary, and **became man**.”

FROM THE NICENE CREED

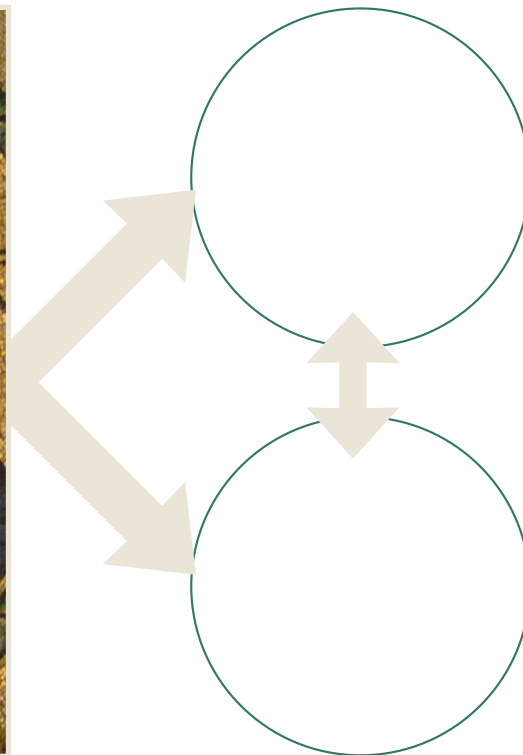
1 PERSON

Who is he?



2 NATURES

What is he?



The Incarnation and our salvation...

Original Sin must be beaten in two ways: we must be forgiven, and we must be fixed (freed from concupiscence, suffering, sickness, and death)

1. Jesus forgives us.

- _____
- _____

2. Jesus fixes our broken nature.

- _____
- _____

Answer Key

Handout A: Nature and Attributes

1. Book: Made of paper, has a cover, has words and a story, and so forth.
2. Object 1: Answers will vary.
3. Object 2: Answers will vary.
4. Human: Human body, human soul, intellect, will.
5. God: All powerful, all knowing, all good, perfect, spirit.

Handout B: The Incarnation

Who is He? – Jesus Christ

What is He – God and man

Divine nature – Fully God, all powerful, all knowing, divine intellect and will

Human nature – Fully man, body and soul, human intellect and will, takes on fallen human nature but without sin

The Incarnation and our salvation:

1. Jesus forgives us:
 - › As God, Jesus forgives our offenses and makes us friends with the Father.
 - › As man, Jesus suffers on the Cross and forgives us, showing us how much He loves us.
2. Jesus fixes our broken nature:
 - › As man, whatever happens to Him happens to us.
 - › As God, Jesus has the power to rise from the dead and transforms our broken nature into something new.

Exploring the Crucifixion with Sacred Art

UNIT 1, LESSON 7

Learning Goals

- › Jesus was crucified for our sins.
- › The prophet Isaiah foretold the coming of Jesus.



Connection to the *Catechism of the Catholic Church*

- › CCC 604
- › CCC 606
- › CCC 613-618



Vocabulary

- › Crucifixion
- › Iniquity (sin)

BIBLICAL TOUCHSTONES

Jesus cried out in a loud voice, “Father, into your hands I commend my spirit”; and when he had said this he breathed His last.

LUKE 23:46

[I]t was our pain that he bore, our sufferings he endured. ...[H]e was pierced for our sins, crushed for our iniquity.

ISAIAH 53:4-5

Formative Assessment

- A. Circulate among the groups, listening to their discussions, keeping them on task, and offering insights or clarification where needed.
- B. Before moving on to the next activity, have each group write one question they would ask the artist about his painting and turn it in.

DAY TWO

Warm-Up

Project an image of the painting on **Handout A: Mond Crucifixion**, and read aloud a few of the most interesting questions offered by the student groups the previous day. Allow students to share their reactions and other personal responses to the art.

Activity

- A. Give students copies of the art, and have them skim over the questions they discussed the previous day. Then call on groups in turn to share their answers to each of the questions. Conclude the discussion with the question of how the artist probably wanted the people who viewed his painting to feel.
- B. Read the following excerpts from Luke's and John's Gospels aloud to your students. Invite them to close their eyes and imagine they are present at the scene being described. Ask them to think about what they see and what they hear, who is there, and what they are doing.

When they came to the place called the Skull, they crucified Him. ...Then Jesus said, "Father, forgive them, they know not what they do." ...Above Him there was an inscription that read, "This is the King of the Jews." ...It was now about noon and darkness came over the whole land until three in the afternoon because of an eclipse of the sun. ...Jesus cried out in a loud voice, "Father, into your hands I commend my spirit"; and when he had said this he breathed his last. ...When all the people who had gathered for this spectacle saw what had happened, they returned home beating their breasts; but all his acquaintances stood at a distance, including the women who had followed him from Galilee and saw these events. (Luke 23:33, 34, 38, 44-49)

Lesson Plan *(continued)*

But one soldier thrust his lance into his side, and immediately blood and water flowed out. An eyewitness has testified, and his testimony is true; he knows that he is speaking the truth, so that you also may [come to] believe. (John 19:34-35)

- C. Read the excerpts from Luke's and John's Gospels aloud to your students a second time. This time, invite your students to think about a single word or phrase (two to three words together) from the readings that stands out to them. Have them write down that word or phrase on their own paper.
- D. Project again the image of the *Mond Crucifixion* by Raphael from **Handout A**. Ask your students the following questions. You may decide to call on specific students to help the conversation:
- ▶ How is what you saw and heard in your imagination while listening to the Scripture story similar to the painting? How was it different? *Answers will vary.*
 - ▶ What word or phrase stood out to you from the Scripture story? *Answers will vary.*
 - ▶ Does the word or phrase that stood out to you describe anything in the painting? If so, where? Why do you think the artist chose to paint that in the way he did? *Answers will vary.*

Formative Assessment

Have your students take turns sharing with a partner what they understand better about Jesus' Crucifixion after reflecting on the painting and the story of Jesus' Crucifixion from Scripture. Circulate around the room, and observe and assist as needed.

DAY THREE

Warm-Up

- A. Project Isaiah 53:4-5, and read it aloud or have a student stand and read it aloud:

[I]t was our pain that He bore, our sufferings He endured. ...[H]e was pierced for our sins, crushed for our iniquity. He bore the punishment that makes us whole; by His wounds we were healed.

B. Ask your students the following questions:

- ▶ Whom do you think Isaiah, the author of this passage, was writing about, even though he lived hundreds of years before Him? Why do you think so? *Jesus. Because it sounds as if he is describing the Crucifixion of Jesus.*
- ▶ What does Isaiah say that Jesus will bear and endure? *Our pain and our sufferings. This means that Jesus took on our pain and suffering.*
- ▶ Why did Isaiah say that Jesus would be pierced and crushed? *For our sins and iniquities (another word for “sin”).*
- ▶ Why did Isaiah say that Jesus would bear our punishment? *To make us whole.*
- ▶ How are we healed? *By Jesus’ wounds.*

C. Project again the image of the *Mond Crucifixion* by Raphael from **Handout A**. Then explain to your students that Jesus died on the Cross for each one of us. The wounds that He suffered during His Crucifixion, He suffered for you and for me. He redeemed our sins, our suffering, and our pain, and healed us because He loves us. In fact, Jesus’ death on the Cross is the greatest act of love anyone has ever done. Jesus poured Himself out for us so that we might have life with the Father in heaven.

Activity

Distribute to your students a piece of drawing or construction paper and make markers and/or colored pencils available. Have your students think for a moment about all they have learned in the past few lessons about Jesus’s Crucifixion. Then, have them draw their own version of the Crucifixion. Have them include all of the important elements of the Crucifixion that show that Jesus died for our sins because He loves us.

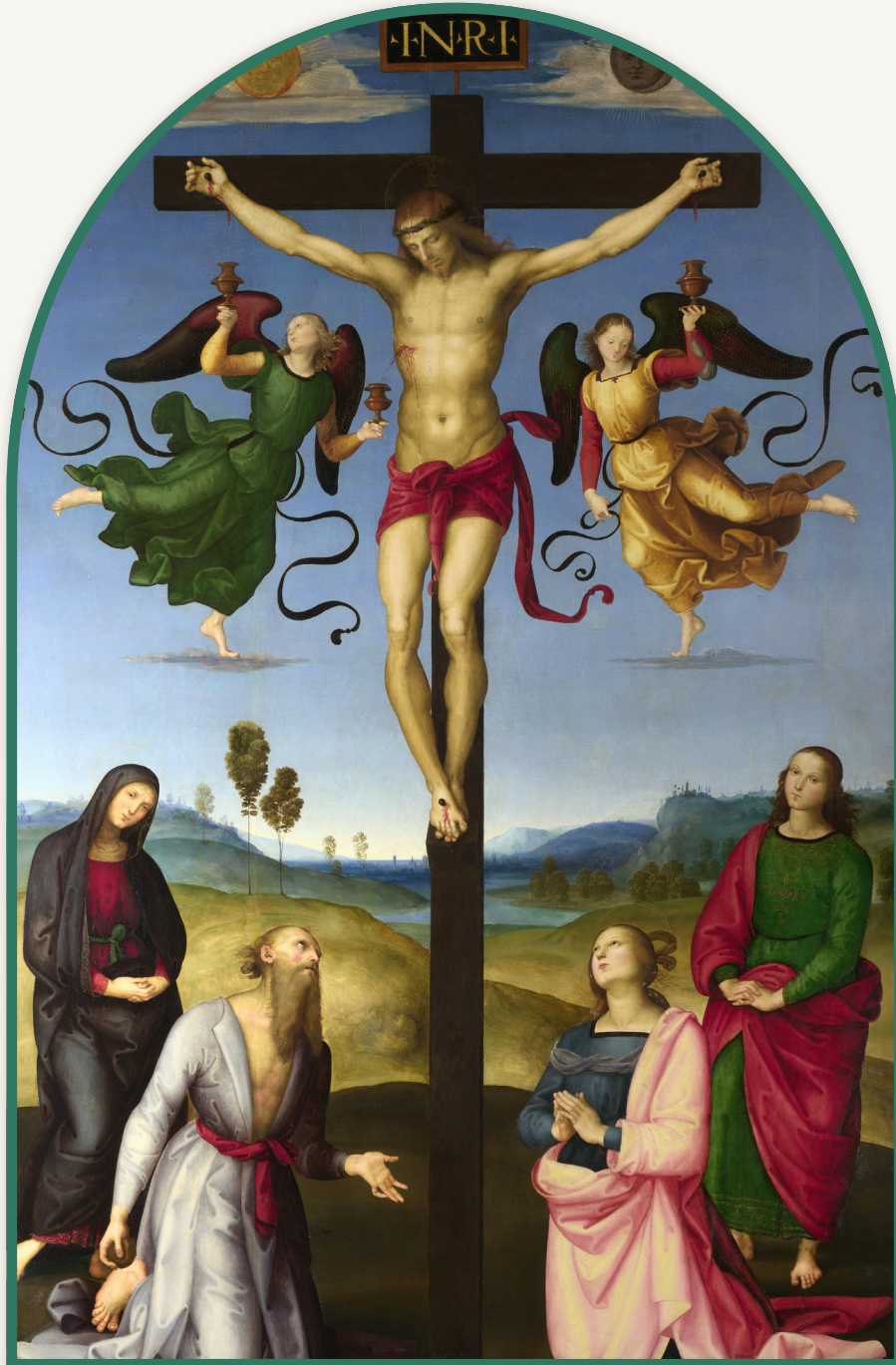
Assessment

- A. When your student have finished their drawings, distribute to each student **Handout B: Imitating Jesus** and have them work individually to respond to the reflection questions.
- B. Then, have your students share and explain their drawings and their answers to **Handout B** with a neighbor. Circulate the room and observe and assist as needed.

HANDOUT A

Mond Crucifixion

BY RAPHAEL (C. 1502-1503)



The National Gallery, London.

DIGITAL IMAGES AVAILABLE AT
WWW.SOPHIAINSTITUTEFORTEACHERS.ORG

Mond Crucifixion



Mond Crucifixion, by Raphael (C. 1502-1503)

Directions: Take some time to quietly view and reflect on the art. Let yourself be inspired in any way that happens naturally. Then think about the questions below, and discuss them with your classmates.

Conversation Questions

1. What is this a painting of?
2. Who are the people in this painting?
3. Why do you think there are angels in the painting? What are the angels doing?
4. What are the different things the people are looking at? Why do you think the artist painted them looking at these things? Why do you think the artist chose to paint Jesus' eyes closed?
5. What emotions can you see in each person's face and posture?
6. Why do you think the artist chose to paint this scene of Jesus' life with bright colors and a clear, blue sky?
7. Have you seen other paintings of Jesus' Crucifixion before? How is this painting similar? How is it different?

Imitating Jesus

Directions: Think about each of these questions and then write your answer.

1. Because He loves His Father and us, Jesus gave His whole life for others. Why is it good to give to others?

2. What is something you can do today for someone else because you love God and others?

3. Jesus died so that our sins could be forgiven. Is there someone you may have hurt? How can you show that person that you are sorry for hurting him or her?

4. Is there anyone who has hurt you? How can you forgive that person for hurting you?

Answer Key

Handout A: *Mond Crucifixion*

1. It is a painting of Jesus' Crucifixion.
2. From left to right, top to bottom: angels, Jesus, the Virgin Mary, St. Jerome (who was not present at the Crucifixion but is a saint known for translating Scripture), Mary Magdalene, and St. John the Evangelist.
3. The angels are catching Jesus' Precious Blood in chalices.
4. The angel on the left is looking at the chalice he is holding; the angel on the right is looking down at St. John; the Virgin Mary and St. John are looking outward at the viewer of the painting; St. Jerome and Mary Magdalene are looking at Jesus. Answers will vary as to why.
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.

Jesus Taught His Followers about the Kingdom of God

UNIT 1, LESSON 8

Learning Goals

- › A kingdom consists of a ruler, a land, laws, customs, and the people of the kingdom.
- › The key elements of the Kingdom of God are love of God and love of neighbor.
- › All members of God’s Kingdom are called to share the Kingdom with others and to welcome it in their hearts.



Connection to the *Catechism of the Catholic Church*

- › CCC 541-542
- › CCC 551
- › CCC 553



Vocabulary

- › Reign
- › Kingdom
- › Ambassador
- › Custom
- › Rule

BIBLICAL TOUCHSTONES

“Teacher, which commandment in the law is the greatest?” He said to him, “You shall love the Lord, your God, with all your heart, with all your soul, and with all your mind. This is the greatest and the first commandment. The second is like it: You shall love your neighbor as yourself. The whole law and the prophets depend on these two commandments.”

MATTHEW 22:36-40

“Then the king will say to those on his right, ‘Come, you who are blessed by my Father. Inherit the kingdom prepared for you from the foundation of the world. For I was hungry and you gave me food, I was thirsty and you gave me drink, a stranger and you welcomed me, naked and you clothed me, ill and you cared for me, in prison and you visited me...’ ‘Amen, I say to you, what you did not do for one of these least ones, you did not do for me.’”

MATTHEW 25:34-36, 45

group will then design a flag for their kingdom that includes symbols that teach about what the land, laws, and customs of their kingdom are like.

- B. This activity is to aid students in forming a solid foundation before being introduced to the larger idea of God’s kingdom on earth. The goal is to engage students in thinking about the four essential elements of a kingdom, and that a good kingdom is one in which the ruler makes laws that help make the kingdom a better place and build up the common good.

Formative Assessment

Collect **Handout B: Design a Flag** from each group to assess each group’s understanding of the lesson.

DAY TWO

Warm-Up

- A. Have the groups from the last class reconvene. Redistribute the completed **Handout B: Design a Flag** to each group to use as they give a short presentation of the kingdom they created to the class, explaining its laws and customs.
- B. Ask your students the following questions:
- › Which kingdom would be the most appealing to live in? Why?
 - › Would this kingdom help you to be the best person you could be? For example, if a kingdom had a law requiring its entire people to eat ice cream at every meal, it might sound fun, but it would not help you grow into strong, healthy people.
 - › Is this kingdom fair?
 - › God rules over a kingdom too. How do you think the Kingdom of God might differ from these earthly kingdoms?

Activity

- A. Explain to your students that God is King of the whole universe. He made its laws and says how things will work. Many of the Jews who lived in Jesus’ time thought that God was going to make a kingdom here on earth where they could live, but Jesus taught His followers that the Kingdom of God is different. Although God does give us rules

Lesson Plan *(continued)*

and laws to follow, He doesn't force us to follow them; He wants us to choose to be members of His Kingdom. When Jesus talks about the Kingdom of God, He is talking about a Kingdom made up of people who choose to live according to His example (His followers). Sometimes we use the term "Kingdom of Heaven" instead of "Kingdom of God." These two terms mean the same thing. Although we are not yet in Heaven, where we will live with God for eternity, the Kingdom of Heaven starts here on earth because God's kingdom is wherever His followers are.

- B. Write the words *rules* and *customs* on the board. Explain: In order to be good citizens of the Kingdom of God, we have to choose to follow its rules. Jesus taught us these *rules* and gave us *customs* to follow that help us to be good citizens of the Kingdom of God. The *rules* are the commandments and other teachings of Jesus on how to love God and our neighbor. The *customs* are the sacraments that help us live these rules and have friendship with God. Sin can prevent the Kingdom of God from taking root in our hearts. The rules and customs in the Kingdom of God are perfect because they are designed to help us be the best we can be and eventually get to heaven.

Formative Assessment

- A. On **Handout C: Kingdom of God Assessment**, discuss the rules and customs of God's kingdom. Point students to Scripture passages about the Commandments (Exodus 20:1-17), love of God and neighbor (Matthew 22:34-40), or the corporal works of mercy (Matthew 25:31-46) for the rules of the Kingdom, and draw from their knowledge about the sacraments and liturgical-year celebrations for the customs. What is against the law in God's Kingdom? *Sin, because it destroys the kingdom.*
- B. Allow your student time to fill in the boxes on **Handout C** as you discuss the rules and customs of God's Kingdom.

DAY THREE

Warm-Up

- A. Have students, with a neighbor, take turns sharing an answer to the following prompt:
 - › Describe a time when you experienced something that was really awesome.
- B. After everyone has had a chance to share with a partner, ask your students if the things they described were things that they wanted to tell all of their friends and family about after they experienced them. Students will likely answer yes.
- C. Explain to your students that the Kingdom of God is so much greater than anything else that we may experience. Therefore, the Kingdom of God is something we naturally should want to tell everyone about!

Activity

- A. Pray the Lord's Prayer together.
- B. Explain to your students that in the Lord's Prayer, we pray: "Thy Kingdom come; Thy will be done, on earth as it is in heaven." When we pray this, we are asking the Lord to help us welcome His Kingdom into our hearts, and also that everyone here on earth may welcome the Kingdom of God into their hearts too.
- C. Write the word *ambassador* on the board. Then, explain to your students that Jesus wants us to continue His work of bringing people into the Kingdom of God by being ambassadors of the Kingdom. An ambassador is someone from one country who goes to live and work in a foreign country to help the two countries work together. We are ambassadors of God's Kingdom when we tell people about God and are good examples for them. The saints are great examples of the type of ambassadors we are supposed to be!
- D. Distribute **Handout D: Ambassador of the Kingdom of God**. Explain to your students that they, too, are ambassadors of the Kingdom of God. What would they share with someone they just met who did not know about the Kingdom of God? Have them write a five- to seven-sentence paragraph describing what they would tell this person in this encounter.

Assessment

Use **Handout E: Thy Kingdom Come Assessment** to determine mastery of lesson content.

Build a Kingdom

Our kingdom's name: _____

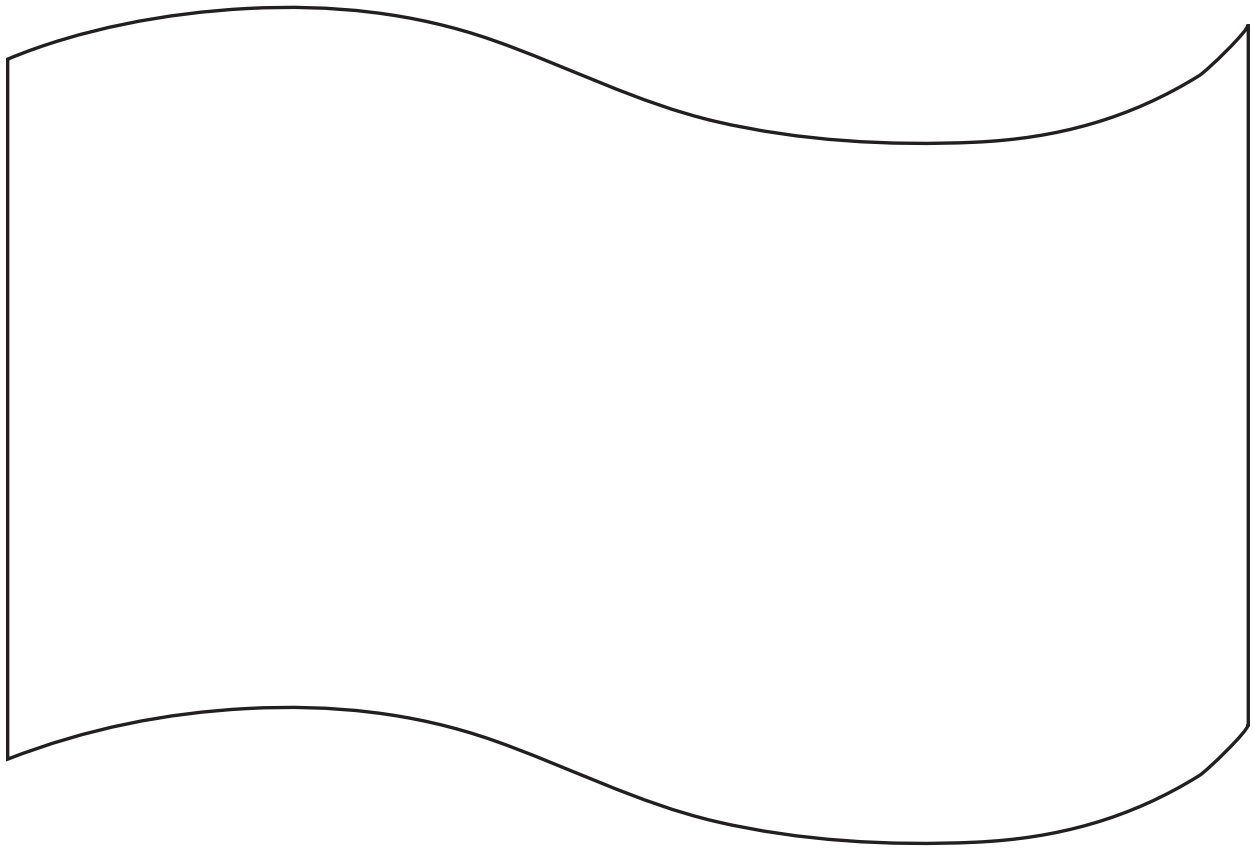
A map of our land:

Our laws:

Our customs and traditions:

Design a Flag

Directions: Design a flag for your kingdom that includes symbols of the various characteristics of your kingdom.



The Kingdom of God Assessment

Directions: Fill in the boxes as we discuss the Kingdom of God.

The Kingdom of God

A map of the land: Draw a picture of what you think Heaven looks like.

Our laws: What are the laws of the Kingdom of God?

Our customs and traditions: What are the customs and traditions of the Kingdom of God?

Thy Kingdom Come Assessment

1. When we pray “Thy _____ come,” we are asking the Lord to help us welcome His Kingdom into our own _____, and also that everyone here on _____ may welcome the Kingdom of God into their _____, too.

2. What should we as ambassadors of the Kingdom do?

3. Who are examples we can follow as ambassadors of the Kingdom?

4. Where is the Kingdom of God?

Answer Key

Handout C: The Kingdom of God

1. A map of the land:

Students may draw a picture as they see Heaven alongside a picture of the Church on earth. This may be depicted in different ways, but help students to understand that the Kingdom of God is not a piece of land.

2. Our laws:

The Ten Commandments, the Beatitudes, love of God and love of neighbor, service, the Corporal and Spiritual Works of Mercy

3. Our customs and traditions:

The Seven Sacraments, liturgical-year celebrations, sacramentals, etc.

Handout E: Thy Kingdom Come Assessment

1. Kingdom/hearts/earth/hearts
2. As ambassadors of the Kingdom of God, we should tell others about Jesus and give them an example to follow in His way.
3. The saints are great examples of what it means to be ambassadors of the Kingdom.
4. The Kingdom of God is here on earth, in the hearts of everyone who loves God and follows Jesus' example.

