

Contents

Introducing the Living in Christ Series	7
Unit 1: Why Did God Redeem Us?	16
Overview	16
Student Book Articles Addressed in this Unit:	
Article 1 - The Primeval History	
Article 2 - Creation Reflects the Glory of God	
Article 3 - Human Beings: The Summit of Creation	
Article 4 - The Garden of Eden: The Perfect Life	
Article 5 - Adam and Eve's Disobedience	
Article 6 - Original Sin: A Consequence of the Fall	
Article 7 - Satan and the Fallen Angels	
Learning Experiences	20
Handouts	38
Unit 2: How Does the Incarnation Fulfill God's Promise of Redemption?	54
Overview	54
Student Book Articles Addressed in this Unit:	
Article 8 - God's Promise to Adam and Eve	
Article 9 - The Old Testament Covenants: Part One	
Article 10 - The Old Testament Covenants: Part Two	
Article 11 - Covenant Keeping: Successes and Failures	
Article 12 - The Growing Messianic Hope	
Article 13 - God Prepares the Way: The Roles of Mary and Joseph	
Article 14 - The Gospels and Christological Prophecies	
Article 15 - Why the Word Became Flesh	
Article 16 - The Titles Say It All	
Learning Experiences	58
Handouts	73
Unit 3: How Does Jesus Reveal His Saving Mission?	90
Overview	90
Student Book Articles Addressed in this Unit:	
Article 17 - The Luminous Mysteries	
Article 18 - The Poverty of Christ	
Article 19 - The Obedience of Christ	
Article 20 - Christ's Moral Preaching	
Article 21 - Christ's Healings	
Learning Experiences	95
Handouts	114

Unit 4: Jesus' Saving Mission Finds Its Fulfillment in His Suffering, Death, and Resurrection 130

Overview 130

Student Book Articles Addressed in this Unit:

- Article 22 - The Events of the Passion
- Article 23 - Who Killed Jesus?
- Article 24 - The Meaning of the Cross
- Article 25 - The Events of the Resurrection
- Article 26 - What Is the Resurrection?
- Article 27 - The Significance of Christ's Resurrection
- Article 30 - Saved from . . .
- Article 31 - Saved for . . .

Learning Experiences 134

Handouts 150

Unit 5: Jesus' Ascension and Sending of the Holy Spirit Make Possible Our Redemption 168

Overview 168

Student Book Articles Addressed in this Unit:

- Article 28 - The Ascension
- Article 29 - The Significance of Christ's Ascension

Learning Experiences 171

Handouts 186

Unit 6: Through the Mystery of His Suffering, Jesus Stands in Solidarity with All Humanity and Calls Us to Do the Same 210

Overview 210

Student Book Articles Addressed in this Unit:

- Article 38 - Making Sense of Suffering
- Article 39 - Is Accepting Suffering a Sign of Weakness?
- Article 40 - Finding Strength in Times of Suffering

Learning Experiences 214

Handouts 232

Unit 7: We Experience the Grace of the Paschal Mystery through Participation in the Prayer Life of the Church 246

Overview 246

Student Book Articles Addressed in this Unit:

- Article 41 - Why We Pray
- Article 42 - The Forms of Prayer
- Article 43 - The Expressions of Prayer
- Article 44 - Overcoming Obstacles to Prayer
- Article 45 - Ignatian Gospel Meditation

Article 46 - Introduction to the Triduum	
Article 47 - Holy Thursday	
Article 48 - Good Friday	
Article 49 - The Easter Vigil	
Learning Experiences	250
Handouts	266
Unit 8: The Paschal Mystery Calls Us to Holiness	284
Overview	284
Student Book Articles Addressed in this Unit:	
Article 32 - Our Judgment by God	
Article 33 - Heaven, Hell, and Purgatory	
Article 34 - Our Call to Holiness	
Article 35 - Participating in Christ's Priestly Ministry	
Article 36 - Participating in Christ's Prophetic Ministry	
Article 37 - Participating in Christ's Kingly Ministry	
Learning Experiences	288
Handouts	308
Appendix 1: Additional Resources	323
Appendix 2: Student Book/Teacher Guide Correlation	332
Acknowledgments	336

The Living in Christ Series

The Living in Christ series has a different look and feel from traditional high school theology textbooks and teaching manuals.

- The teacher guide, rather than the student book, provides the scope and sequence for the course. Teaching with the student book is more like teaching with *The Catholic Faith Handbook for Youth* (Saint Mary's Press, 2008) than a textbook. The sequence of a textbook is important because the content builds on what has come before. A handbook provides material in a sermonic order, but because the content does not rely on what has come before in quite the same way, the material can be presented in several different sequences.
- The teacher guide provides you with ideas about how to teach with not only the student book but also the Bible, resources on the Saint Mary's Press Web site (www.smp.org/LivingInChrist/), and other resources found on the Internet. The teacher guide works as a command center for the course, providing ways for you to teach key concepts to the students by bringing in a wide variety of resources.
- The Living in Christ series invites you as teacher to develop your abilities to facilitate learning. This series asks you to become an expert.

Unit 2 How Does the Incarnation Fulfill God's Promise of Redemption?

Overview

In unit 1 we explored our need for redemption even though God created all the world good. We continue our study of the Paschal Mystery by examining God's promise of redemption and the fulfillment of that promise in the Incarnation.

Key Understandings and Questions


Upon completing this unit, the students will have a deeper understanding of the following key concepts:

- God responded to Adam and Eve's sin with a promise of redemption.
- God offered a series of covenants to our ancestors in faith, which culminated in the promise of a Messiah.
- This promise is fulfilled in the person of Jesus, the Word of God Made Flesh.
- The Word of God became flesh to restore us to covenantal love with God and others.

Upon completing the unit, the students will have answered the following questions:

- How did God respond to Adam and Eve's sin?
- After the Fall what characterized God's relationship with our ancestors in faith?
- What is the Incarnation?
- Why did the Word of God become flesh and dwell among us?

Student Book Articles

This unit draws on articles from *The Paschal Mystery: Christ's Mission of Salvation* student book and incorporates them into the unit instruction. Whenever the teaching steps for the unit require the students to refer to or read an article from the student book, the following symbol appears in the margin: . The articles covered in the unit are from "Section 1: God's Plan for Salvation: The Big Picture" and "Section 2: Jesus Christ's Mission is Revealed," and are as follows:

- "God's Promise to Adam and Eve" (article 8, pp. 37–41)
- "The Old Testament Covenants: Part One" (article 9, pp. 41–44)
- "The Old Testament Covenants: Part Two" (article 10, pp. 45–48)
- "Covenant Keeping: Successes and Failures" (article 11, pp. 48–52)
- "The Growing Messianic Hope" (article 12, pp. 53–54)

- "God Prepares the Way: The Roles of Mary and Joseph" (article 13, pp. 58–61)
- "The Gospels and Christological Prophecies" (article 14, pp. 62–63)
- "Why the Word Became Flesh" (article 15, pp. 64–68)
- "The Titles Say It All" (article 16, pp. 68–71)

How Will You Know the Students Understand?

The following resources will help you assess the students' understanding of the key concepts covered in this unit:

- handout "Final Performance Task Options for Unit 2" (Document #: TX001361)
- handout "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001362)
- handout "Unit 2 Test" (Document #: TX001369)

The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, to enable them to begin their study of God's promise of redemption and the Incarnation. It is not necessary to use all the learning experiences provided in the unit; however, if you substitute other material from this course or your own material for some of the material offered here, be sure that you have covered all relevant facets of understanding and that you have not missed any skills or knowledge required for later units.

Explain **Step 1:** Preassess what the students already know about God's promise of redemption and the Incarnation by having them match words and definitions.

Understand **Step 2:** Follow the assessment by presenting to the students the handouts "Final Performance Task Options for Unit 2" (Document #: TX001361) and "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001362).

Understand **Step 3:** Use the film *Simon Birch* (1998, 114 minutes, rated PG and A-II) to introduce the students to God's redemptive love, a love that endured even after the Fall.

Explain **Step 4:** Explore the nature of God's covenant with our ancestors of faith by closely reading selected Scripture passages from the Old Testament.

Explain **Step 5:** Through a close reading of selected texts from the *Lectionary for Mass*, the students come to understand how God's ancient promises are fulfilled in Jesus.

Explain **Perceive** **Step 6:** Engage the students in a "fishbowl" exercise that allows them to examine the roles of both Mary and Joseph in the fulfillment of God's promise of redemption.

Explain **Step 7:** Deepen the students' understanding of the Paschal Mystery by helping them to understand what the Incarnation is and is not.

Perceive **Step 8:** Recognize John's prologue as an expression of God's Word Made Flesh.

Understand **Step 9:** Now that the students are closer to the end of the unit, make sure they are all on track with their final performance tasks, if you have assigned them.

Interpret **Perceive** **Step 10:** Through the parable of Juan and the fishbowl, the students delve into the "why" of the Incarnation.

Reflect **Step 11:** Provide the students with a tool to use for reflecting about what they learned in the unit and how they learned.

Background for Teaching This Unit

Visit smp.org/LivinginChrist for additional information about these and other theological concepts taught in this unit:

- "The *Lectionary*" (Document #: TX001318)
- "Mary of Nazareth" (Document #: TX001252)

The Web site also includes information on these and other teaching methods used in the unit:

- "Critical Questioning Method of Engaging with Texts" (Document #: TX001316)
- "Using the Jigsaw Process" (Document #: TX001020)
- "Training Students to Read Aloud" (Document #: TX001317)

Scripture Passages

Scripture is an important part of the Living in Christ series and is frequently used in the learning experiences for each unit. The Scripture passages featured in this unit are as follows:

- Genesis 3:1–15 (promise of redemption)
- Matthew 1:18–25 (Joseph's dream)
- Luke 1:26–38 (the Annunciation)

- Isaiah 62:1–5 (Bridegroom imagery)
- John 2:1–12 (the wedding at Cana)
- Jeremiah 1:4–5, 17–19 (the call of Jeremiah)
- Luke 4:21–30 (the rejection of Jesus at Nazareth)
- Isaiah 60:1–6 (promise of a Messiah)
- Matthew 2:1–12 (the three Magi)
- 1 Kings 17:17–24 (Elijah and the widow)
- Luke 7:11–17 (Jesus and the widow)
- 2 Kings 4:42–44 (Elisha and the feeding of the one hundred)
- John 6:1–15 (the feeding of five thousand)
- Isaiah 7:10–14 (God's promise to Ahaz)
- Matthew 1:18–24 (Joseph's dream)
- Genesis 9:11–17 (God's Covenant with all of creation after the Flood)
- Genesis 16:1–16 (God's Covenant with Hagar)
- Genesis 17:1–27 (God's Covenant with Abraham and Sarah)
- Exodus 19:3–8 (God's Covenant with the people of Israel at Sinai)
- 2 Samuel 7:8–21, 28–29 (God's Covenant with David and the people)
- Jeremiah 31:31–34 (God promises a new covenant to the people of Israel)
- Matthew 26:26–29 (Lord's Supper)
- John 1:1–18 (Jesus as God's Word Made Flesh)

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout "Vocabulary for Unit 2" (Document #: TX001363).

analogy of faith	Incarnation
Annunciation	literal sense
Ark of the Covenant	monarchy
Christological	Paschal Mystery
circumcision	patriarch
clement	polytheism
confederation	<i>Protoevangelium</i>
Exile, the	spiritual sense
expiation	theophany
foreshadow	<i>Theotokos</i>
fratricide	Torah
Immaculate Conception	

Learning Experiences

Explain**Step 1**

Preassess what the students already know about God's promise of redemption and the Incarnation by having them match words and definitions.

1. Prepare for this learning experience by downloading and printing the hand-out "Vocabulary for Unit 2" (Document #: TX001363), one for each student. Have a roll of masking tape available, and write the following list of words on index cards (one word per index card). Write their definitions on separate index cards:

- **Incarnation:** From the Latin, meaning "to become flesh," referring to the biblical Revelation that Jesus is both true God and true man.
- **Theotokos:** A Greek title for Mary meaning "God bearer."
- **Christological:** Having to do with the branch of theology called Christology. Christology is the study of the person and life of Jesus Christ, his ministry, and his mission.
- **Immaculate Conception:** The dogma that Mary was conceived without Original Sin and remained free from personal sin throughout her entire life.
- **Protoevangelium:** The first announcement of the Good News and promise of God's redemptive love through the person of Jesus Christ.
- **theophany:** God's breaking into the human dimension so an individual's and community's understanding of God is deepened or changed.
- **Paschal Mystery:** The work of salvation accomplished by Jesus Christ mainly through his Passion, death, Resurrection, and Ascension.
- **polytheism:** The belief in many gods.
- **expiation:** The act of atoning for sin or wrongdoing.
- **confederation:** An alliance of tribes or nations with no central authority.
- **patriarch:** The father or leader of a tribe, clan, or tradition. Abraham, Isaac, and Jacob were the patriarchs of the Israelite people.
- **spiritual sense:** A form of biblical interpretation that goes beyond the literal sense to consider what the realities and events of the Scriptures signify and mean for salvation.



Article

- **literal sense:** A form of biblical interpretation that considers the explicit meaning of the text. It lays the foundation for all other senses of the Scriptures.
 - **fratricide:** To kill one's own brother or sister.
2. Before handing out the cards, instruct the students that when they receive one, they should immediately turn it facedown and not look at what is written on it.
 3. Now give each student an index card, handing out both words and definitions. If you have fewer students than the suggested list of words and definitions, simply remove an appropriate amount of word and definition cards to match the number of students. If you have an odd number of students, you will need to give yourself a card and participate in the exercise with the students.
 4. When all the students have a card, tell them they will have to find the person who has the corresponding word or definition. Give them the cue to turn their cards over and begin.
 5. Allow approximately 5 minutes for the students to find the person who has their corresponding word or definition. When they have matched their cards, they should post or tape them together on the board and be seated.
 6. Remind the students that this learning experience is meant to simply introduce them to these words and definitions and gather some insight into what they already know about the topics of this unit.
 7. Review the words and definitions posted on the board with the students. As you review the words, encourage them to check their student books for the words and definitions to determine whether the cards are correctly matched. As the students discover mismatches, encourage them to come to the board and make the corrections.
 8. When all the corrections have been made, direct the students to reread the cards silently. Ask which words and definitions they knew prior to this learning experience, which ones sounded somewhat familiar, and which ones they had never heard before.
 9. Depending on time, you may want to have the students simply repeat the words after you to ensure proper pronunciation.
 10. Distribute the handout "Vocabulary for Unit 2" (Document #: TX001363) and pens or pencils. You may want to have the students add to the handout any words and definitions shown on the board that are not on the handout. Instruct the students to keep this handout, as they will need to refer to these words and definitions throughout the unit.

Understand

Step 2

Follow the assessment by presenting to the students the handouts "Final Performance Task Options for Unit 2" (Document #: TX001361) and "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001362).

This unit provides you with four ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a storyboard of key events in salvation history, conducting a ten-question interview with God, and developing a social networking or Web presence for God. Refer to "Using Final Performance Tasks to Assess Understanding" (Document #: TX001011) and "Using Rubrics to Assess Work" (Document #: TX001012) at smp.org/LivingInChrist for background information.

1. Prepare by downloading and printing the handouts "Final Performance Task Options for Unit 2" (Document #: TX001361) and "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001362), one of each for each student.
2. Distribute the handouts. Give the students a choice as to which performance task to work on and add more options if you so choose. Review the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - ▶ If you wish to work alone, you may choose any of the options. If you wish to work with a partner, choose option 2. Choose option 3 if you wish to work in a small group of three or four.
 - ▶ Near the end of the unit, you will have one full class period to work on your final performance task. Please keep in mind, however, that you should be working on this task throughout the course of the unit. Please do not wait until this class period to begin work on your final performance task.
3. Explain the types of tools and knowledge the students will gain throughout the unit so they can successfully complete their final performance task.
4. Answer questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need to show you that they understand God's promise of redemption to our ancestors in faith and the fulfillment of that promise in the Incarnation.

Teacher Note

You will want to assign due dates for the performance tasks.

If you have done these performance tasks, or very similar ones, with students before, place examples of this work in the classroom. During this introduction explain how each is a good example of what you are looking for, for different reasons. This allows the students to concretely understand what you are looking for and to understand that there is not only one way to succeed.



Article
8

Understand

Step 3

Use the film *Simon Birch* (1998, 114 minutes, rated PG and A-II) to introduce the students to God's redemptive love, a love that endured even after the Fall.

1. Prepare by obtaining a copy of the movie *Simon Birch* (1998, 114 minutes, rated PG and A-II). *Simon Birch* is loosely based on the novel *A Prayer for Owen Meany*, by John Irving. Preview the movie at least once before showing it in class. You will need a television and a DVD player or a computer with LCD projector for the classroom on the day(s) you show the film.
2. As preparation and background to this learning experience, have the students read student book article 8, "God's Promise to Adam and Eve." Remind the students to bring their Bibles to class.
3. Download and print the handout "Redemptive Love: *Simon Birch*" (Document #: TX001364), one for each student.
4. Read Genesis 3:1–15 with the class and review with the students their understanding of this story based on the key understandings of unit 1. Take a moment to reiterate the following points with them:
 - Adam and Eve chose to turn away from God and follow their own desires.
 - Their choices caused Original Sin to enter the world.
 - God responded to Adam and Eve's sin with the hope and promise of redemption.
 - Genesis 3:15 offers to humanity the promise of redemption.
 - The serpent is understood to be the Devil.
 - The woman's offspring is understood to be Jesus Christ, who will defeat the serpent or devil by striking its head with his heel.
 - We call this the *Protoevangelium*, or the first announcement of the Good News and promise of God's redemptive love through the person Jesus Christ.
 - Even at the moment that Adam and Eve chose to stray from God's will, God offered abundant love and promises eternal hope through the Incarnation. In other words, God does not give up on humanity.
5. Tell the students they will explore these concepts more deeply by watching the movie *Simon Birch*. It is the story of a young boy, Simon, born with a condition that makes him much smaller than other boys his age. As a result, Simon believes he is destined by God to serve as God's instrument in life. Along with his best friend, Joe, Simon seeks to understand his



esicHA
.07.8
11

mission in life. Other people in the town seem to have given up on Simon, but Joe and his mother see Simon's goodness and offer him abundant love and compassion. Even in the midst of great tragedy and loss, Joe does not give up on Simon.

6. Distribute the handout "Redemptive Love: *Simon Birch*" (Document #: TX001364). Preview the questions with the students prior to viewing the film to ensure their understanding. Tell students that they should take notes in response to the questions while viewing the film but that they will write complete answers after the film.
7. You may wish to pause the film once or twice to answer questions and provide needed clarification.
8. At the conclusion of the film, ask the students to quietly answer the hand-out questions on a separate sheet of paper. Depending on time, you may want to have them do this in class or as a homework assignment.
9. If the students complete the handout in class, conclude the learning experience by asking them to share their completed responses. In particular, encourage them to reflect on what insights they have gained about redemptive love and how they may have experienced this in their own lives.



Articles
9, 10,
11

Explain

Step 4

Explore the nature of God's covenant with our ancestors of faith by closely reading selected Scripture passages from the Old Testament.

1. Prepare by downloading and printing the handout "God's Covenants with Our Ancestors of Faith" (Document #: TX001365), one for each student. You may also want to review the article "Using the Jigsaw Process" (Document #: TX001020) at smp.org/LivingInChrist.
2. As preparation and background for this learning experience, have the students read the following student book articles:
 - "The Old Testament Covenants: Part One" (article 9)
 - "The Old Testament Covenants: Part Two" (article 10)
 - "Covenant Keeping: Successes and Failures" (article 11)

Remind them that they will need their Bibles in class as well.

3. Ask the students to offer a definition of *covenant* ("a solemn agreement between human beings or between God and a human being in which mutual commitments are made"). Emphasize the fact that a covenant is

different from a contract or other legal agreement in that contracts may be overturned, nullified, changed, or have other set limitations. A covenant, on the other hand, is a total giving of one's self to another. Covenants can be added to, but are not changed or replaced by any that may follow. For example, the Covenant of the Old Testament is followed by, but not superseded by, the New Testament Covenant.

- Tell the students that we will be exploring the nature of God's covenants with our various ancestors in faith.
- Form six small groups within the class and assign each group one of the following Scripture passages:
 - Genesis 9:11–17 (God's Covenant with all of creation after the Flood)
 - Genesis 16:1–16 (God's Covenant with Hagar)
 - Genesis 17:1–27 (God's Covenant with Abraham and Sarah)
 - Exodus 19:3–8 (God's Covenant with the people of Israel at Sinai)
 - 2 Samuel 7:8–21, 28–29 (God's Covenant with David and the people)
 - Jeremiah 31:31–34 (God promises a new covenant to the people of Israel)
- Distribute the handout "God's Covenants with Our Ancestors of Faith" (Document #: TX001365). Instruct the small groups to read their assigned passages and to complete the handout. Be sure each member of a group has his or her name listed on the handout. Tell the small groups that each group member will be sharing his or her findings, so it is necessary to write down the responses to each question.
- As the groups are working on their passages, circulate around the room to answer any questions and ensure that the students are on task. Allow approximately 10 to 15 minutes for groups to both read their passages and complete their questions.
- Once the groups have finished reading their passages and completed the questions related to it, reconfigure the class into new small groups of six (this is the jigsaw process).
- Within each small group of six, the students are to share their responses to the questions for the passages they read. Encourage the students to listen attentively, to ask questions, and to write on their handouts the new information they learn from their group members. Allow about 15 minutes for the students to work in these new small groups.
- After the small groups have had an opportunity to share their findings, instruct them to open their Bibles and read, as a group, Matthew 26:26–28. Tell them to answer the same questions for this passage.
- Invite some students to share their responses with the class.

- Ask the class to consider how these examples of covenant help us to understand God's relationship with us throughout the ages after the Fall. Collect the handouts.
- Conclude this learning experience by reminding the students that God did not give up on humanity after the Fall but formed covenants with our ancestors in faith. These covenants are solemn commitments that are characterized by mutual self-gift and fidelity. The Word of God is the definitive and everlasting Covenant and is the fullness of God's Revelation to the world.



Article
12

Explain

Step 5

Through a close reading of selected texts from the Lectionary for Mass, the students come to understand how God's ancient promises are fulfilled in Jesus.

- Prepare by downloading and printing the handout "Using the *Lectionary* to Understand How God's Ancient Promises Are Fulfilled in Jesus" (Document #: TX001366), one for each student. You may also wish to refer to "The *Lectionary*" (Document #: TX001318) at smp.org/LivingInChrist for background information. Have available a stack of index cards, one for each student.
- As preparation and background for this learning experience, have the students read student book article 12, "The Growing Messianic Hope." Remind them to bring their Bibles to class.
- Though not necessary, if possible have available a copy of one (or a set) of the *Lectionary for Mass*.
- Have the students take notes as you share the following information:
 - The Word of God is proclaimed throughout the liturgy.
 - The Word of God is alive and effective through the power of the Holy Spirit.
 - The Word of God reveals and proclaims God's abundant love for all of humanity.
 - When the Church gathers and celebrates liturgy, we do so as the Body of Christ and are mindful of God's ancient covenant with our ancestors of faith.
 - When we gather for liturgy, we are fed by the Word of God through the proclamation of the Scriptures.
 - Through both the sharing of the Sacred Scriptures in which the Covenant is announced (Liturgy of the Word) and the celebration of the Eucharist in which we share in Jesus' fulfillment of the Covenant

(Liturgy of the Eucharist), we participate in God's redemptive love made available to all humanity.

- The order of readings set forth in the *Lectionary for Mass* was done in a deliberate manner to help Catholics gain a greater understanding of salvation history.
 - The arrangement of readings for Sundays is based on the concept of "harmonious composition," in which the Old Testament reading and the Gospel reading have an explicit relationship in terms of theme, teaching, or events.
 - The readings from the Old Testament and the Gospels, when read side by side, can help interpret each other. They also help us to understand how the person of Jesus in the Gospels is depicted and characterized using themes and images from the Old Testament.
5. The purpose of this exercise is to help the students further appreciate not only how God's ancient promises are fulfilled in Jesus but also the events of salvation history through the celebration of liturgy.
 6. Distribute copies of the handout "Using the *Lectionary* to Understand How God's Ancient Promises Are Fulfilled in Jesus" (Document #: TX001366).
 7. Have the students work in small groups of three to five. Assign each group one of the following pairs of Scripture passages from the *Lectionary* and have the groups circle their passages on the handout. More than one group may have the same set of Scripture passages.
 - Second Sunday of the Year, C (Isaiah 62:1–5 and John 2:1–12)
 - Fourth Sunday of the Year, C (Jeremiah 1:4–5, 17–19 and Luke 4:21–30)
 - Solemnity of the Epiphany (Isaiah 60:1–6 and Matthew 2:1–12)
 - Tenth Sunday of the Year, C (1 Kings 17:17–24 and Luke 7:11–17)
 - Seventeenth Sunday of the Year, B (2 Kings 4:42–44 and John 6:1–15)
 - Fourth Sunday of Advent, A (Isaiah 7:10–14 and Matthew 1:18–24)
 8. Remind the students that each small group will be sharing its responses with the class. Each group member should write down the responses to all questions for their assigned passages.
 9. Allow the small groups approximately 15 minutes to complete the handout. While the students are working, circulate around the room to answer any questions and to ensure that all groups are on task.
 10. Bring the class back together and invite the small groups to share their findings with the rest of the class. As they do so, remind the students to listen carefully and to notice similarities or differences between each group's responses.

11. To conclude the learning experience, distribute the index cards and direct the students to do the following:

Teacher Note

The students' insights and questions may help you to gauge how the students are handling the material and if there are areas of concern that require further review or clarification.

- > Write your name at the top of your card.
- > Write one new insight you have gained about Jesus.
- > Write one question you now have about Jesus or his mission.

Before the end of the class period, collect the cards from the students.

12. As a possible homework option, have the students answer the same questions for a coming Sunday liturgy or an all-school liturgy.



Article
13

Explain

Perceive

Step 6

Engage the students in a "fishbowl" exercise that allows them to examine the roles of both Mary and Joseph in the fulfillment of God's promise of redemption.

1. In preparation for this session, refer to the article "Mary of Nazareth" (Document #: TX001252) at smp.org/LivinginChrist for background information. Create two sets of name cards for the following characters: Mary, Joseph, the angel Gabriel, God, questioner 1, and questioner 2. Hole-punch one set of cards and string them individually to make name necklaces that can be worn during the exercise. Post the cards from the other set around the room, as signs for where the small groups will gather during the exercise.
2. As preparation and background to this learning experience, have the students read student book article 13, "God Prepares the Way: The Roles of Mary and Joseph." Remind the students to bring both their student books and their Bibles to class.
3. Review and clarify some of the basic concepts of the student book article. In particular, you may want to write down the following points on the board:
 - The Gospels apply the ancient prophecies to Jesus.
 - In the Annunciation to Mary, she is invited to participate in salvation history by being the bearer of God's Word Incarnate (*Theotokos*).
 - Mary assents to this invitation and thus cooperates in salvation history. Her "yes" is voiced through an ancient prayer called the *Magnificat*.

- Mary was conceived immaculately, or without Original Sin. This is known as the dogma of the Immaculate Conception.
 - Jesus was conceived virginally, by the power of the Holy Spirit. This is known as the doctrine of the virgin birth.
 - Joseph follows the guidance of an angel, who appears to him in a dream, taking the pregnant Mary into his home.
 - Joseph puts complete trust in God. He accepts Mary's virgin pregnancy and willingly uproots his family to protect them.
 - Jesus is understood as the New Adam, who brings forth the new creation in which all people may be sons and daughters of God.
4. Tell the students that they will now prepare for a "fishbowl" exercise. Explain that six students, representing six different characters, will hold a discussion in the "fishbowl." The rest of the class will observe the discussion between these six characters, but they may not interrupt. As the teacher, you have the authority to interrupt the conversation and add other participants to the fishbowl, as well as take some out to be observers again, all the while maintaining a six-person fishbowl.
 5. Form the class into six small groups, each group representing one of the characters: Mary, Joseph, the angel Gabriel, God, questioner 1, and questioner 2.
 6. Have the groups gather in their designated areas (near the posted character name) and read Matthew 1:18–25 and Luke 1:26–38 together.
 7. Based on their reading of the Scripture passages, as well as the student book article, each group will prepare for the fishbowl discussion. Ask the first four groups (Mary, Joseph, the angel Gabriel, and God) to take notes on their understanding of their roles in salvation history and the fulfillment of God's promise to our ancestors in faith. Instruct them to also prepare at least one question for each of the other characters. For example, Mary might ask Joseph: "Why did you go ahead and marry me when you knew I was pregnant?"
 8. Questioner 1 and questioner 2, as well as the other characters, should prepare three or four questions that can be asked of those in the fishbowl. Some examples of questions may include, "Mary, if you were immaculately conceived, did you really have a choice in being the Mother of God?" and "God, can you explain Joseph's role in salvation history? Why did Joseph even have to be part of the picture if Jesus was conceived virginally?"
 9. Allow approximately 10 minutes for the students to take the necessary notes and prepare their questions. Then draw the class's attention together, reminding each group to stay together in its designated area.
 10. Place six chairs in the front of the room, and place a different name card on each chair. Select one representative from each group to sit in one of the chairs in the fishbowl and put the name card around his or her neck.

11. Remind the other students that for the moment, they are observers. They may not interject or interrupt the conversation that is going to take place; however, if they would like to step into the fishbowl, they should raise their hands. If you give the indication, they may step forward and take the place of their group member in the designated chair. The group member who was seated in the fishbowl then returns to his or her group's area and becomes an observer. If no one volunteers to step into the fishbowl, you may randomly select student observers to replace group members.
12. Begin the discussion by having the questioners pose questions to the panel. Encourage the panel members to answer in the voice of the person they represent. You can also invite the class to pose questions they have written by raising their hand and waiting to be called on by you or a member of the panel.
13. Allow the discussion to continue until approximately the last 10 minutes of class time, allowing most or all of the students to participate in the fishbowl. Interject as necessary, asking questions or asking for further clarification.
14. To conclude the learning experience, ask the students to refer to the key understandings and questions of this unit. Have them write a brief summary of what they learned through this experience that will help them to answer the questions of this unit.



Articles
14, 15,
16

Explain

Step 7

Deepen the students' understanding of the Paschal Mystery by helping them to understand what the Incarnation is and is not.

1. Prepare for this learning experience by cutting sheets of green construction paper in half and sheets of red construction paper in half. You will need enough half-sheets for each group of three students to have one green and one red piece. Have available a bell or chime that is loud enough to be heard by all members of the class.
2. Assign students to read, in preparation for this learning experience, the following student book articles:
 - "The Gospels and Christological Prophecies" (article 14)
 - "Why the Word Became Flesh" (article 15)
 - "The Titles Say It All" (article 16)
3. Download the PowerPoint "What the Incarnation Is and Is Not" (Document #: TX001320) at smp.org/LivingInChrist. You will need access to a computer and an LCD projector in order to show the PowerPoint presentation.

4. Organize the students into small groups of three. Distribute a half-sheet of red construction paper and a half-sheet of green construction paper to each group. Explain that you will show a series of statements on the LCD projector. When a statement is projected, the students will have 10 seconds to determine whether the statement is true or false. After the 10 seconds, you will ring the bell or sound the chime. When they hear the sound, one person in each group will show the group's answer by holding up the green paper for true and the red paper for false.
5. As you go through the statements, ask the students to explain why they indicated true or false. Encourage them to refer to the article they read for homework to support their position. Be sure to clearly indicate the correct responses by clicking on the answer slide of the PowerPoint following each question. Offer any clarifications and respond to any questions the students may have.
6. Conclude this learning experience by making the following points:
 - The statements we just reviewed offer clear and succinct information about the Incarnation.
 - They are more akin to explanations of doctrine and tend to define and clarify.
 - But throughout Christianity there have been more poetic and meditative expressions and declarations of faith that also help us to understand the Incarnation. In particular, the prologue of John's Gospel is one such example. We will discuss it during our next class.

Teacher Note

This is a good opportunity to do an informal midlevel assessment of the students' understanding of both the reading and past material. Make note of any statements where several groups offer the incorrect response or of material that is not clearly understood. You may choose to review those areas or refer students to their student books or notes on that material.

Perceive**Step 8**

Recognize John's prologue as an expression of God's Word Made Flesh.

1. Prepare by reminding the students to bring their Bibles to class.
2. Explain to the students that John's prologue is thought to be an early Christian hymn that articulates the Johannine community's belief in who Jesus was as God's Word Made Flesh (a Christological hymn of praise).
3. Invite the students to open their Bibles to John 1:1–18. Before reading the passage, assign specific verses to volunteers so that you do not have to interrupt the reading of the text.

- Write the following questions on the board and tell the students to keep them in mind while John's prologue is being read aloud:
 - What images or symbols in John's prologue speak to you? Draw or jot them down in your notebook.
 - Are any aspects of the reading confusing to you? Make note of those as well.
- As you prepare to read this text together, you may want to play soft instrumental music in the background or simply light a candle in order to create a more prayerful atmosphere.
- Ask the volunteers to read John 1:1–18 aloud.
- Allow a couple minutes after the reading for the students to make any further notes.
- Ask the students to share both their questions and the images they liked from John's prologue.
- Direct the students to create their own Christological hymn of praise by writing a poem about the Incarnation based on John's prologue. They may choose to accompany their poem with a symbol or drawing.
- Invite the students to prayerfully and reverently share their poems as a concluding class prayer.
- After the students have shared their poems, offer a simple and spontaneous prayer of praise or simply reread John 1:1–5.

Understand

Step 9

Now that students are closer to the end of the unit, make sure they are all on track with their final performance tasks, if you have assigned them.

If possible, devote 50 to 60 minutes for the students to ask questions about the tasks and to work individually or in their small groups.

- Remind the students to bring to class any work they have already prepared so they can work on it during the time allotted. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts "Final Performance Task Options for Unit 2" (Document #: TX001361) and "Rubric for Final Performance Tasks for Unit 2" (Document #: TX001362). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.