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God Comes to Save His

Chapter Overview	Key Terms	Scripture & Other Primary Sources
SECTION 1: The Turning Point pp. 33–38 - Students begin by discussing the power of story and exploring the concept and use of <i>logos</i> as it refers to creation and Christ. - You help them to see the role of Christ “from the beginning” and throughout salvation history. - Students revisit the story of their own faith development.	<i>logos</i>, p. 33 Son of God, p. 33 salvation history, p. 34 original justice, p. 34 messiah, p. 34 convocation, p. 35 Son of Man, p. 35 Christ, p. 35 Emmanuel, p. 35 Trinity, p. 37 communion, p. 37	John 1:1–3a, p. 33 CCC, Glossary, p. 34 Matthew 1:22–23, pp. 36–37 CCC 2709, p. 37 Matthew 28:20, p. 37 CCC 732, p. 38 Revelation 1:8, p. 38
SECTION 2: Mystery of the Incarnation pp. 39–43 - Students examine the meaning of “Word made flesh” and what it means to imitate Christ. - You use <i>Gaudium et Spes</i> and a student self-assessment to shed light on what it means to be a model of Christ. - Students privately identify areas of needed spiritual growth and personally respond to Jesus’ question: “Who do you say that I am?”	Incarnation, p. 39 solidarity, p. 40	Maria Boulding, p. 39 CCC 459, 479, p. 40 <i>Gaudium et Spes</i>, p. 41 Colossians 1:15, p. 41 Matthew 16:13–17, p. 42
SECTION 3: Jesus Shows Us the Way pp. 44–49 - Students recognize the extent of Jesus’ acceptance of “insiders and outsiders” and his view of the “greatest and the least.” - You help them consider the global perspective that warrants a Christian response. - Students practice gleanings of the <i>spiritual wisdom</i> of Jesus’ words and actions as found in the Gospel.		Matthew 28:19–20, p. 45 Isaiah 61:1, p. 45 Matthew 11:25–26, p. 48 Joyce Ann Mercer, p. 48
SECTION 4: The Trinity Is Revealed pp. 50–55 - Students begin by articulating characteristics of God and the many ways God is manifested in everyday life. - You eventually lead them into a basic overview of the Trinity, taking them from Jesus’ Baptism and Transfiguration to Aquinas’ <i>Summa Theologica</i>. - Students evaluate their own practice of faith in light of five characteristics of belief.	Trine God, p. 53	Danielle Rose, p. 50 CCC 237, p. 50 Luke 1:35, 9:35, p. 51 Pope John Paul II, p. 52 CCC 222, p. 53

People

Teacher Edition Activities	Features	Technology
Discuss: Photograph, p. 31; Connect: Think, Pair, Share, Discuss: Poll, p. 32; Start Up: Logos; Expand: Storytelling, p. 33; Correlate: Logos and Genesis, p. 34; Discuss: Four Senses, Discuss and Apply: Jesus, Research: Salvation History, p. 35; Illustrate: Rays of Light, Explain: Light, p. 36; Research: Names, p. 37; Guide: Meditation, Expand: Alpha and Omega, p. 38	How True for You?, p. 32 Salvation History Up to the Coming of Christ Timeline, pp. 34-35 Go to the Source, p. 35 Expressions of Faith, p. 36 Go to the Source, p. 38	 In the Beginning . . . handout, p. 34, p. TE11  Meditate: Meditation Script handout, p. 38, p. TE12
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Start Up: In or Out?, Discuss: Spiritual Wisdom, Expand: Who Is the Greatest?, p. 44; Clarify: International Debt Crisis, Expand: Cross Curricular, p. 45; Connect: Peace and Justice, p. 46; Create: Prayer, Expand: Justice, Peace and Human Development, Expand: World Day of Peace, Research: The Prophets, p. 47; List: Qualities of Faith, p. 48	Go to the Source, p. 44 Go to the Source, p. 45 Global Perspectives, p. 45 Catholic Life, pp. 46-47 Go to the Source, p. 48	 <i>The Call of Matthew and Who Is the Greatest?</i> handout, p. 44, p. TE15  Catholics Confront Global Poverty, p. 44  Institute for Peace and Justice, p. 46  Justice, Peace and Human Development, p. 47  World Day of Peace, p. 47
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CHAPTER REVIEW & ASSESSMENT

See pages TE61-TE62 for Chapter 2 assessment. A customizable Chapter 2 assessment is available online at

 www.osvcurriculum.com

Multiple means of assessment including Q&A, projects, peer discussions, visual exercises, self-appropriation, and hypothetical challenges are also available at the end of the chapter in the Student Edition.

CHAPTER RESOURCE CENTER

Visit  www.osvcurriculum.com for chapter-specific resources such as:

- ☐ PowerPoints® and Customizable Assessments
- ☐ Handouts *Plus*
- ☐ Primary Source Links
- ☐ Podcasts
- ☐ Music and Film Connections
- ☐ Additional Activities
- ☐ Prayer Suggestions
- ☐ Professional Development for Teachers

CHAPTER GOALS

Students will:

- Compare Jesus' ministry before, during, and after his presence.
- Reflect on the mystery of the Incarnation.
- Find Jesus' presence in their life and in the world.
- Discover the definition of the Trinity and the mystery of the Triune God.

CHAPTER OUTLINE

SECTION 1: The Turning Point

- Before the Time of Jesus' Active Ministry
- During the Time of Jesus' Active Ministry
- After the Time of Jesus' Active Ministry

SECTION 2: Mystery of the Incarnation

- The Incarnation: Fully Human and Fully Divine
- *Gaudium et Spes*

SECTION 3: Jesus Shows Us the Way

- Jesus Offers Spiritual Wisdom for Our Lives
- Crises in Poor Countries

SECTION 4: The Trinity Is Revealed

- Trinity Is a Mystery—Revealed by Jesus
- Trinity Is Three Persons—Father, Son, and Spirit—One God
- Belief in the Mystery of God

What motivates the people in this photo to think about salvation of the world? What do you think they're doing?

CHAPTER 2

God comes to Save His People

Go to the student site at www.osvcriculum.com

30 Son of the Living God

Framework Connection

This chapter covers the following items addressed in the U.S. Bishops' *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age*.

Course II: Who Is Jesus Christ?

Part II: Jesus Christ's Revelation About God

- Son of God From All Eternity and Son of Mary From the Moment of the Incarnation
- The Revelation of Jesus About God



SUGGESTED TEACHING STRATEGY

Discuss: Photograph

Use the questions at the top of page 28 to begin a discussion about salvation. Ask students to share their responses.

- What might the people in this photo think about the salvation of the world?

- What do you think they're doing?

Ask students to share any other questions they might have.

 The chapter opener image is included in a Chapter 2 PowerPoint®.

DO

- View the "big picture" of God's plan for the salvation of the world.
- Zoom in on examples of God's faithfulness and mercy.
- Make distinctions between the Persons of the Trinity.
- Stretch your imagination concerning the Second Person of the Trinity.
- Describe how the Holy Spirit builds up the Church and makes her holy.
- Experience contemplative prayer.
- Explain the Incarnation.
- Name ways that Jesus teaches us how to live.

DEFINE

logos	Christ
Son of God	Trinity
original justice	communion
salvation history	Incarnation
messiah	solidarity
convocation	Triune God
Son of Man	

God Comes to Save His People 31

Course Pre-Assessment Connection

Major chapter concepts correspond to questions 5–6 and 24–27 of this course's Pre-Assessment (see p. TE1). Analyze student responses to determine individual and group knowledge, attitudes, and behaviors related to the topics.

- Have students new to the content create key term flashcards to become familiar with chapter vocabulary.
- Have students with a reasonable command of the concepts complete an artistic representation of the mystery of the Incarnation.

SUGGESTED TEACHING STRATEGIES

Connect: Think, Pair, Share

Think: Give students two or three minutes to think about their answer to the What Do You Think? question: “Which of the three Persons of the Trinity do you find yourself talking to the most: Father, Son, or Holy Spirit?” Ask them to record their answers in their notebooks.

Pair: Decide whether your class would better benefit from talking to people around them or if this activity necessitates a comfort level of sharing with someone of their choosing.

Share: Allow two or three minutes for both partners to share with each other. Then ask for volunteers to share with the class.

Discuss: Poll

Poll the students for their answers by a show of hands. Pay attention to which Person of the Trinity students pray and relate to.

➤ This poll is included in a Chapter 2 PowerPoint®.

Catholic high school students were recently asked these questions. Their answers follow:

Which of the three Persons of the Trinity do you find yourself talking to the most: Father, Son, or Holy Spirit?



like he's actually with me right now. He answers all my questions and prayers. Sometimes I feel like the Spirit is in my body. When I pray about the sick, he heals them. When I talk to the Holy Spirit, he makes me feel better about myself and also helps me with my problems.

From a senior: Personally, I really find myself praying to either God or Jesus, and sometimes maybe the Holy Spirit. But lately I haven't really prayed to any because I don't feel that any of them care because I've been going through a lot and God has not been on my side. So I don't know if I should pray to any of them anymore. I'm still debating.

From a senior: I usually find myself talking to the Father. For a while, I was struggling with my Catholicism and simply believed in “some sort of deity.” It was easiest to just address whomever I was talking to as “God.” Eventually, my faith strengthened, but I still talk predominantly to the Father. Most of the time I pray for comfort, acceptance, and guidance, so it just seems to make more sense to talk to a father figure.

From a freshman: I find myself talking to the Holy Spirit. Because when I talk to the Holy Spirit, it makes me feel

WHAT DO YOU THINK?

How True for You?

Choose the response that best reflects where you are right now.

I know why God sent his Son.	☐ Quite a bit	☐ Somewhat	☐ A little	☐ Not at all
I understand what salvation history is.	☐ Quite a bit	☐ Somewhat	☐ A little	☐ Not at all
I understand our belief in the Trinity.	☐ Quite a bit	☐ Somewhat	☐ A little	☐ Not at all
How much does religion shape your decisions?	☐ Quite a bit	☐ Somewhat	☐ A little	☐ Not at all
When I pray, I relate to God the Father.	☐ Quite a bit	☐ Somewhat	☐ A little	☐ Not at all
When I pray, I relate to God the Son.	☐ Quite a bit	☐ Somewhat	☐ A little	☐ Not at all
When I pray, I relate to God the Holy Spirit.	☐ Quite a bit	☐ Somewhat	☐ A little	☐ Not at all

The Turning Point

How is Jesus different from the holy people of other religions?

How can we understand God who by definition is beyond our comprehension?

What does the Incarnation mean for us?

What does Revelation in Jesus teach us about whom God is?

How does the truth about Jesus actually change things here on Earth?

Lyrics from an African-American spiritual contain the words: "You may have all this world, give me Jesus." Many religions have great teachers, prophets, and holy people. We know that Jesus is the most important among these for Christians, but how does our faith explain the difference?

The Church has always had a story to tell—a true story. It was witnessed firsthand, written in Scripture, and passed on by Tradition. It has been told in many different ways, sometimes very simply and sometimes with great elaboration and detail. Sacred art conveys it. Music, song, theater, and dance have been used through the centuries to give it expression. The story of Jesus has been told and retold by people around the globe, in every walk of life. We often call it "The Story." And we describe it as Good News.

The story of Jesus doesn't begin with his birth or even his conception. No, the story begins with the eternal God, before Creation. In the words of the prologue of The Gospel according to John:

"In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God. All things came into being through him, and without him not one thing came into being" (John 1:1-3a).

Storytelling

Think of one of your favorite fictional characters from a popular television program, movie, or series of novels and tell that person's story to a partner in exactly one minute.

- Where did that character's story begin? Where did it end?
- What did you discover by putting the story in a nutshell?

That Word of God—in Greek, **logos**—became incarnate (became flesh) and was born through the Virgin Mary. Jesus, the only **Son of God**, is the Word made flesh. He is God himself, but the title Son of God shows his unique relationship with God the Father.

This chapter focuses on why the Son of God became man. We will also introduce the mystery of the Trinity. The next chapter, Chapter 3, will turn to our specific understanding of each divine Person of the Trinity—the Father, the Son, and the Holy Spirit—and the Trinity's response to action in the world.

Logos a Greek term meaning "word," in Christian theology, it refers to the Second Person of the Blessed Trinity

Son of God in the Gospel, the term signifies the unique relationship of Jesus to the Father

MAJOR CONCEPTS

- Before the Time of Jesus' Active Ministry
- During the Time of Jesus' Active Ministry
- After the Time of Jesus' Active Ministry

SUGGESTED TEACHING STRATEGY

Start Up: Logos

Start with the storytelling exercise. Provide students with selection criteria for choosing a character: the most memorable character, the one they related to the most, the one with the most integrity, or simply the one that did the right thing. Discuss the story of **logos** as if "**logos**" were a character in the story of creation (the Word of God: Jesus).

Optional: (deductive) Before opening the Student Edition, write **salvation history** on the board. Ask the class to explain what this represents. Then ask them to find the vocabulary definition in the chapter. Discuss how the Gospel according to John refers to the beginning of this story.

Additional Activity

Expand: Storytelling

Use a timer to add some fun to this activity. Give everyone a chance to partner up and to organize his or her thoughts. Call out "go" and "stop" when one minute is up.

Option 1: If this activity is engaging to students, create a round two with these options: students describe their favorite relative, most interesting person they know, or favorite childhood friend.

Option 2: To expand this activity further, have students simply write the titles of the main chapters that tell "The Story of My Faith." Where did the story begin? Who were the main characters? What happened in the story? What would you title the chapter you are currently living in? Have students complete this as a homework assignment to include photos, or develop into a booklet.

SUGGESTED TEACHING STRATEGY

**Correlate: Logos and Genesis**

You might wish to correlate the beginning of the Gospel according to John with the beginning of the book of Genesis. Point out that creation resulted from God's word because God's word contains the reality it represents: "God said . . . and there was . . ."

- God's word is reality itself.
- The confession of faith in the Gospel according to John recognizes Jesus as the one through which creation takes place.

The focus of *logos* is recognizing the pre-existence of Jesus as the Son of God before he was born of Mary and made flesh.

- Jesus wasn't created when he was born. He is God; he has always existed as the Son of God.
- Jesus (*logos*) is God's presence dwelling within all creation, as well as within the human soul.

Draw attention to the Scripture reference, John 1:1-3a. If you haven't already done so, explain that the letter after the verse signifies that only part of that verse is included, not the whole thing. Use the In the Beginning . . . hand-out on page TE11 to help students review aspects of their own "story of salvation."

This Salvation History Timeline is included in a Chapter 2 PowerPoint®.

salvation history the scriptural account of how God over many centuries prepared to heal the separation between God and his People

original justice the harmony inside the human person, between a man and woman and between the first humans and all creation

messiah a Hebrew word meaning "anointed"

In the beginning of the Bible, the Book of Genesis tells how God created the whole world, in all its goodness, beauty, and order. God created our first parents in a state of **original justice** and original holiness. Original justice is described as the harmony that existed inside each human, among each other, and between our first parents and the rest of the world (see *Catechism of the Catholic Church*, 379). Their friendship with God came from the goodness of paradise.

In the Genesis accounts, when the first humans, Adam and Eve, sinned by disobeying God's commands, they separated themselves from God. In doing so, they lost the harmony that existed through original justice and holiness. That loss is known as Original Sin. Sin—"a deliberate thought, word, deed, or omission contrary to the eternal Law of God" (CCC, Glossary)—entered the world, and with sin, death. This transition of the first couple and their descendants from a state of friendship with God to a fallen state is called "the Fall."

Sin is an offense against God. It is disobedience against God that goes against Jesus'

own obedience. Because of sin, the world needed a divine intervention to restore humanity to friendship with God. **Salvation history** is the scriptural account of how God, over many centuries, prepared to heal the separation between God and his People. He entered into separate covenants with Noah and Abraham, and revealed to Moses how to live in the covenant relationship. God reached out to the world again and again. God was actively involved with the Chosen People, through charismatic leaders and kings and the preaching of the prophets. God revealed himself to be faithful and merciful. Through the prophets, he also promised to send the **Messiah**, the Anointed One, who would bring about God's reign. Other courses fully treat the richness of salvation history, from Original Sin through the covenants, and the coming of the Messiah.

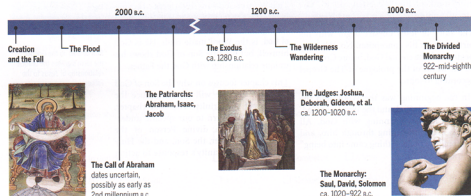
Eventually God did this by sending his Son to save humans from their sins. This is how it goes: Salvation history begins with creation, is clarified in the Old Testament, reaches its fulfillment in Jesus, and continues in and through the Church.

Salvation History Up to the Coming of Christ

Using the timeline of salvation history below, choose one episode and find out more about it from a biblical reference book, such as a

dictionary of the Bible or an encyclopedia.

- What does this episode show us about God?



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Teacher Insight**Questions, Questions, Questions**

Chapters 3 and 4 introduce the Trinity. As students ask questions, discern whether the explanation fits better into this chapter or the next. There is a lot of information that unfolds intentionally. If a student's question will be better addressed and explained in Chapter 3:

- Acknowledge the question as important.
- Write down the question on a sticky note and stick it to the appropriate section within Chapter 3.

God did all this to prepare the way for the **convocation** of all people in Christ, and through the Church, continues gathering people every day. The word “church” itself means convocation. Today, Jesus is present in our Eucharist, the teachings of the Church, and the way we, as members of the Church, try to serve the world.

Identify When does the story of Jesus begin according to the Gospel according to John?

Explain What is salvation history?

Something More

All the episodes of salvation history prepared the way for the coming of the **Son of Man**, Jesus Christ. The term Son of Man is used in visions of the prophet Daniel, where it refers to a mysterious person who will appear at the end of time, coming in the clouds with great glory

(Mark 13:26). The community of disciples who followed Jesus gradually came to understand that although he taught and preached and led, he could never be reduced to just one of these roles—or even all of them. He was something far more.

The Gospel according to Matthew shows how Jesus fulfills the promises of God and the hopes of his People. You are likely familiar with the very first chapter of that Gospel that tells how an angel visits Joseph, Mary’s husband-to-be, in a dream. The angel announces that Mary will bear a Son, to be named Jesus. The Gospel writer goes on to say that “All this took place to fulfill what had been spoken by the Lord through the prophet: ‘Look, the virgin shall conceive and bear a son, and they shall name him **Emmanuel**,’ which means, ‘God with us’”

convocation an assembly of people that has been called together from various places

Son of Man a title recorded in Scripture that Jesus uses to describe himself

Christ from the Greek translation of the Hebrew “messiah,” which means “the anointed one;” name proper to Jesus, who is priest, prophet, and king

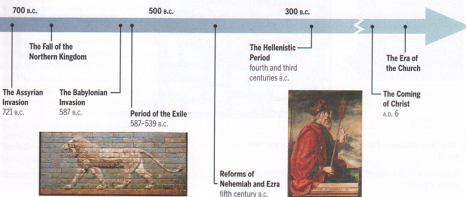
Emmanuel a name given to Jesus by the angel, which means “God with us”

GO TO THE SOURCE

The writer of the Gospel according to Matthew and his community knew the Old Testament Scriptures well. When Matthew tells the story of Joseph, the husband of Mary, Jewish readers would have been reminded of another Joseph—the son of the patriarch Jacob.

Read Genesis 37.

- What skill did the Old Testament Joseph have?
- How did his brothers react? Why?
- What do you think of the way Joseph’s brothers acted?
- What attitudes toward Jesus might this story foreshadow?



God Comes to Save His People 35

Project

Research: Salvation History

To supplement the timeline, consider having the class present salvation history through a series of brief oral reports. Students should describe the person and/or the event, explain what happened, and discuss what the event shows us about God. Begin by writing the topics on pieces of scrap paper. Provide each student with one topic. Several can be broken down additionally, as needed. Eliminate “The Coming of Christ” and “The Era of the Church,” since they are obvious and currently being discussed. In addition to the oral presentation, you might compile one slide from each student for a PowerPoint® slideshow, to be used during their presentations.

SUGGESTED TEACHING STRATEGIES

Discuss: Four Senses

The four senses include *literal*, *allegorical*, *moral*, and *anagogical*. The Fall can be read as allegory just as easily as it can be read in the literal sense. One of the issues with a literal/fundamental interpretation is that students may tend to “blame” Adam and Eve for sin. One of the insights from the story of Original Sin is that we were created in God’s image and likeness, but we have fallen. It’s not about blame; it’s about our human condition.

Understanding the story helps explain why we struggle as we do when we were created in God’s image and likeness. Sin wasn’t part of God’s intended plan; we brought that upon ourselves.

- Focus on going from *logos*, to creation, to the need for a Messiah, to the need for salvation.
- Focus on the purpose of salvation: the convocation of all people in Christ.

Answers

Identify With the eternal God, before creation.

Explain It is the scriptural account of how God has continually tried to heal the separation between God and man caused by sin.

Discuss and Apply: Jesus

Introduce the concept of “Jesus Is Something More” by asking students to recall a time they:

- had the experience of looking for the perfect word to describe how they felt, but kept coming up short.
- craved a certain food, but couldn’t quite put their finger on exactly what they wanted.

Point out that early on the disciples knew that Jesus was something more, even if they weren’t quite able to put into words what it was.

SUGGESTED TEACHING STRATEGY

Illustrate: Rays of Light

Give each student a strip of colored paper that represents a ray of light. It can be any color but yellow. On one side they should write their name. On the other side they should write a brief description of how they are a ray of light to others. Cut out an eight-inch yellow circle and attach it in the center of a posterboard. Put Jesus' name on a yellow slip and attach it as a ray of light coming from the yellow circle. Ask students, "How has Jesus been a ray of light in your life?"

After discussing it, invite students to attach their rays of light to the sun with a small amount of glue. If time permits, allow students to share what is on the back of their slip. Conclude by asking, "How is Jesus something more?" Note that all the colors of our light come from the same source, and Jesus' light is contained in our own color. Remind students that light contains all the colors. Jesus certainly is something more!

➤ The image on this page is included in a Chapter 2 PowerPoint®.

EXPRESSIONS OF FAITH

Stained Glass

In the Middle Ages, when most Christians could not read or write and there were few books even available, the Catholic Church used stained glass windows to teach the faith and to help Christians understand Bible stories.

Using colored material as part of window openings can be traced back to 306 a.c., when artisans in the Far East made windows by arranging small gem-like pieces of pot-metal (metal that has a low melting point and can be easily cast) in wooden or stone panels. As early as the twelfth century, the monk Theophilus described the process of making stained glass for decoration.

Subjects for the windows included creation, the Trinity, angels, the Ten Commandments, the Apostles, and the life and death of Jesus (baptism, crucifixion, Resurrection, and Ascension; the Marriage Feast of Cana; the Transfiguration; raising of Lazarus from the dead).

The use of stained glass windows in many Catholic churches continues today. For example, the church of Saint Vincent de Paul Parish in Seward, Nebraska, has eight large windows depicting the Beatitudes, while stained glass windows in the chapel at Saint John's Seminary in Plymouth, Michigan, offer designs depicting duty and inspiration for the young men preparing for the priesthood.

Stained glass windows became very popular during the Renaissance period (a.s. 1400–1600) when Gothic architecture provided churches with large window openings.

A filling strong enough to protect the interior of the church from the weather, yet transparent enough to admit light was needed.



Lead strips held these pieces of glass together.

They either pieced together glass of various sizes and colors or painted the glass pieces.

At that time, glass was only available in small pieces, so artisans created mosaics to fill these openings.

» What have you learned from stained glass windows you have seen?

If you could build a stained glass window for your school, what would it depict?

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Additional Activity

**Explain: Light**

Bring in a prism and show how a clear light sent into the prism becomes many different colors upon leaving the prism, even though nothing is added to the original light. Ask students to explain the spiritual reality this represents. Give this hint if necessary: the prism represents a human. The light of Christ (clear light) is offered to the human (prism) who has the natural ability to show many different sides of Christ's love (many colors).

(Matthew 1:22-23). The name is a pledge of God's help. It reflects that Jesus is the Messiah.

The Church continues to affirm that Jesus is God with us. Recall that the word *Christ* is the Greek translation of the Hebrew term *Messiah*, which means "anointed." Jesus willingly and faithfully carried out his mission to bring us new life, dying for us on the cross. That mission grew out of the Father's love for us and his willingness to send his Son to make amends for our sins. The heart of Jesus' mission was to bring about salvation for all who believe. He reconciled humankind to God by freely offering himself. The cross is the turning point of the Christian story. It stands at the center of God's plan for the world. It is the symbol of the Good News.

The total self-giving of Jesus on the cross proved that God's love for us is without limit. It was truly the Son of God made man who died and was buried. The Resurrection of Jesus shows that God's love has indeed triumphed over evil and is stronger than anything that threatens us.

You know the rest of the story: Jesus ascended to Heaven after his Resurrection. Whenever God sends his Son, he always sends the Holy Spirit, who descended on the disciples at Pentecost. The coming of the Holy Spirit was part of Christ's mission. Our understanding of Jesus would be incomplete without knowing that he sent the Holy Spirit to finish his work on Earth and establish the Church. The Holy Spirit makes a collection of individual disciples into something more: a convocation of people reconciled with God and with one another. In short, he makes us the Church and inspires, builds up, and guides us. The Church then is not an afterthought or an add-on to the plan of salvation. The *Catechism* calls her the Sacrament that unites the Trinity and mankind because God's grace comes to us through the Church. (see CCC, 747). She is the sign of the Holy Trinity's continuing **communion** with the human race.

Identify What is the turning point for the Christian story?



Sketch for an Annunciation (all),
Luca Giordano
(1654-1705)

Explain Why is the Church a sign of the Trinity's enduring communion with the human race?

Until Christ Comes Again

The Church, through the sending of the Holy Spirit, is assured of God's continual, sustaining presence, until Christ comes again in glory at the end of time. The very last words of the Gospel according to Matthew attest to the presence of God with us in Jesus Christ: "Remember, I am with you always, to the end of the age" (Matthew 28:20).

The Church's mission is the same as the mission of Jesus and the Holy Spirit. The Church

Trinity the mystery of one God in three divine Persons: Father, Son, and Holy Spirit; this is the central mystery of the Christian faith and life

communion our calling to share in the life of the Trinity, the inseparable divine Persons who each does what is proper to him (see CCC, 265, 267)

Contemplate

Throughout history, people called mystics have practiced contemplative prayer in order to experience real communion with God. Saint Teresa of Ávila once said, "Contemplative prayer, in my opinion, is nothing else than a close sharing between friends; it means taking time frequently to be alone with him who we know loves us" (CCC, 2709).

Here's how it works:

- Begin by putting aside all distractions. Get into a comfortable position. Quiet down. Recall that you are in the presence of God and the Holy Spirit dwells in you. Focus your mind and heart on Christ, the Son of God.
- Whisper an aspiration such as, "Be with Me, Lord" several times, or sing to yourself a familiar verse from your favorite Church hymn.
- Close your eyes or, if you prefer, focus your gaze on a candle flame or sacred image. Allow five minutes of silence.
- Afterward, record your insights, emotions, or experience in a journal.

God Comes to Save His People 37

SUGGESTED TEACHING STRATEGY

Research: Names

Expand on Gabriel's announcement that Jesus is Emmanuel by having students go online or consult a book of names to find out what their name means. After answering the meaning, have them answer these questions in a journal or notebook:

- Does it reflect who you are?
- If you could alter the description to truly capture who you are, what description would it offer?
- Who named you?
- Does your name have significance in your family?
- Are you named after someone?
- Do you use your given name, or a different name (i.e., middle name, or nickname)?

Answers

Identify The cross is the turning point of the Christian story. It stands at the center of God's plan for the world. It is the symbol of the Good News.

Explain The Holy Spirit finished Christ's work on Earth and established the Church so that humankind could be reconciled with God.

➤ The image on this page is included in a Chapter 2 PowerPoint®.

Background Info

Why Isn't Jesus Called Emmanuel?

When Matthew writes "they shall name him Emmanuel," it is not a reference to Jesus' literal name. Rather, it meant that others would refer to him using that name. The name Emmanuel also appears in the Old Testament (Isaiah 7:14, Isaiah 8:8).

SUGGESTED TEACHING STRATEGIES

**Guide: Meditation**

Provide students with a guided meditation in conjunction with this Until Christ Comes Again section. Use

the **Meditate:** Meditation Script handout on page TE12 and feel free to adapt, edit, or expand as you see necessary.

Expand: Alpha and Omega

Given what the Student Edition explains about Jesus throughout this section, explain what it means to call Jesus the Alpha and the Omega. Start with what "Alpha" means, and what "Omega" means. Then explain why it is truthful to refer to Jesus by those names.

Answers

Locate In the Book of Daniel.

Develop Because we live in the time when the Kingdom of God has started, but is not yet completed.

draws people into communion with God and one another. This is why the period of salvation history in which we now live is called "the time of the Church" (CCC, 732), a time when the Kingdom of God is present but not yet complete. By Kingdom of God we mean the rule of God, which is present in Jesus and remains among us through the Eucharist. Through the work of the Holy Spirit we build God's Church, which is the beginning of the Kingdom of God on Earth.

To sum it up, Jesus has always existed and will always be with us. He is truly "the Alpha and the Omega" (Revelation 1:8)—the beginning and the end—of the great story of God's love, unfolding through history.

Locate Where does the term Son of Man, used by Jesus to describe himself, appear in the Old Testament to refer to a Person coming in the clouds in glory?

Develop Why do we say we are living in "the time of the Church"?

GO TO THE SOURCE

The Bible provides glimpses into the Trinity's eternal presence. Some are found in what is called wisdom literature. For example, Divine Wisdom is personified in several poetic texts of the Old Testament. Wisdom—often used with a feminine pronoun—refers to the third Person of the Trinity: the Holy Spirit. Read Proverbs 8:22-31.

- What is Wisdom's role in creation?
- What is Wisdom's relationship with the human race?
- How does this expand your understanding of the transcendent mystery of the Holy Spirit, who existed from all eternity?

SECTION 1 REVIEW

QUICK REVIEW

- 1a. Recall** When does the story of Jesus begin?
- b. Recall** What term describes the relationship between God and his People before original sin?
- c. List** Give three examples of titles that refer to Jesus.
- 2a. Explain** Why did the world need divine intervention soon after creation?
- b. Demonstrate** Give examples of how God reached out to the world.
- c. Recall** What was the approximate length of the exile after the Babylonian Invasion?
- 3a. Interpret** Why is Emmanuel the correct name for Jesus after the Incarnation?
- b. Recall** Which Person of the Holy Trinity completed Jesus' work on Earth and established the Church?

Listen and Discuss With a partner, discuss the following. In this chapter, we said that whenever God sends his Son, he always sends the Holy Spirit.

- Search through the Gospels to find a passage where all three members of the Trinity are mentioned.
- Make a list of the role of each member of the Trinity in the event you chose.
- Why is Jesus the only human who could bring about the Kingdom of God?

Pray Compose a short prayer or write down the lyrics of a song that asks for a closer relationship with Jesus.

SELF-ASSESS

Which statement best reflects where you are now?

- ☐ I'm confident enough about the material in this section to be able to explain it to someone else.
- ☐ I have a good grasp of the material in this section, but I could use more review.
- ☐ I'm lost. I need help catching up before moving on.

SECTION 1 REVIEW ANSWERS

QUICK REVIEW

- 1a. Recall** The story of Jesus begins before creation.
- b. Recall** Originally people lived in a state of original justice and original holiness.
- c. List** Son of God, Messiah, Emmanuel.
- 2a. Explain** The world needed divine intervention because of Original Sin and personal sin or to heal the separation sin had caused between God and humankind.

- b. Demonstrate** God reached out to the world by making covenants with Noah, Abraham, and Moses; God gathered together his Chosen People; God revealed himself as a merciful God; God worked through the prophets and other leaders; God promised to send a messiah.
- c. Recall** The exile lasted about 50 years.

- 3a. Interpret** Emmanuel is the correct name for Jesus after the Incarnation because it means "God with us." Jesus was a member of the human race as we are.
- b. Recall** The Holy Spirit.

Mystery of the Incarnation

When the Church celebrates Christmas, we recall the coming of Christ for the first time as a baby born of the Virgin Mary. This mystery of the union of the divine and human natures is called the **Incarnation**. The stories of Mary and Joseph and their journey to Bethlehem, the birth of Jesus in a stable, the appearance of shepherds, angels, and Magi—all these narratives are very familiar to us. They are beautiful and comforting. What they are trying to express, however, is a startling fact, when you think about it: God actually became man (see CCC, 479).

The Word made flesh is Son of God and Son of Mary. Salvation is wholly from above, the gift of heaven, yet it truly springs from our human soil.

—Maria Boulding, spiritual writer

It's not that God became "like" a man or put on a human disguise. In the myths of the ancient Greeks and Romans, for example, gods could appear as any sort of creature, animal or human. Eventually, however, these humans and animals would whip off the disguise and return to their godly status. If Christians had believed something like this, it would not have been remarkable.

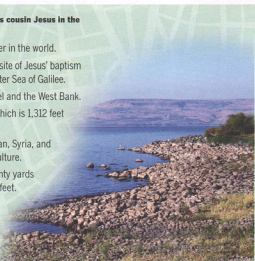
Incarnation the fact that the Son of God assumed human nature and became man in order to accomplish our salvation in that same human nature (see CCC, 461)

Scriptures tell us that John the Baptist baptized his cousin Jesus in the Jordan River.

- The Jordan lies at the lowest elevation of any river in the world.
- Christian pilgrims today often visit the traditional site of Jesus' baptism near where the river flows south from the freshwater Sea of Galilee.
- The Jordan River forms the border between Israel and the West Bank.
- The 223-mile river ends at the salty Dead Sea, which is 1,312 feet below sea level.
- The river is a major water source for Israel, Jordan, Syria, and Lebanon, not just for drinking, but also for agriculture.
- At its widest points, the Jordan spans about twenty yards and the deepest parts are only about seventeen feet.

Faith & Culture

Go to the student site at www.osvcurriculum.com



God Comes to Save His People 39

MAJOR CONCEPTS

- ▶ The Incarnation: Fully Human and Fully Divine
- ▶ *Gaudium et Spes*

SUGGESTED TEACHING STRATEGIES

Start Up: Incarnation (deductive)

Before students open their Student Editions, ask:

- Which holiday celebrates the Incarnation?
- Where in the Nicene Creed do we speak of the Incarnation?
- Which titles of Jesus focus on his divinity? Which titles of Jesus focus on his humanity? Is any one title more important than another? How do the titles of Jesus help us understand that he was both human and divine?

Connect: Dignity

When students fully understand the philosophical questions that led thinkers to the heresies of Arianism and Gnosticism, they can begin to grasp the way in which the Incarnation takes the understanding of human dignity to a whole new level.

- God did not denigrate God's divine nature by becoming human. Humanity is good, special, and filled with dignity. God became human without detracting from his divinity.

➤ The image on this page is included in a Chapter 2 PowerPoint®.

Background Info

Arianism & Gnosticism

In struggling to understand how God could possibly be fully human and fully divine, some well-meaning explanations have become misleading heresies. **Arianism** held that there was no way that God could have/would have diminished himself by becoming human. Moreover, the thought of God dying and remaining God was inconceivable. Thus, Arianism taught that Jesus was created by God, which meant Jesus was not fully divine, but rather just an exceptional human being. **Gnosticism** is dualistic—the body (physical matter) is evil while the spirit (or soul) is good. Gnostics, therefore believe that Jesus didn't really become human—he only *appeared* human.

SUGGESTED TEACHING STRATEGIES

**Personalize: Model of Holiness**

Personalize the phrase “the Word became flesh to be our model of holiness” from the

Sharing the Divine Nature of Christ handout on page TE13. Assure students that this is a private exercise that will not be discussed.

Expand: Create a prayer experience using this worksheet as the vehicle for reflection. Consider using an opening contemporary Christian song that points to the challenge/need to emulate Christ. Proclaim a passage from John 14 or 15. When done, say: What should we ask of the Holy Spirit in order to model the lifestyle of Christ, the Son? Invite them to call out a word or phrase, e.g.: strength, courage, patience, and good friends. Conclude with a second reading, and/or a second song.

Personalize: Process of Discovery

Following the Go to the Source on the Apostles’ discovery of Jesus, remind students that they are in their own “process of discovery.” Ask:

- As a student, what do you want to be? Or are you still unsure? When you think about who you are and where you are going in life, of what are you certain? Of what are you still unsure?
- Imagine Jesus at your age. Remember—he didn’t begin his active ministry until he was about 30 years old. What questions do you think he had about himself? About his future?

Reinforce: Christmas

Invite students to choose some traditional Christmas hymns as well as some contemporary Christmas hymns to see how the understanding of the Incarnation is present in our holiday music. Having the lyrics would be helpful.

Expand: Return to watch the same film or television version of the birth of Christ that was shown at the beginning of this section. Point out the artistic choices. Ask students to comment on how we know this is the birth of the Savior.

Answers

Recall It is when God took on human form.

Compare Jesus actually became one of us and it was not part of any disguise. He truly lived a human life, died, and rose from the dead.

What the Gospel tells us about the Incarnation, however, is something very different. God did not take on a costume of human flesh in order to make a theatrical appearance on Earth. God actually became one of us. Another title sometimes used for Jesus is “the Son of Mary,” which emphasizes his very real humanity.

Jesus knew what it meant to live a human life, with all its joys and sufferings. He experienced physical hunger, enthusiasm and disappointment, joy and sorrow, energy and fatigue. He had family and friends. He shared in the Jewish religion and followed its observances. He prayed. When Jesus suffered his Passion, the pain and suffering were real. He truly died on the cross.

Jesus took on human nature, but he did so without losing his divine nature (CCC, 479). Why? If Jesus had only been a man, his life wouldn’t have resulted in the Redemption of the world. No human being, no matter how gifted, could save the human race from sin. But because Jesus was also God, he could do what no other human being could do. Christ shared our human nature, so that we could share the divine nature. He made it possible for us to share in God’s own life. The *Catechism* states this concisely: “The Word became flesh to make us partakers of the divine nature.”

We know we were created in the image and likeness of God (Genesis 1:26-27), but the Incarnation takes the understanding of human dignity to a whole new level. The Incarnation gives us a sure knowledge of God’s **solidarity**, or union, with us, and a new vision of how to be human. And it also helps us understand the value, importance, and potential of the human person in a whole new way: “The Word became flesh to be our model of holiness” (CCC, 459). The more we study and meditate on all the events of Christ’s life, the more we see reflected in them the good and holy people we ourselves are called to be.

To share in the divine nature of Christ means to imitate Jesus in the way we respond to the challenges we face:

- to forgive when we would rather seek revenge
- to pray for our enemies when we would rather curse their existence
- to seek the betterment of those in need as well as our own interests
- to stop our peers from belittling one another when we would rather join in or ignore it
- to take a risk for the greater good when we would rather play it safe
- to apologize for mistakes instead of justifying ourselves
- to seek purity of mind and heart in a “hook-up, get-loaded” culture, and
- to gather with the community of disciples in gratitude at Mass when it is easier to think our absence doesn’t matter

Process of Discovery

When we watch any Christmas special on television that depicts the Incarnation, the Holy Family often is pictured with halos, a chorus of angels are singing “Glory to God,” and a star shines brightly above the manger, which is all-align with God’s presence. The magnificence of this scene could prompt a twenty-first century believer to wonder how anyone could doubt that Jesus is the Christ. In reality, this truth—that Jesus is the Messiah—became evident only gradually to those around him.

In Chapter 1, we discussed a threefold definition of faith: conviction, spiritual trust, and discipleship. Coming to a deep-in-your-heart realization of who Jesus is remains a lifelong passage of discovery for everyone. All along the way, each of us ask questions of Jesus such as, “What do you think is the right thing to do here?” We find out in new ways, for ourselves, who Jesus is by asking ourselves this question.

Recall What is the Incarnation?

Compare How is Jesus different from the classical Greek or Roman gods?

solidarity union of interests, sympathies, and responsibilities

Additional Activity**View: Incarnation**

Select a TV/film depiction of the birth of Christ to show to the class. Later in this section, the artistic portrayal of the Holy Family will be the focus. For now, allow the imagery to open conversation about the mystery of the Incarnation. Connect the heresies of Gnosticism and Arianism to the “full humanity and full divinity” component of the Incarnation.

Arianism → Overly focused on humanity (at the cost of denying divinity)

- Jesus was an exceptional human—a creation of God, but not actually God.

Gnosticism → Overly focused on divinity (at the cost of denying humanity)

- Jesus only appeared to be human, but wasn’t really.

For more information, see the links at www.osvcurriculum.com.

PRIMARY SOURCES

The beginning of article 22 of *Gaudium et Spes* is provided here. The rest of the document is provided at www.osvcurriculum.com

The Second Vatican Council issued a statement that addresses the relationship of the Church to the struggles, turmoil, and possibilities of the world around us. It is called "The Pastoral Constitution on the Church in the Modern World." Its title in Latin is, *Gaudium et Spes*, which means "Joy and Hope."

22. In reality it is only in the mystery of the Word made flesh that the mystery of humanity truly becomes clear. For Adam, the first man, was a type of him who was to come, (20) Christ the Lord. Christ the new Adam, in the very revelation of the mystery of the Father and of his love, fully reveals humanity to itself and brings to light its very high calling. It is no wonder, then, that all the truths mentioned so far should find in him their source and their most perfect embodiment.

He who is the "image of the invisible God" (Col. 1:15), (21) is himself the perfect man who has restored in the children of Adam that likeness to God which has been disfigured ever since the first sin. Human nature, by the very fact that it was assumed, not absorbed, in him, has been raised in us also to a dignity beyond compare. (22) For, by his incarnation, he, the Son of God, has in a certain way united himself with each individual. He worked with human hands, he thought with a human mind. He acted with a human will, (23) and with a human heart he loved. Born of the Virgin Mary, he has truly been made one of us, like to us in all things except sin. (24)



According to the text, what has the Incarnation done?

Is the Incarnation only for believers, or for everyone? Why?

What are we expected to do in response?

How would you summarize the main message?

manifested in them

God Comes to Save His People 41

SUGGESTED TEACHING STRATEGY



Expand: Gaudium et Spes

Use the *Gaudium et Spes* Reading Guide on page TE41 to walk students through finding and reading this important document on their own. The text questions are included. Alternately, consider providing students with a printed copy from a translation that uses inclusive language, such as *Vatican Council II: The Basic Sixteen Documents*, edited by Austin Flannery, O.P. (Costello: Northport, 1996).

The image on this page is included in a Chapter 2 PowerPoint®.

SUGGESTED TEACHING STRATEGIES

Reflect: Who Is Jesus?

This question can help students further shape their relationship with Jesus. If you decide to set aside time in class for this exercise, actually read the passage aloud in order to help everyone enter into the exercise. Background music featuring songs with lyrics may shape students' responses, so in this case instrumental music is best. Remember that all My Faith exercises are private and not to be discussed. Students may choose to share their response to this exercise when they reflect on their spiritual growth at the end of this course.

GO TO THE SOURCE

The disciples, one by one, discover who Jesus is by following him. They learn the identity of Jesus gradually, and sometimes amid confusion. Even at the Last Supper, Jesus finds that the disciples still did not completely "get it." Take a look at some of the times when the Apostles are called to follow Jesus and when they didn't quite understand what he was telling them.

Read the following: Matthew 4:18-22; Matthew 16:21-23; Mark 14:66-72; Luke 5:1-11; John 14:8-14.

- Why did the Apostles accept Jesus' invitation so readily and then later have such a hard time understanding things he said to them?
- What does it mean to you that the Apostles didn't always understand what Jesus told them?
- How and when do you have difficulty understanding Christ's calling and his teachings?

WILL FAITH

When Jesus went into the region of Caesarea Philippi he asked his disciples, "Who do people say that I am?"

They said in reply, "Some say you are John The Baptist, some say you are Elijah, and others say you are Jeremiah or one of the prophets."

He said to them, "But who do you say that I am?"

Simon Peter said in reply,
"You are the Messiah, the
Son of the living God."

Jesus said to him,
"Blessed are you, Simon
son of Jonah. For flesh
and blood has not
revealed this to you, but
my heavenly Father."
—Matthew 16:19-17

Take some time answering as honestly as you can. Begin the same way the disciples did by using this outline; only take it a step one step further.

- Some say you are . . .
- Others say you are . . .
- I say you are . . .
- And so I . . .

This is a good way to sort out some of the different views people have while also naming your own. The purpose of the last statement is to help you describe how your view of Jesus affects you. Don't be surprised if your answer is longer than you expected.

Remember that you may choose to share some of this as part of the report you give at the end of this course.

How do you answer Jesus' question? "Who do you say that I am?"

Go to the student site at www.osvcurriculum.com

Discipleship . . . within the Body of Christ . . .
for the glory of God and the good of the world

Teacher Insight

Yes—But

Some students will struggle with the idea that contemporaries of Jesus did not immediately know he was the divine Son of God pointing to the miracles as undeniable proof of Jesus' divinity. Others will point out that Jesus had divine knowledge of things (like his crucifixion). While some of these "yes—buts" were covered in Course 1, it is worthwhile to respond to them again here.

- Jesus did not try to prove his divinity through performing miracles, nor was that "proof" the message his contemporaries received. Miracles were performed by other ancient Israelites. Miracles pointed to power, but not necessarily divinity.
- In his full humanity, Jesus was able to *know* things about his impending crucifixion and fate, just as any teenager *knows* how their parents would respond to trouble (like getting arrested or suspended).

SECTION 2 REVIEW

QUICK REVIEW

- 1a. Contrast** How is the story of the Incarnation and Jesus' birth different from ancient myths?
- b. Compare** What types of experiences does Jesus have in common with us?
- c. Interpret** What does the Catechism mean by the statement, "The Word became flesh to make us partakers of the divine nature?"
- 2a. Summarize** What two things does the Incarnation teach us?
- b. Describe** Trace the gradual Revelation of Jesus' nature to mankind.
- c. Synthesize** How is the Revelation of Jesus both for everyone and for the individual?

Listen and Discuss With a small group, discuss Jesus' comment to Philip: "Do you not believe that I am in the Father and the Father is in me?"

- Why might Philip have had difficulty knowing that the Father was in Jesus?
- Do we face the same difficulty? Why or why not?
- What can we do to help ourselves or others understand Jesus' nature?

SELF-ASSESS

Which statement best reflects where you are now?

- ☐ I'm confident enough about the material in this section to be able to explain it to someone else.
- ☐ I have a good grasp of the material in this section, but I could use more review.
- ☐ I'm lost. I need help catching up before moving on.

God Comes to Save His People 43

SECTION 2 REVIEW ANSWERS

QUICK REVIEW

- 1a. Contrast** The story of the Incarnation and Jesus' birth is true; the main figure in it is true God and true man, and it ends with the remarkable idea of God living an entire lifetime with his people.
- b. Compare** Answers will vary, but students should list physical needs and emotional feelings.
- c. Interpret** Interpretations may vary, but should center on the idea that Jesus brought us closer to God because he came to live with us and to teach us about God.

- 2a. Summarize** The Incarnation teaches us that God loves us very much, because he sent his Son to live with us; we also learn that because of Jesus' saving actions, we have the potential to share God's life.
- b. Describe** Before the Incarnation, God promised redemption to the world. At the Annunciation, his plan was revealed to Mary, and Joseph learned of it in a dream. At the Nativity, shepherds and wise men met God in the form of a baby, and John the Baptist learned Jesus'

nature when John baptized Jesus. As time passed, the disciples learned that Jesus is true God and true man and they eventually shared this Good News with the world.

- c. Synthesize** The Revelation of Jesus is communal because Jesus came to and taught the entire human race. It is individual because each person needs to accept Jesus' Revelation and personally encounter Jesus.

MAJOR CONCEPTS

- Jesus Offers Spiritual Wisdom for Our Lives
- Crises in Poor Countries

SUGGESTED TEACHING STRATEGIES

Start Up: In or Out? (inductive)

Feel free to use this physical activity as a way of setting up the point of the Scripture contained in the Go to the Source features. Ask five or six volunteers to stand in a circle, shoulder to shoulder. Tell them their task is to not allow anyone else to become a part of the circle. Ask for a volunteer to try to talk his or her way into the circle. Remind the “out” volunteer not to be rude, but to be as creative and as persuasive as possible.

Discuss:

- How did it feel to be the “In” person? “Out” person?
- How did observers feel or what did they think about the “In” or “Out” person?
- How can we apply this activity to our faith?
- Where was God in this activity?

Discuss: Spiritual Wisdom (deductive)

Begin by raising this section’s focus on spiritual wisdom. With books closed, ask students to name a movie they have seen or a book they have read that contained spiritual wisdom. What was the movie/book? And, what was the spiritual wisdom? Afterward, explain that this section will continue focusing on spiritual wisdom found in the words and actions of Jesus. Then have them go to the Go to the Source feature.

**Expand: Who Is the Greatest?**

Expand upon the Go to the Source feature with The Call of Matthew and Who Is the Greatest handout on page TE15.

Answers

Note: Students will need to complete the Go to the Source feature in order to answer these in-text questions.

Infer Sinners.

Conclude Answers will vary, but may include that Matthew was called to follow regardless of his rank or popularity, thus he felt accepted.

Jesus Shows Us the Way

All the episodes of Jesus’ life are worth meditating on. They contain spiritual wisdom that can help guide us along the path of life.

Consider these two episodes in the life of Jesus from the Gospel according to Matthew.

The Call of Matthew Matthew was a tax collector before he became an Apostle of Jesus. Tax collectors among the Jewish population were responsible for getting the people to pay money to the Roman authorities. They had a reputation for being greedy, corrupt, and were more or less despised by the common people. So when Jesus called Matthew, the other Apostles couldn’t make sense out of it. Jesus’ explanation reveals something important.

REFLECT

Think about the episode from the Gospel according to Matthew about who is the greatest. Remember that Jesus calls us to be childlike, not childish.

➤ What are the positive qualities of a child that would make him or her great in the Kingdom of God?

What do childlike qualities teach us about humility?

According to Jesus’ like-a-child analogy, how is the Kingdom of Heaven different from the “kingdoms” of the world?

Find a song that has this same message, or write a prayer about having the faith of a child.

GO TO THE SOURCE

The disciples want to know from Jesus who is the greatest in God’s Kingdom.

Read Matthew 18:14.

- Why do you think the disciples wanted to know the answer to this question?
- What is the spiritual wisdom here and how can that help you?

Who Is the Greatest? The disciples came to Jesus with a question: “Who is the greatest in the kingdom of heaven?” Rank was important to them, as it is in most societies. Again, Jesus’ surprising answer reveals something important for the spiritual journey.

Infer Who did Jesus come to call?

Conclude Why do you think Matthew immediately began to follow Jesus?

Identify

- Who is a person you know that takes Jesus seriously?
- What qualities do they have that show their relationship with Jesus?
- What actions do they take that let you know they believe in Jesus?
- When have you noticed one of Jesus’ traits in somebody else recently? Was it something that person did or was it something that person said? Explain.

44 Son of the Living God

Background Info

Catholics Confront Global Poverty Initiative

The USCCB’s Catholics Confront Global Poverty Initiative offers resources including a Facts Sheet on Global Poverty and background information on trade, aid, and debt relief. Access the link at www.osvcurriculum.com.

GO TO THE SOURCE

Taxes are never popular, but when paying taxes to a foreign power occupying one's country, as the Jews did during the Roman Empire, people felt particularly bitter.

Read Matthew 9:9-13.

- What do you think Jesus means in verses 12 and 13? What is his mission?
- What is the spiritual wisdom here and how can that be of help to you?

Children and the Poor

The Kingdom of God proclaimed by Jesus was not just for the first disciples. In fact, all of us are called to enter the Kingdom. To enter it, one must first accept Jesus' word and believe in him (CCC, 543). Jesus gave this on-going challenge to those first disciples, the same people who wondered who was the greatest.

Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything that I have commanded you. And remember, I am with you always, to the end of the age.

—Matthew 28:19-20

So who does the Kingdom belong to? God's Kingdom belongs to the poor and most vulnerable among us: those who accept the Kingdom with humble hearts. Jesus shows us the way to the Kingdom because he relates to the poor. During his lifetime, Jesus experienced poverty, homelessness, hunger, and thirst (see CCC, 544).

His mission to bring his message to the poor echoes the words of the Messiah from the Book of Isaiah: "The Spirit of the Lord God is upon me, because the Lord has anointed me; he has sent me to bring good news to the oppressed, to bind up the brokenhearted, to proclaim liberty to the captives, and release to the prisoners" (Isaiah 61:1). In the Beatitudes of Matthew and Luke, Jesus declares the Kingdom of God is for the lowly and the persecuted. They are blessed (see Matthew 5:3-11; Luke 6:20-23).

PERSPECTIVES

Followers of Jesus wanted to know who ranked highest in Heaven. Jesus answered that the greatest were the least among them.

Today, some countries remain among the poorest as they try to pay enormous debts to other nations or global banks. The foreign debt burden on many countries has caused severe problems such as deep cuts in education, more widespread famine, and armed conflicts. The poor often have little or no voice in borrowing the money in the first place. Once a nation's debt is built up, the country has to pay it back. So money that could produce jobs, improve health care, build housing, and purify water resources instead goes out of the country to pay the debt.

Some measures have helped the situation such as the Heavily Indebted Poor Countries Initiative in the late 1990s that reduced some debts. Then in 2005, the leaders of the industrialized nations, including the United States and Russia, proposed canceling all the debt owed by qualifying countries.

- What do you think is the wisest or best way to handle the national debt owed by Third World countries?
- What might be a wrong way to address this issue?
- Which solution(s) would reflect the values of Christ?
- How can the poor have a voice among those who decide how much money to borrow?

SOURCE: Catholic Campaign Against Global Poverty

Go to the student site at www.osvcurriculum.com

SUGGESTED TEACHING STRATEGY

Clarify: International Debt Crisis

Some of the basic economic principles that help explain the International Debt Crisis (such as principal and interest on loans) may be new concepts and hard for some students to comprehend. Offer a parallel between the personal debt of an individual with a credit card and the debt of a third-world country.

- Bankruptcy is a status we allow for individuals and businesses (as opposed to debtors prisons of the past).
- There is no bankruptcy status allowed for countries.

Explain what interest is and how it adds up over time.

- Many of the poor countries may have actually paid back more than the originally borrowed dollar amount, but as the interest has piled up over time (due to low payments on principal), the amount still owed has increased at an alarming rate.
- The result, of course, is that the poor suffer the most.

Additional Activity

Expand: Cross Curricular

Ask a faculty member who teaches economics to shed light on the current condition of International Debt by either creating a simple summary handout, visiting your class, or by having students calculate international debt in math class. You can then expand on that summary by having students discuss the moral responsibilities/possibilities.

SUGGESTED TEACHING STRATEGY

Connect: Peace and Justice

Jim McGinnis died suddenly on August 13, 2009. Peace and justice advocates from the United States and around the world immediately supported continuing the work that McGinnis began with his wife, Kathy. Since his death, Kathy has pledged to continue their work. Written and online resources offer practical materials for social justice causes at every level, especially on issues involving race and economic justice. The Institute for Peace and Justice trains mentors in the St. Louis area to work with people when they are released from prison.

 The images on these pages are included in a Chapter 2 PowerPoint®.

Catholic LIFE

James McGinnis

James McGinnis was a person who took Jesus seriously. In the spring of 1970, he saw the turmoil in the United States and the world and started on the road of peace and justice.

McGinnis was a graduate assistant who taught ethics at St. Louis University. He saw a flyer advertising a talk on peace studies. The discussion sparked a passion for McGinnis. Within eight weeks, he and other professors created an undergraduate curriculum in Peace Studies, with McGinnis as the director of the program.

To complete his doctorate, he and his wife, Kathy, traveled to India to interview many of Mahatma Gandhi's co-workers and delve more deeply into nonviolence as a way of life.

McGinnis said the trip had a profound effect on his own call from God to live and teach peace and social justice through nonviolence. He realized that call had been implanted in the late 1960s when he was a member of the Tennessee National Guard in Memphis. In 1968, Dr. Martin Luther King Jr. was killed. "I sensed that God was calling me to step up to the plate and do what I could to end the war in Vietnam and promote racial and economic justice."

McGinnis and his wife founded the Institute for Peace and Justice in St. Louis in 1975. The Institute promotes peace and justice through education, social action, and prayer. The couple had written books on how to prevent violence and empower people with prayer and peace.



McGinnis didn't live in a bubble of his own lofty theories. He understood that presentations and curriculums needed to evolve when faced with challenges such as the realities of being financially sound, the pervasive power of materialism, and covert and overt racism. This in addition to fostering a justice and peace movement that continually needs younger voices alongside its aging contingent.

McGinnis found ways to grow and change. He found an outlet in portraying a clown. "I was looking for a way of converting myself, of stretching the limits, of becoming a more compassionate person," McGinnis said in 1988. "I also wanted to become a more courageous person, wanted to become a bolder person in public." The playful side of McGinnis—as an actor, singer and dancer—allowed him to portray peace and justice in another light.

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Background Info**Institute for Peace and Justice**

Encourage students to review the Institute for Peace and Justice website. You can find a link at  www.osvcurriculum.com. The website provides resources about peace and social justice issues for children and young people, educators, and families.

SUGGESTED TEACHING STRATEGY

Create: Prayer

The Institute for Peace and Justice website includes weekly prayers and action suggestions. Have students read one or two of these prayer and action pieces and then have them write their own prayer and action for something in their family, parish, school, or community.

Expand: Justice, Peace and Human Development

The U.S. Conference of Catholic Bishops includes the Department of Justice, Peace and Human Development. Students can look at issues listed under the Take Action button on the department's website. You can find a link for the website at

➔ www.osvcurriculum.com.

Expand: World Day of Peace

Every New Year's Day, the Pope issues his message for the celebration of World Day of Peace. Students can find the current statement at

➔ www.osvcurriculum.com. Have the students read the statement and then write a summary of what stood out for them.

But changes later came in more somber ways. On the night the United States began bombing Iraq in 1991, McGinnis left a gathering of peace activists and walked alone to talk with Jesus. He asked, "What do you want of me in the face of this new violence?" Within a few moments, McGinnis said he knew the answer: "In the face of escalating violence, escalate love." It is a quotation that continued to inspire him for the rest of his life. He also carried a "pebble of love" symbolizing tiny acts of kindness and love in everyday life to offset the impact of the "boulders of violence" in the world.

After the terrorist attacks of Sept. 11, 2001, McGinnis said he spent more than a year revising his materials—taking into account the feelings of so many people who no longer felt secure. McGinnis said while there is "no simple answer" to the fear and insecurity people now experience, people can, and should, experience peace in their own daily lives as best they can to make a difference. He applauded students who pray for soldiers and write letters to them, but he also asked educators to encourage students to pray for

children involved in conflict regions. Perhaps they could write letters to legislators that speak about how important it is to work toward peace. McGinnis died in 2009 at the age of 66. Many people who knew him and many he never met left testimonials about how they were inspired by McGinnis' words and actions.

"Jim's fidelity over his lifetime in being a light, a bridge, a part of a rainbow people has enriched the vision and brightened the flame for many of us. I am counting on his intercession, as he joins the cloud of witnesses, especially when I live through days when my heart is heavy and wants to close up and hide."

— Mary Ann Holtz, St. Petersburg, Fla.

Think About It In the face of national turmoil, how difficult is it to seek peace and justice? What "pebbles of love" could you do to offset the impact of the "boulders of violence" in your life or the lives of others? What events cause you to turn to Jesus and ask for help, answers, or inspiration?

➔ Go to the student site at www.osvcurriculum.com

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Additional Activity**Research: The Prophets**

The Institute for Peace and Justice website includes a free downloadable copy of James McGinnis' book, *Teaching the Prophets—Living as Prophets*. Have small groups of students read one of the six student sections from the book. Then have each group make an oral report on what they read, including personal impressions of what they learned from the reading and discussion of their group.

SUGGESTED TEACHING STRATEGY

List: Qualities of Faith

Ask students to name some qualities of a child-like faith. Have them generate ideas as you record them on the board. After they have exhausted possibilities, allow volunteers to explain why one or more of the listed qualities are important to exhibit as an exercise of the kind of faith Jesus recommends for building the Kingdom.

 The image on this page is included in a Chapter 2 PowerPoint®.

The Kingdom also belongs to the children. "At that time Jesus said, 'I thank you, Father, Lord of heaven and earth, because you have hidden these things from the wise and the intelligent and have revealed them to infants; yes, Father, for such was your gracious will'" (Matthew 11:25-26). Anyone who wants to be first in the Kingdom must be last in the world. That person must serve all others.

Children were chosen examples of the Kingdom of God for the same reason that the poor were blessed in the Beatitudes. No one was more vulnerable and in need of loving care than a child at the time of Jesus.

In her book, *Welcoming Children: A Practical Theology of Childhood*, author Joyce Ann Mercer describes children in ancient Palestine as those with the lowest status. "They were in effect, not-yet-people. The language that 'the kingdom of God' belongs to sharpen the agenda of the whole Gospel story that the kingdom of God is present for the people, the peasant villagers, as opposed to the people of standing, wealth, and power."

By using a child and the poor as examples Jesus shows that "belonging to/receiving/

entering the kingdom of God comes from solidarity with—and not separation from—those who are the lowliest and the least, the most vulnerable to the hardships" of life.

The consequences of this teaching for the disciples and church is to follow the example of Jesus and the prophets to care for the widow and orphan and to speak against all forces that continue to oppress and hurt children and the poor, even at the cost of risking one's life. Following this teaching of Jesus not only brings a person into new life in this world now, but into the new life brought about by the Resurrection of Jesus.

GO TO THE SOURCE

The following passages describe Jesus blessing children and offering them as examples of the Kingdom of God.

Read Mark 10:13-16; Matthew 19:13-15; Luke 18:15-17.

○ What insights do you get from Jesus and children from these accounts about the Kingdom of God?



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Background Info**Children in Society**

Explain to students that society's perception of children has changed greatly over the past 2,000 years. Infant mortality rates were much higher in the past—nearly half of all children died before the age of 10. As a result, children were not truly regarded as part of society until they were older. Jesus' recognition of the importance of children was uncommon for his time.

SECTION 3 REVIEW

QUICK REVIEW

- 1a. Recall** Why was the disciple Matthew's occupation significant in the Gospel story?
- b. Analyze** Tell what Jesus meant when he said, "For I have come to call, not the righteous, but sinners."
- c. Interpret** Why was it surprising that Jesus said people would have to become like children to be great in Heaven?
- 2a. Recall** Jim and Kathy McGinnis founded the Institute for Peace and Justice in St. Louis in what year?
- b. Summarize** What led Jim and Kathy McGinnis to found the Institute for Peace and Justice?
- c. Explain** What significant revisions did Jim McGinnis make in his materials following September 11, 2001?

ACT

Do research on the Internet to find other programs that serve those who are disadvantaged and neglected.

- Prepare to give a report on what you find. As part of your report, create a poster or another visual aid that highlights the work of this program and helps others understand.

Pray Write a short prayer about those who are sick and suffering around you, or about your awareness of their suffering.

SELF-ASSESS

Which statement best reflects where you are now?

- ☐ I'm confident enough about the material in this section to be able to explain it to someone else.
- ☐ I have a good grasp of the material in this section, but I could use more review.
- ☐ I'm lost. I need help catching up before moving on.

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SECTION 3 REVIEW ANSWERS

QUICK REVIEW

- 1a. Recall** Matthew was a tax collector, and people thought of tax collectors as sinners who took advantage of others. Thus, it was a surprise that Jesus would want a sinner as a follower.
- b. Analyze** This quotation means that Jesus wanted to change the lives of sinners, because the people who were good were already on the path to salvation.

- c. Interpret** Children were not powerful or highly important, so it would be surprising that people who were like children would be great in heaven.

2a. Recall 1975

- b. Summarize** A number of factors led Jim and Kathy McGinnis to found the Institute for Peace and Justice: the assassination of Martin Luther King Jr., the turmoil in the United States and the world and a peace studies talk in 1970, and a trip to India to delve more deeply into nonviolence as a way of life.

- c. Explain** The significant revisions made after September 11, 2001, address the feelings of insecurity and fear many now feel, and provide ways to experience peace in their daily lives by making a difference in the world.

MAJOR CONCEPTS

- ▶ Trinity Is a Mystery—Revealed by Jesus
- ▶ Trinity Is Three Persons—Father, Son, and Spirit—One God
- ▶ Belief in the Mystery of God

SUGGESTED TEACHING STRATEGY

Start Up: God Is

Have everyone open their book and read the words of Danielle Rose's song "God Is." Ask, "Who is saying these words?" (God) Then have them write another verse that begins with the same opening line, "You want to know me? You want to see my face?" Give everyone ten minutes to do this and then ask volunteers to share their new verses. **Differentiated Learning:** If you have some students who are not able to creatively write another verse, then have everyone form triads and make sure those students are teamed up with students who possess the ability to complete this creative writing task.

Expand: Artist Background Danielle Rose is a Catholic musician who has traveled the world as a music missionary. Rose graduated from the University of Notre Dame in 2002 and has been writing and performing ever since. A link to some of her performances can be found at

➔ www.osvcurriculum.com.

Answers

Name That God is three Persons: Father, Son, and Holy Spirit

Elaborate Answers may vary, but should center on the mystery of God.

The Trinity Is Revealed

People have always wanted to know who God is and to be able to put the truth about God into words. But God is beyond definition. God is greater than our human powers of comprehension. Words fall short. Yet there have been many attempts to describe God. It is a natural human desire to want to know who God is, what God is like, and to name the truth about God.

You want to know Me? You want to see My face?

I do not age with time; I do not fit into a space

I transcend the capacity of your eye, so who am I?

It is the question of the moment;

It is the question for all time.

—Danielle Rose ("God Is"), youth songwriter

As Catholics, we believe that God has revealed himself. Specifically, God is a Trinity of divine Persons—Father, Son, and Holy Spirit. This is the central mystery of our faith.

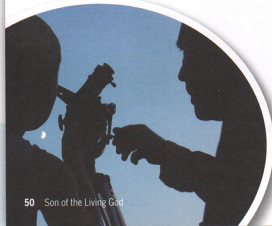
As the *Catechism* explains: "The Trinity is a mystery in the strict sense" (CCC, 237), because it is about the inner life of God. We could never have known it unless God revealed it to us. We do not know it by means of our human reason; we could never deduce it from things we observe in nature. And although there are clues to this mystery in the Old Testament, it was not revealed until the coming of Christ.

It is because of what Jesus has shown us that we come to know God as Trinity. Many passages in the Bible affirm that Jesus is truly God, but different than God the Father.

We also see in the New Testament that the Holy Spirit is promised by Jesus and sent by him. The way in which Jesus speaks shows us that the Holy Spirit is a Divine Person distinct from the Father and the Son. Yet all three Persons of the Trinity work together for our salvation. They act as one because they are one God. This is indeed a mystery.

Name What was it that Jesus revealed about the nature of God that we could not have deduced on our own?

Elaborate Why is God impossible to define?



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Additional Activity



Identify: Mystery Revealed

Video games that revolve around a mystery are designed to make us think. Sometimes we can figure things out on our own, but other times, we definitely need help. Ask students:

- Identify something that you were able to figure out on your own (while others may have needed to be taught).
- Identify something that someone taught you, which you know that you would not have been able to figure out on your own.
- Given your own experience, explain in your own words what it means to call a concept (like the Trinity) a "Mystery." Then share your own insights as to how this sheds light on what it means to call a concept—like the Trinity—a mystery.

For Our Salvation

An example of the Trinity at work for our salvation can be found in the account of the Annunciation (see Luke 1:26-35). The angel Gabriel appeared to the Virgin Mary and announced that she had found favor with God. He went on to say, "The Holy Spirit will come down upon you, and the power of the Most High (Father) will overshadow you. Therefore the child to be born will be holy; he will be called the Son of God" (Luke 1:35). All the Persons of the Trinity are involved, each in a distinct way.

It is clear from Gospel accounts that God alone reveals himself as the Holy Trinity. God the Father comes to us as a voice from Heaven and is described as the Father several times. He is also called the Most High. Jesus is recognized as God's Son. Out of a

bright cloud, which is the Holy Spirit, the voice of God says at the Transfiguration: "This is my son, my Chosen; listen to him!" (Luke 9:35). Jesus himself talks about the Holy Spirit, who is also described as the Paraclete. The Holy Spirit will provide comfort and truth to believers, we are told. Our belief in a Triune God makes us different from many other religions.

Each of the Persons of the Trinity is distinct, but they remain inseparably one God. Many ancient faiths were polytheistic, believing in many gods. The Christian faith is monotheistic. As we affirm in the Creed, "We believe in one God." Our

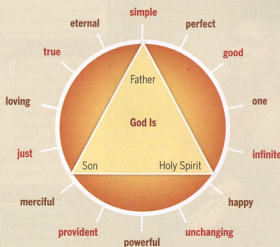


The Transfiguration of Our Lord, Russian icon from the Holy Theotokos Dormition Church on the Volynskiy field near Novgorod (tempera on panel)

The Attributes of God

The attributes of God are common to each Person of the Trinity, because each Person is fully divine. Saint Thomas Aquinas discussed the following attributes of God in his first volume of *Summa Theologiae*.

- Choose the top two or three attributes of God mentioned in the graphic that best reflect your experience of God.
- What words would you add?



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SUGGESTED TEACHING STRATEGIES

Identify and Connect: Trinity

Offer students a visual breakdown of this Scripture passage: Draw a triangle on the board, and write the words from Scripture that describe each Person of the Trinity. When you assign students the Go to the Source, have them simply write out the words to the Scripture passages and place them appropriately on the triangle (Father at the apex, Spirit on the right, Son on the left).

Offer students the legend of Saint Augustine's dream: Augustine was walking along the seashore, struggling with how to explain the mystery of the Trinity, and he came upon a young boy who dug a hole in the sand. The boy was carrying buckets of water from the ocean and pouring them into the hole. When Augustine asked what he was doing, the boy responded, "Why, I am going to pour the entire ocean into this hole." Augustine exclaimed, "But that is impossible—you will never be able to do that!" And the boy replied, "Yes, you are right—just as it is impossible for you to understand the infinite God."

➤ The image and Attributes of God graphic are included in a Chapter 2 PowerPoint®.

Project

Create: Attributes of God

Invite students to contemplate these attributes with creative expression. They can think:

- Musically—Create a play list of songs that reflect the attributes.
- Visually—Create a collage or draw your own images that reflect the attributes. Or, create a slideshow with photos that reflect the attributes.
- Verbally—Write a series of poems that reflect the attributes.

Allow this to be done as group work and encourage students to generate the ideas for creative expression together. Invite students to choose a creative expression that might not be listed (i.e., find art work that depicts the Annunciation and describes how it reflects the mystery of the Trinity).

See ➤ The Attributes of God Project Description on page TE16.

SUGGESTED TEACHING STRATEGIES

Honoring the Body: Whole Body

For some students, the idea of reflecting on the whole body will be foreign, while to others, it will be an affirmation. Musicians, athletes, and artists may choose to focus on bodily skill.

Facilitator: Discussion

Consider facilitating a group discussion on the topic. It may be best if students read and completed the reflection questions for homework before the discussion. Offer the additional questions in the "Activity" below as needed.

Clarify: Yoga

Many point to the practice of yoga as a method of achieving spiritual wholeness. Although there are countless different types of yoga, the practice essentially involves stretching and holding positions while focusing on breathing. In many respects, this practice allows people to clear their minds and simply be present, fully aware of their bodies. It is important to understand, however, that as a physical/spiritual practice, yoga should be viewed as a means to an end (with that "end" or "goal" being prayer or union with God). In 1989, the Congregation for the Doctrine of Faith wrote a Letter to the Bishops on "Some Aspects of Christian Meditation." In paragraph 16, the statement reminds readers "that the Catholic Church rejects nothing of what is true and holy" (from *Nostra Aetate* #2). The underlying concern with yoga and Eastern meditation practices is that the purpose of prayer not be obscured (see paragraph #27). Prayer ultimately focuses on God and moves us to love; true prayer is never intended to idolize the self.

➤ The image on this page is available in a Chapter 2 PowerPoint®.

Do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own?... Therefore glorify God in your body" —(1 Corinthians 6:19-20)

Whole Body

THE INCARNATION DEEPENS our understanding of human dignity and reminds us of the goodness of the human body. Our bodies are amazing physical creations. Spend some time meditating on the physical capabilities of our whole body as reflecting the image of God.

So often we take the physical functioning of our bodies for granted. That is, until something goes wrong. We tend not to think about breathing until we have a cold. A person with a broken toe may tell us about its importance in the balance required for walking.

Genuine spiritual wholeness can be found in contemplating the gift of God's life pulsing through our bodies.

Take a moment and intentionally focus attention on breathing. Think about the ways in which our bodies automatically take care of us. Science refers to involuntary reflexes: the lungs breathe, the eyes blink, the heart beats, the blood flows, all without thought or choice. What does that tell us about God and how he created us?

Moreover when our minds work in union with our bodies, our ability to refine our physical skills is awe-inspiring. Athletes, musicians, and artists are keenly aware of the way in which the body can steadily learn to perform with more and more precision through practice. What once they have seemed the improbable becomes possible. What does that tell us about God and the need to practice Christian virtues, like patience, temperance, and justice?

Happiness is being rooted in love.
—Pope John Paul II,
Theology of the Body, 16:2

Yet we can also push ourselves too hard, too fast, and too irresponsibly.

Putting perfect performance above wellness exploits the gifts of the body. Our bodies need proper rest and nourishment or they become compromised and can break. Physical injury occurs when we disregard bodily limits. The creative spirit within can be crushed by abuse and overuse of the body.

Our bodies are not performance machines; rather they are creations that reflect the image of God. They make it possible for us to thank God, serve our neighbor, and eventually be happy with God forever.

Wherever you got the notion that your body is "unpresentable," it certainly wasn't from God. It's not like God didn't know the answer when he asked Adam and Eve, "Who told you that you were naked?" (Genesis 3:11). Rather, we need to emphatically and thoroughly understand that the sense of "shame" is not something of God. It's a lie. It's manufactured.

Honoring the body means accepting it more than hating it. Honoring the body includes honoring the way it was built. It means becoming friends with your body instead of seeing it as something you are stuck with.



52 The Word

➤ Describe a physical skill that you have developed to the point where your body is now able to perform it instinctively. What insights do you gain from reflecting on this ability?

What does this tell you about the importance of growing spiritually through cultivating the moral virtues, like prudence and temperance and the importance of regular Mass attendance and prayer?

In what ways can meditating on the physical capabilities of the whole body deepen spirituality and your relationship with God?

Additional Activity

Expand: Whole Body Reflection

Offer more questions for reflection and discussion:

- Have you ever witnessed "putting perfect performance above wellness"?
- Where do you stand on performance enhancing drugs for athletes? Why? In what way is that similar to or different from imbibing too much caffeine while getting too little sleep?
- Have you ever pushed your body too far? Explain.

SUGGESTED TEACHING STRATEGIES

Examples: Triune God

Both the baptism of Jesus and the Transfiguration are concrete examples of the three Persons of the Trinity. Take time to complete the Go to the Source readings so that students can actually see the basis of our belief in this mystery.

Answers

Identify It is when the angel Gabriel announced to Mary that she would give birth to a Son, who would be named Jesus.

Explain Jesus was transformed before his Apostles; the Holy Spirit's presence was manifested in the form of a bright cloud; and out of the cloud the voice of God the Father said: "This is my Son, my Chosen; listen to him!" (Luke 9:35)

➤ The image on this page is available in a Chapter 2 PowerPoint®.

- Belief means acknowledging the greatness and majesty of God. This enables us to stand in awe and wonder before God.
- Belief means living in thanksgiving and being grateful for everything God has given us.
- Belief logically leads to affirming the unity and dignity of all people because all are made in God's image and likeness.
- Belief logically leads to trusting God, even when we experience hardship and suffering.
- And, belief means honoring God by making good use of what God has given us: our lives, our bodies, our talents, and our planet.

The Triune God calls all people into communion with himself. In the next chapter we will take a closer look at each of the three Persons of the Trinity as we continue to explore what God has revealed through Jesus Christ.

Identify What is the Annunciation?

Explain How does the Transfiguration show us the Trinity?

Triune God One God in three Persons with God the Father, Jesus the Son, and the Holy Spirit

Triune God is the origin and goal of all human life. This is part of the story that Christians have to tell. Firsthand witnesses passed it on verbally and then in writing. The accounts are passed down to us by the Tradition of the Church. We see it in sacred art and hear it in music. Our senses are filled with the story.

A Fruitful Mystery

The *Catechism* assures us that believing in and loving God wholeheartedly "has enormous consequences for our whole life" (CCC, 222).

GO TO THE SOURCE

Two more examples of the Trinity at work in the Bible are the baptism of Jesus and the Transfiguration of Jesus.

Look up the baptism of Jesus in Matthew 3:1-17; Mark 1:1-11; and Luke 3:1-22.

Read about the Transfiguration in Matthew 17:1-13; Mark 9:2-13; and Luke 9:28-36.

- How is the Trinity identified in each account?
- What does God say about Jesus in both instances?

SUGGESTED TEACHING STRATEGIES

**Clarify: Faith**

As the textbook uses the word "belief" in continuity with the reference, be sure your students see that this reflects the three-fold definition of faith: belief, trust, discipleship. See the A Fruitful Mystery—Reflection handout on page TE17 to complete this task.

**Reflect: Service Learning**

Use the Service Learning Reflection Guide on page TE5 and have students answer question 10:

Belief means honoring God by making good use of what God has given us: our lives, our bodies, our talents, and our planet. How does your experience of service honor God?

An alternative to asking students to write a paper is available at

www.osvcurriculum.com. The online version provides a handout that allows for students to write their responses in the space provided.

SECTION 4 REVIEW

QUICK REVIEW

- 1a. Assess** Why is it impossible for humans to describe God?
- b. Recall** How do we know about the Trinity?
- c. Name** Whom did Jesus promise to send?
- 2a. Summarize** Retell one of the following stories, showing how it reveals the presence of the Trinity: the Annunciation, the baptism of Jesus, the Transfiguration.
- b. Define** Select three qualities from the Attributes of God graphic organizer and define them.
- c. List** What are five consequences of believing in God?

ACT

Which of the five consequences of believing in God listed in the chapter do you already practice well?
 ○ Which ones do you want to further develop? Make a few notes and try to specify how and when you can do this.

SELF-ASSESS

Which statement best reflects where you are now?

- ☐ I'm confident enough about the material in this section to be able to explain it to someone else.
- ☐ I have a good grasp of the material in this section, but I could use more review.
- ☐ I'm lost. I need help catching up before moving on.

SECTION 4 REVIEW ANSWERS

QUICK REVIEW

- 1a. Assess** God's divinity so far surpasses our human powers to comprehend that he is beyond description. Human thoughts and language cannot help but fail when trying to describe God.
- b. Recall** God revealed the Trinity to us in the Gospels.
- c. Name** Jesus promised to send the Holy Spirit.
- 2a. Summarize** Answers will vary, depending upon the story that is selected. All answers must tell how all three Persons of the Trinity were present in the story.
- b. Define** Answers will vary, depending on the attributes selected.

c. List If we believe in God, we will:

1. Acknowledge the greatness and majesty of God.
2. Be thankful for what we have received from God.
3. Appreciate the dignity of all people, because we are made in God's image.
4. Trust God through hardship and suffering.
5. Honor God by using our bodies, minds, and natural resources wisely.

PRAYER

Gracious God,

I ask you to plant a seed of stillness in my soul.

Everything in my life moves ever more quickly and I am continually expected to fit more things into time that is already brimful with activity. Even when I have moments that require nothing of me, my mind races and I seem unable to locate a switch to turn it off.

Give me, each day, the desire and capacity to breathe in the wonder of air, to envision a still lake on a windless dawn, to drop deep into the well of my own being and find there the peace of your presence.

I ask this in the name of your love.

Amen.

Scripture

Ponder it on your beds, and be silent. (Psalm 4:4)

Now during those days Jesus went out to the mountain to pray; and he spent the night in prayer to God. (Luke 6:12)

Jesus woke up and rebuked the wind, and said to the sea, "Peace! Be still!" (Mark 4:39)

Be still, and know that I am God. (Psalm 46:10)

I have calmed and quieted my soul, like a weaned child with its mother. (Psalm 131:2)

Then Jesus was led up by the Spirit into the wilderness. (Matthew 4:1)

After he dismissed the crowds, he went up the mountain by himself to pray. (Matthew 14:22)

He withdrew from there in a boat to a deserted place by himself. (Matthew 14:13)

Be silent, all people, before the Lord. (Zechariah 2:13)

The Word of the Lord. Thanks be to God.

Closing Prayer

Let us go in peace to experience the stillness and nurture what needs to come to life. Thanks be to God.

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SUGGESTED TEACHING STRATEGY**Prepare: Prayer**

Invite two students to proclaim the Scripture readings. Ask them to alternate proclaiming each verse listed.

When selecting music, choose something that is repetitive and some possible options include:

"My Soul in Stillness Waits," by Marty Haugen, GIA Publications

"In the Stillness," by Gregory Norbert, OCP

"In the Quiet," by Liam Lawton, GIA Publications

"Be Still and Know," by Barbara Bridge, OCP

You will want to set up a small prayer table in the front of the meeting space. Include a Bible, and a candle.

➤ The Prayer handout can be found on page TE18.

➤ An image for the Prayer is included in a Chapter 2 PowerPoint®.

PEOPLE

1. Adam and Eve
2. Noah, Abraham, and Moses
3. prophets
4. Mary
5. Joseph
6. John the Baptist
7. Matthew
8. the angel Gabriel
9. Thomas Aquinas
10. Peter, James, and John

UNDERSTANDING

1. **Recall** *logos*
2. **Interpret** The word Emmanuel means "God with us." It is a pledge of God's help and reflects Jesus' role as Messiah.
3. **Analyze** The cross is the turning point of the Christian story because Jesus redeemed us by his death on the cross.
4. **Interpret** Answers will vary but should convey the idea that, at the present time, the Church is the beginning of the Kingdom of God.
5. **Analyze** These terms reflect that Jesus is God because he is God's Son, and that he is a human being because he is Mary's Son.
6. **Assess** The Incarnation tells us that the Son of God became man. This shows us that humans are important and worthwhile because God became one of us.
7. **Interpret** Jesus was telling us that he and the Father are one and belong to one another in a mysterious way.
8. **Evaluate** Answers will vary, but may include the idea that perhaps the world was not ready to understand Jesus.
9. **Analyze** Jesus ate with sinners because he wanted to teach them about God and show that anyone could be saved.
10. **Summarize** Jesus taught that lowly people, like children, would have high status in heaven.

CHAPTER 2 REVIEW

TERMS

Use each of the following terms in a sentence that shows you know what the term means. You may include more than one term in a sentence.

<i>logos</i>	Christ
Son of God	Trinity
original justice	communion
salvation history	Incarnation
messiah	solidarity
convocation	Triune God
Son of Man	

PEOPLE

Identify the person or persons who best fit each description.

1. The couple that brought sin into the world.
2. Patriarchs who had covenants with God.
3. God promised through these teachers that he would send a messiah.
4. The Mother of Jesus.
5. Learned in a dream that Jesus will be born to Mary.
6. Baptized Jesus.
7. A tax collector who followed Jesus.
8. Announced the Incarnation to Mary.
9. Made a list of God's qualities.
10. Witnessed the Transfiguration.

UNDERSTANDING

Answer each question and complete each exercise.

SECTION 1

1. **Recall** Which word was used in the beginning of The Gospel according to John to refer to the Second Person of the Trinity?
2. **Interpret** Why did the prophet Isaiah predict that Jesus' name would be Emmanuel?
3. **Analyze** Why is the cross the turning point of the Christian story?
4. **Interpret** Why is the current period of salvation history called "the time of the Church?"

SECTION 2

5. **Analyze** How do the terms "Son of God" and "Son of Man" reflect Jesus' divine and human natures?
6. **Assess** Why does the Incarnation give us a new vision of humanity?
7. **Interpret** What did Jesus mean when he said, "Do you not believe that I am in the Father and the Father is in me?"
8. **Evaluate** Why would God reveal Jesus slowly to the world?

SECTION 3

9. **Analyze** How did Jesus eat with sinners?
10. **Summarize** What did Jesus teach about status in Heaven?

SECTION 4

11. **Identify** How do we know about God?
12. **Recall** Who has taught us about the Trinity?
13. **Analyze** If God is a Trinity, why is the Christian faith considered monotheistic?

11. **Identify** We know about God because he has revealed himself to us through the works of creation and through the Scriptures.
12. **Recall** Jesus taught us about the Trinity.

13. **Analyze** Even though there are three divine Persons in God, God is one, possessing one divine nature. Hence, Christianity is monotheistic.

➤ The image on this page is included in a Chapter 2 PowerPoint®.

CONNECTING

Visual This painting shows the baptism of Jesus. How does this painting interpret this occasion? Point out the major figures and interpret the symbols.



Challenge You are working on questions in this chapter when a friend asks a question:

Friend: Why would Jesus want to live on Earth? Didn't he have it made in Heaven?

You: Maybe he wanted to show us something.

Friend: Like?

- What is your next reply?
- Continue the conversation, including at least two more questions your friend might ask and how you would answer. Use information from the chapter in your answers.

Question After working through this chapter, what advice would you give someone who has trouble understanding how Jesus is true God and true man?

Imagine You are in charge of a movie about Jesus' life. The current scene you are working on depicts the Transfiguration (Mark 9:2-8). As part of your planning process, answer these questions:

- In what ways could you depict Jesus to show his divinity?
- How would you position the three disciples to show their reactions to Jesus' transformation?
- What sort of music would you use to enhance the feelings in the scene?

SELF-ASSESS

On Your Own Make a list of the most important things you learned from this chapter.

Select three things that represent your growth in understanding as you worked through this chapter. Write a paragraph explaining your choices.

With a Partner List what you found most helpful or interesting in this chapter as well as any other questions that have surfaced.

ACRE Connection

The following key concepts from ACRE correlate to major concepts in this chapter:

- Domain 1, Concept 1** Trinity
- Domain 1, Concept 3** God the Son
- Domain 4, Concept 4** Major Biblical Themes

The following chapter key terms are included in or are connected to Domain 8—Catholic Faith Literacy:

- | | | |
|------------|-------------|---------|
| Son of God | Incarnation | Trinity |
| Communion | Son of Man | Christ |

CHAPTER ASSESSMENT

See pages TE61-TE62 for Chapter 2 assessment. Customizable Chapter 2 assessment is available online at ➤ www.osvcurriculum.com.