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Unit 2 Trinity

In this unit you will...

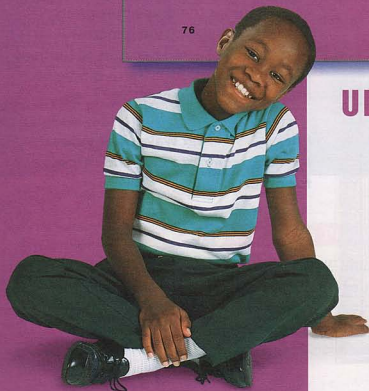
learn that you are made in God's image and likeness and are to live and love in community. Showing love to others is a way we reflect the love of the Holy Trinity. Sin is the failure to do so. You will learn that Persons of the Trinity help you to do good and avoid evil. You do this by using your free will and following your conscience.



Faith in Action!

Catholic Social Teaching Principle:
Life and Dignity of the Human Person

76



UNIT 2 OPENER

Preview Unit Theme

Tell students that Unit 2 is about the Trinity.

- Read aloud the text on page 76 of the student edition. Tell students they will learn more about these things in the next three chapters.
- Ask students what they think it means to be made in God's image.
- Invite volunteers to share ways they can show love for others.
- Explain to students that Catholic social teaching calls us to realize that all human life is sacred.

Overview

Faith Focus

- Because all humans are created in God's image, all people are worthy of dignity and are to be respected. (CCC 355–357)
- Within each human person is an immortal soul, which is also made in the image of God. (CCC 362–366)

Catechism Connection

The *Catechism* is explicit in linking respect for the dignity of the human person with social justice. (CCC 1928–1933)

GDC Link

The *Directory* notes that catechesis shows humans not only who God is, but who humans themselves are. (GDC 116)

In God's Image

CHAPTER BACKGROUND



For 'In him we live and move and have our being,' as even some of your poets have said, 'For we too are his offspring.'

Acts 17:28

The Human Soul

Humans have a spiritual dimension that is no less real than the physical one. This spiritual dimension of humans is called the soul. Humans, however, are not divided creatures, one part body and another part soul. The soul completes a human and makes each person a whole being.

Humans are made in God's image. All humans are bound as brothers and sisters, regardless of individual differences. Being created in God's image is humanity's most profound common trait. Body and soul share in the dignity of the image of God. The soul is the gift of life breathed into humans by the Creator. The soul is immortal and will transcend even the death of the physical body.

Dignity and Respect

Human dignity comes first from the fact that all people are creations of God. Therefore, humans are products of love, wisdom, and goodness beyond understanding. Respect for life at all stages is the only appropriate response to such divine generosity. Human life is sacred because all humans are offspring of God. There can be no greater dignity than this.

Reflect *In what ways does your life show honor to God and respect for others?*



TEACHING CHAPTER 4

Respect

The virtue of respect is something that is better modeled than lectured about. In this chapter, you have an excellent opportunity to encourage students to grow in their respect for themselves and for others.

The word *respect* means “a second look”—moving beyond one’s preconceived notions and stereotypes to find the image of God in all people. Here are some ways that you can help students practice respect.

- Ban teasing, name-calling, gossip, and insults from all group interchange, even when the intent is humorous. Names *do* hurt.
- Show respect for differences by encouraging students to participate in ways that are comfortable for them. Some are talkers. Others are listeners, writers, artists, or dancers.
- Have students role-play common situations of unfairness or injustice that they encounter at school or in the neighborhood. Invite the class to suggest respectful solutions.
- Incorporate prayers, songs, crafts, and snacks from diverse ethnic and cultural traditions into your time together to help students learn respect for differences.



Teacher's Prayer

God and Father of all, help me and my students remember that we are created in your image. Guide us to see your Son, Jesus, in every person we meet. Fill us with your Holy Spirit as we learn to break down the sinful walls of injustice. Amen.

FOURTH GRADERS SAY

Dignity

- *I am concerned about fairness. Encourage me to speak up when I see others treated unfairly.*
- *I am curious about other lands and cultures. Give me opportunities to learn about all kinds of people.*
- *Sometimes I want to be like everyone else. Help me appreciate my unique gifts.*



SUSTAINING YOUR SPIRIT

Engagement with Others

Blessed assurance in yourself is important. It is also important to experience significant and constructive engagement with others. Doing so enables you to

- see firsthand the goodness of others.
- recognize that sometimes a task is best addressed by a team
- replenish your level of empathy.
- see that you can still benefit from different styles and approaches.

Engagement with others sustains your spirit by pulling you past your own limitations and by restoring your faith in yourself and others.

	Lone Ranger	Engaged with others
Reflect	1	2
Rate yourself	3	4
	5	

Weekly Planner

	Objective	Materials	Prayer & Scripture
DAY 1 1 Invite	In God's Image Page 77 Objective: <i>To recognize that everyone is created in the image of God</i>	<input type="checkbox"/> Pencils or pens <input type="checkbox"/> Paper <input type="checkbox"/> Markers or colored pencils	 Let Us Pray Psalm 104:30
DAY 2 2 Explore	An Image of Love Pages 78–79 Objective: <i>To appreciate the dignity of human life</i>	<input type="checkbox"/> Board or chart paper <input type="checkbox"/> Pencils or pens <input type="checkbox"/> Index cards <input type="checkbox"/> Copies of Activity Master 4, p. 86A	 Let Us Pray Psalm 104:30  Scripture: Genesis 1:27  Scripture Background: Soul, p. 79
DAY 3 3 Explore	Made to Love Pages 80–81 Objective: <i>To discover how a failure to love leads to sin</i>	<input type="checkbox"/> Board or chart paper <input type="checkbox"/> Pencils or pens <input type="checkbox"/> Index cards	 Let Us Pray Psalm 104:30
DAY 4 4 Explore	Seeing God's Image Pages 82–83 Objective: <i>To find God's image in creation</i>	<input type="checkbox"/> Board or chart paper <input type="checkbox"/> Pencils or pens <input type="checkbox"/> Magazines <input type="checkbox"/> Scissors <input type="checkbox"/> Glue <input type="checkbox"/> Drawing materials <input type="checkbox"/> Folded card stock	 Let Us Pray Psalm 104:30
DAY 5 5 Celebrate	Prayer for Dignity and Respect Page 84 Objective: <i>To pray for the dignity of all people</i>	<input type="checkbox"/> Hymnals <input type="checkbox"/> Music CD <input type="checkbox"/> Bible	 Let Us Pray Prayer for Dignity and Respect  Hymn: "Behold, I Make All Things New"

Chapter 4 Wrap-Up: Review p. 85 • Chapter 4 Assessment p. 77E

Words of Faith

dignity
soul
sin
social sin

Activities

Let's Begin:

Me I Am, p. 77

Multiple Intelligence: Intrapersonal

Share Your Faith:

Reflect, Share, Act, p. 79

Multiple Intelligence: Interpersonal

(OPTIONAL) Cross-Curricular: Reading, p. 78

Multiple Intelligence: Verbal/Linguistic

(OPTIONAL) Activity Master 4, p. 79

Multiple Intelligence: Verbal/Linguistic

Connect Your Faith:

Ask for Forgiveness, p. 81

Multiple Intelligence: Interpersonal

(OPTIONAL) Write a Group Prayer, p. 81

Multiple Intelligence: Bodily/

Kinesthetic

Live Your Faith:

Make a Collage, p. 83

Multiple Intelligence: Visual/Spatial

(OPTIONAL) Show Your Thanks, p. 82

Multiple Intelligence: Interpersonal

(OPTIONAL) Cross-Curricular: Writing, p. 83

Multiple Intelligence: Verbal/Linguistic

(OPTIONAL) Act of Love, p. 318 and 319

Multiple Intelligence: Verbal/Linguistic

Enrichment

Teacher Background:

Poet, p. 77

Teacher Background:

Rosa Parks, p. 78

Quick Tip:

Sin, p. 80

Reaching All Learners:

Visual Learners, p. 80

Justice and Peace:

Explain Racism, p. 81

Christian Living Skills:

Recognize God's

Presence, p. 82

Quick Tip:

Picture Books, p. 83

Liturgy Link:

Choose a Reader, p. 84

Lectionary Link:

Break Open the Word, p. 84

Multimedia Resources



BOOK

Rosa Parks and the Montgomery Bus Boycott. Miller, Connie Colwell. Capstone Press. This novel uses graphics to tell the story of Parks' courage.



DVD/VHS

*Saints Gallery, Vol V, Great Women** (30 min.). Videos with Values (Oblate Media). "Edith Stein" (9:16 min.). Shows how this 20th century saint lived.

CD

Prayer Services for Children. Twenty-Third. PC-compatible software containing over 180 prayer services for all seasons and occasions.

*Available at www.osvcurriculum.com



Teacher Resources

www.osvcurriculum.com

- For interactive lesson planner, chapter resources, and activities
- For free materials and information



- Online planning tools include chapter background and planner, activity master, customizable test, and more.
- Enhancement activities for each step of the catechetical process, including alternative prayer experiences and blessings.
- Games, activities, interactive review, alternative assessment, and more for children.

www.calltofaithconnect.com

Home Connection

Chapter 4 Family Faith, p. 86

Take-home activities, chapter content review, saint features, and prayer



For more family activities
www.osvcurriculum.com

Name _____ Date _____

- A Work with Words** Match each description in Column 1 with the correct term in Column 2.

Column 1

- _____ 1. an act that is a failure to love
_____ 2. self-worth
_____ 3. the spiritual part of you that lives forever
_____ 4. a kind of sin that destroys your friendship with God
_____ 5. a kind of sin that hurts your friendship with God

Column 2

- a. soul
b. sin
c. mortal
d. venial
e. dignity

- B Check Understanding** Circle True if a statement is true, and circle False if a statement is false. Correct any false statements.

6. God created all people equal, regardless of the color of their skin.

True _____ False _____

7. God has called you to show his love and care only to members of your church, just as Jesus did.

True _____ False _____

- C Make Connections** Write a brief response to each question or statement.

8. Define "social sin" in your own words. Describe one action that you can take to keep from being influenced by social sin.

9. Each person is unique, created by God. List something positive about yourself that is unique.

10. How do you reflect God's image in your daily life?

ASSESSMENT

In God's Image

Invite



Let Us Pray

Leader: God, we give you praise and thanks for all creation.
 "When you send forth your breath, they are created,
 and you renew the face of the earth."
Psalms 104:30

All: God, we give you praise and thanks for all creation.
 Amen.

Activity

Let's Begin

Me I Am

There is no other ME I AM
 who thinks the thoughts I do;
 the world contains one ME I AM,
 there is no room for two.
 I am the only ME I AM
 this earth shall ever see;
 that ME I AM I always am
 is no one else but ME!

A selection from the poem by Jack Prelutsky

Think about the best thing about being you.

- What special gifts and talents has God given you?

Responses will vary.

- **Design Your Coat of Arms** Design a coat of arms with symbols that tell what is special about you.

77

Objective: To recognize that everyone is created in the image of God

Open

Prayer Space You may wish to have students move to your classroom prayer space. In the space, have a crucifix and a Bible opened to the psalm.



Let Us Pray

Tell students to sit quietly for a moment. Ask them to be attentive to their own breathing. In a soft voice, remind them that breath is a sign of life and a symbol of the Holy Spirit. Pray aloud the psalm verse.

Build

Activity

- Slowly read aloud the poem.
- Next, do a choral reading of the poem. Ask students to join in each time they see the words "Me I Am."
- Finally, ask each student to write a response to the question.

Extension Activity

- Explain to students that long ago, coats of arms used colors, pictures of animals, sayings, and other symbols to represent a family and its history.
- Tell students to design a family coat of arms or an individual one.
- Distribute art materials.
- Invite volunteers to explain their coats of arms.

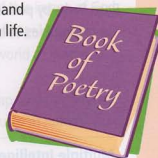
Close

Tell students that they are special because they are made in the image of God. In the next part of the lesson, they will learn what this means.



TEACHER BACKGROUND

Poet Jack Prelutsky was born in New York in 1940. Although his poetry appeals to children, Prelutsky says that he didn't like poetry as a child and became interested in it only later in life. Now he spends much of his time sharing his poetry with young admirers in schools and libraries.



Objective: To appreciate the dignity of human life

Open

Let Us Pray Invite students to pray the psalm verse on page 77 with you.

Focus **What does it mean to be created in the image of God?**
List students' responses on the board or on chart paper.

Build

An Image of Love

Introduce the biography by reading this text aloud.

Rosa Parks

Read aloud the biography.

- Emphasize that because all humans are created in God's image, everyone has dignity and is worthy of respect.

When have you observed that someone was being treated in a certain way simply because of the color of his or her skin? Begin by sharing examples from your own experience.



TEACHER BACKGROUND

Rosa Parks Rosa Parks' refusal to give up her seat on the bus led to other events that furthered the cause of civil rights.

- Rosa Parks' arrest made the newspapers and prompted tremendous publicity and a bus boycott that lasted 382 days.
- In December 1956, the Supreme Court ruled segregation on public transportation illegal.



Faith Fact

James Augustine Healy was the first African American Catholic bishop in the United States. He was named bishop of Portland, Maine, in 1875.

An Image of Love

Focus What does it mean to be created in the image of God?

God has given you life. He has created you and all people to reflect his own image of love. God's image can shine in you and in every person you meet. The story of Rosa Parks teaches us that all people should be treated equally.

A BIOGRAPHY

Rosa Parks

On the evening of December 1, 1955, Rosa Parks boarded a public bus in Montgomery, Alabama, and took a seat in the *white* section. The bus filled quickly, and soon there were no more seats. The driver noticed that Rosa, a black woman, was not sitting in the *colored* section. He asked Rosa to move to the back of the bus, but she refused. She did not argue. She simply did not move.

Before the 1960s, African Americans were unjustly treated because of their skin color. They were separated from the rest of society in many ways. Long after that day on the bus, Rosa Parks wrote, "Our mistreatment was just not right, and I was tired of it. I kept thinking about my mother and my grandparents, and how strong they were. I knew there was a possibility of being mistreated, but an opportunity was being given to me to do what I had asked of others."

When have you observed that someone was being treated in a certain way simply because of the color of his or her skin?
Responses will vary.



OPTIONAL ACTIVITY

Cross-Curricular: Reading

Students can learn more about the life and actions of Rosa Parks by performing research online or checking out biographies of her from a library.

Multiple Intelligence: Verbal/Linguistic

Created with Dignity

Rosa Parks was a true hero of the struggle for human rights in the United States. Yet she began by doing one simple thing on a day when she was tired. Rosa expressed the very basic Christian belief that all people have **dignity** because they are created in God's image.

SCRIPTURE

God created man in his image;
in the divine image he created him;
male and female he created them.

Genesis 1:27

God made you with a human body, and you have a **soul** that will live forever. God gave you the ability to think, to love, and to make choices. You can make choices for human dignity every day.



Activity

Share Your Faith

Reflect: Think of a time when you or someone you know showed respect or treated someone with dignity.

Share: Tell a partner what happened.

Act: List some ways you can protect the dignity of others.

Possible responses: Be polite, include others, and don't bully or tease.



79

Words of Faith

Dignity is self-worth. Every human is worthy of respect because he or she is made in the image of God.

Soul is the spiritual part of a human that lives forever.

Created with Dignity

Read aloud or summarize this paragraph. Point out the definition of **dignity** in the Words of Faith section.

- Have a strong reader proclaim the scripture passage.
- Remind students that this passage comes from the story of creation. Since God made the first humans, all people have had dignity.
- Read aloud the last paragraph. Tell students that the qualities named are part of what makes everyone worthy of respect.
- Have students create cards for the words **dignity** and **soul**.

Activity

- Invite students to share their discussions and suggestions.
- Have students choose partners and share their reflections.

Close

Remind students that all people are created in God's image and are equal in dignity. Rosa Parks' story teaches the importance of treating people with respect.



SCRIPTURE BACKGROUND

Soul Humans are the only creatures created in God's likeness, the only ones who have immortal souls. The human body shares in the dignity of this image of God.

- Because humans are composed of both body and soul, their creation unites the world of matter and spirit.
- God created people with the capacity to share in his divine nature. This is the source of human dignity and worth.

OPTIONAL ACTIVITY

Activity Master 4: Human Dignity in Scripture

Distribute copies of the activity found on teacher page 86A.

- This Bible activity will teach students how Jesus treated others with dignity.
- You may wish to send this activity home with students.

Human Dignity in Scripture	
Scripture	How Jesus Treated Others

▲ Activity Master 4
page 86A

Objective: To discover how a failure to love leads to sin

Open

Let Us Pray Invite students to pray the psalm verse on page 77 with you.

Focus **What is sin?** List students' responses on the board or on chart paper.

Build

Made to Love

Read aloud the first paragraph to introduce the theme.

Failure to Love

Draw students' attention to the heading and the highlighted word.

- Tell them that "failure to love" is one definition of sin. Have them read the first paragraph silently.
- Read aloud the first sentence of the next paragraph. Have students continue reading silently.
- Work with students to create a chart that lists differences between mortal and venial sin.

Made to Love

Focus What is sin?

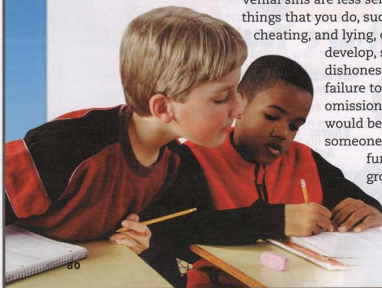
God created you to be united to him and to all people. Every time you act in a loving way, you deepen your connection to God and to the members of the Church, the Body of Christ. When you choose to treat someone badly, you hurt this person and the whole community of faith. You choose not to show love and respect.

Failure to Love

Sin is always a failure to love. A sinful thought, word, or act also hurts your friendship with God. Sin affects you, too, and keeps you from becoming the person God wants you to be.

There are two kinds of personal sin—mortal and venial. Serious sins, such as murder, are called mortal sins. They destroy the friendship a person has with God and with others. In order for a sin to be mortal, the act must be seriously wrong, you must know that it is seriously wrong, and you must freely choose to do it anyway.

Venial sins are less serious sins. They are things that you do, such as disobeying, cheating, and lying, or bad habits that you develop, such as being lazy or dishonest. Sometimes sin is a failure to act. This is a sin of omission. An example of this would be to remain silent when someone tells a joke that makes fun of another person or group. Venial sin hurts your friendship with God and others, but it does not destroy it.



QUICK TIP

- Sin** Help distinguish sins from accidents.
- Remind students that bad things can happen despite people's good intentions. These are accidents, not sins. Knocking over a vase and breaking it is not a sin.
 - For an action to be a sin, the person must intend to do wrong. Purposely breaking a vase because you are angry with a parent is a sin.



REACHING ALL LEARNERS

Visual Learners Some students are visual learners. They need to see words and pictures.

- Use a picture or a prop when telling a story.
- Write key words on the board or on chart paper.
- Point out the illustrations and photos in the text as you tell the story.

Love and Respect

Social sin refers to the results of sin that can build up over time in a community or nation. One example of social sin is not allowing someone of a certain race or group to buy a house in a certain neighborhood. Rosa Parks acted against inequality and social sin. She defended her own dignity and the dignity of others.

All people are equal. Every person has dignity and is worthy of respect because he or she is made in God's image. Because he is the Son of God, Jesus is the perfect image of God. You are called to become more like Jesus and to reflect the love and care that he shows all people.

Words of Faith

Sin is a deliberate thought, word, deed, or omission contrary to the law of God.

Social sin is a sinful social structure or institution that builds up over time so that it affects the whole society.



Activity Connect Your Faith

Ask for Forgiveness Everybody sins, but not everybody asks for God's forgiveness. Write a personal prayer, asking God's forgiveness for some of your past actions.



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Love and Respect

Conclude this section of the lesson by reading these paragraphs aloud.

- Ask students to recall how Rosa Parks made a difference. **By refusing to move to the back of the bus, she defended her dignity and the dignity of others.**
- Have students add *sin* and *social sin* to their word packets and to the word wall.

Activity

- Read aloud the directions.
- Give students time to think about and write their prayers.
- Allow prayers to remain personal. Do not ask students to share aloud.

Close

Remind students that sin is a failure to love. It hurts you, others, and your relationship with God. Social sin is sin that builds up so that it affects a whole society.

OPTIONAL ACTIVITY

Write a Group Prayer Have students write a group prayer instead of individual prayers.

- Print the words on the board or on chart paper, and use it in a celebration.
- Have students create reverent gestures to accompany the prayer.



Multiple Intelligence: Bodily/Kinesthetic



JUSTICE AND PEACE

Explain Racism Explain that practices such as requiring African Americans to sit at the back of the bus or refusing to consider people of color for certain jobs are examples of racism.

- The U.S. Conference of Catholic Bishops called racism "a sin that divides the human family."
- The faithful are urged to speak out against racism.

Catholic Social Teaching: Life and Dignity

Objective: To find God's image in creation

Open

Let Us Pray Invite students to pray the psalm verse on page 77 with you.

Focus **Where do you see God's image?** List students' responses on the board or on chart paper.

Build

Seeing God's Image

Summarize this paragraph.

Nature Shows the Glory of God

Ask a volunteer to read aloud this paragraph.

- Ask students to name ways in which they see God in nature.

People Show the Glory of God

- Have a volunteer read aloud this paragraph.

- When have you seen a reflection of God in another person?** Tell students that if they look deeply enough, they can see the image of God in every person.

OPTIONAL ACTIVITY

Show Your Thanks Encourage students to thank people who have shown them an image of God.

- Have students quietly consider people in their lives who have revealed God to them.
- Provide folded card stock, drawing materials, and pencils. Direct students to make thank-you cards.

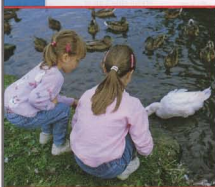
Multiple Intelligence: Interpersonal

Explore

Seeing God's Image

Focus **Where do you see God's image?**

God shows you something of what he is like through his image in people and the reflections of him in the world he created. If you are alert to these clues, you will learn many things about him.



Nature Shows the Glory of God

The loveliness of a flower or the brilliance of a sunset tells you something about God. Reflections of his glory may bring with them feelings of love or peace that fill your soul. Take a moment to look closely at nature and find the reflection of God in it.

People Show the Glory of God

Think about people who have shown you love. These might include your parents or guardians, a good and loyal friend, an understanding teacher, or a devoted grandparent. A tiny baby may make you think of God's power and wonder. An older person may remind you of God's wisdom.

- When have you seen a reflection of God in another person?** Responses will vary.



CHRISTIAN LIVING SKILLS

Recognize God's Presence Consider doing the following to encourage students to look for the divine in their lives and in the world.

- Begin class with a question: "Where have you seen God today?" Affirm students' responses.
- Ask each student to write a brief paragraph, using the focus question from this lesson as the topic.



Activity

Live Your Faith

Make a Collage By using pictures cut from magazines or by drawing the pictures yourself, make a collage of items that show reflections of God. These can include people, nature scenes, or other items. After you have finished, choose one item from your collage. Explain why it is special to you, and share your writing with the class.



My Special Item

83

Activity

- Supply magazines, scissors, glue, and drawing materials for this activity.
- Read the directions aloud.
- Remind students of the discussions they had during the first part of this lesson. Encourage them to include both images from nature and pictures of people, especially people who are helping others.
- Walk through the classroom as students work. Comment on striking images or the thoughts evoked by student choices.
- Allow sufficient time for students to display and describe their work.

Close

Gather students in a circle, and lead a short prayer based on their revelations of God in the world around them.



QUICK TIP

Picture Books Books of striking photographs can enrich this lesson.

- A school media specialist or librarian can recommend books with dramatic images of nature and people from many cultures.
- Explain that, with permission, old magazines can be cut up for projects, but books should never be damaged.



OPTIONAL ACTIVITY

Cross-Curricular: Writing Students may enjoy making word collages.

- Have students use a thesaurus to list synonyms for *respect*, *dignity*, and other key words.
- Then have students use a variety of typefaces and colors to make collages of the words.



Multiple Intelligence: Verbal/Linguistic

Objective: To pray for the dignity of all people

Prepare

Explain that this celebration will be a prayer that honors names for God.

- Choose a reader for the prayer.
- Ask students to identify the names for God used in the prayer service.

Use the *Call to Faith 4* CD, track 4, to rehearse the suggested song.

Gather

Invite students to gather in the prayer space.

Pray

Prayer for Dignity and Respect

Let Us Pray Follow the order of prayer on page 84.

- An optional reading is *Matthew 4:8-11*.

Celebrate

Prayer for Dignity and Respect



Let Us Pray

Gather and begin with the Sign of the Cross.



Sing together.

Behold, behold, I make all things new, beginning with you and starting from today.
Behold, behold, I make all things new, my promise is true, for I am Christ the way.

"Behold, I Make All Things New" © 1994, The Iona Community, GIA Publications, Inc., agent

Reader: God of life,

All: We pray for the dignity of life.

Reader: God of creation,

All: We pray for the dignity of life.

Reader: God, the source of all life,

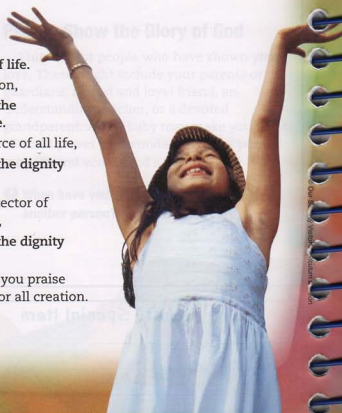
All: We pray for the dignity of life.

Reader: God, the protector of all humanity,

All: We pray for the dignity of life.

Leader: God, we give you praise and thanks for all creation.

All: Amen.



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LITURGY LINK

Choose a Reader Make sure that each student acts as prayer leader or reader sometime during the year. Be aware of what the leader or reader is required to do in each prayer service. In this celebration, the reader reads short phrases rather than a long passage. You may wish to select a student who is not a confident reader.



LECTIONARY LINK

Break Open the Word Read last week's Sunday Gospel. Invite students to think about what the reading means to them as they try to follow Christ's example. For questions related to the weekly Gospel reading, visit our website at www.osvcurriculum.com.



Visit www.osvcurriculum.com for weekly Scripture readings and seasonal resources.

- A Work with Words** Circle True if a statement is true, and circle False if a statement is false. Correct any false statements.

- A bully can never reflect God's image.
True False Everyone reflects God's image. (p. 82)
- God is with everyone at all times in all places.
True False (p. 82)
- You commit a mortal sin when you cheat on a spelling test.
True False You commit a venial sin. (p. 80)
- Rosa Parks was a victim of social sin.
True False (p. 81)
- Each person is unique and created by God.
True False (p. 79)

- B Check Understanding** Complete the following statements.

- The soul (p. 79) is the spiritual part of you that lives forever.
- You have dignity (p. 79) because you are made in the image of God.
- When you commit a sin (p. 80), you hurt your friendship with God.
- People (p. 82) and nature (p. 82) show the glory of God.
- You are called (p. 80) to show God's love and care to others, as Jesus did.

Review

- A Work with Words** Have students identify each of the five statements as true or false. Ask volunteers to share how they changed the false statements to make them true.
- B Check Understanding** Have students complete the statements.

Assessment

Student _____ Date _____

Work with Words Match each description in Column 1 with the correct term in Column 2.

Column 1	Column 2
1. An act that is a sin to live	A. soul
2. An error	B. sin
3. The spiritual part of you that lives forever	C. dignity
4. A kind of sin that damages your relationship with God	D. mortal sin
5. A kind of sin that hurts your relationship with God	E. venial sin

Check Understanding Circle True if a statement is true, and circle False if a statement is false. Correct any false statements.

1. God created all people, regardless of the color of their skin.	True	False
2. You can choose to show love and care only to members of your church. (Just as Jesus did.)	True	False

Make Connections Write a brief response to each question or statement.

1. Name a sin that is not your fault. Describe one action that you took to keep from being influenced by that sin.

2. Each person is unique, created by God. List something special about yourself that is unique.

3. How do you reflect God's image in your daily life?

Chapter 4 Test
page 77E

Answers to the Chapter Test
can be found in the back of
the Teacher Manual.

OPTIONAL ACTIVITY

Human Life Collage Supply old magazines, and ask students to find pictures that show human diversity and dignity.

- Glue these pictures to poster board.
- Then use markers to add words or ideas that encourage others to respect all persons.



Multiple Intelligence: Visual/Spatial



QUICK TIP

Diversity in Your Group Even in a class representing only one ethnicity, students will exhibit a wide range of skills, gifts, and talents.

- Foster a climate of respect. Insist that students affirm one another's efforts.
- Use examples of diversity among students to teach about larger issues of respect.



Family Faith

Remind students to discuss the Family Faith page at home. Encourage students to read the passage from Leviticus.

Activity

- Demonstrate the craft for the class, or show students a sample you have made.

People of Faith

Tell students about Saint Teresa Benedicta of the Cross (given name: Edith Stein).

- Edith Stein respected the Jewish faith of her family until she decided to become a Catholic. She made this decision after reading the autobiography of Saint Teresa of Ávila. When she became a Carmelite nun, Edith Stein chose the name of Sister Teresa Benedicta of the Cross.
- Remind students to add Saint Teresa to their People of Faith albums. Encourage them to pray the prayer at home with their families.



Visit www.osvcurriculum.com for weekly scripture readings and seasonal resources.



UNIT 2: CHAPTER 4

Family Faith



Catholics Believe

- Every person is worthy of respect because he or she is created in God's image.
- Each person has a soul that will live forever.



SCRIPTURE

Read *Leviticus 19:1-18, 31-37* to learn other ways in which you can respect others and yourself and treat each person with dignity.



www.osvcurriculum.com
For weekly scripture readings and seasonal resources



▲ Saint Teresa Benedicta
1891-1942

People of Faith

Saint Teresa Benedicta was a teacher, a convert, and a Carmelite nun. Born Edith Stein, she lived during the first part of the twentieth century and took the name Teresa Benedicta. Her life was dedicated to teaching, especially the teaching of young girls and women. During the Nazi persecution of Jews, Edith was arrested and executed at Auschwitz. She is a model of the importance of forgiveness and reconciliation during a time of great violence. Saint Teresa's feast day is August 9.

In Unit 2 your child is learning about the means:

86 See *Catechism of the Catholic Church* 355-357, 362-366 for further reading on chapter content.

Activity

Live Your Faith

Inside and Outside When we respect our own dignity and that of others, we give honor to God, who has created us in his image. Gather some paper bags and magazines. Find pictures that show how you think others see you. Glue the pictures on the outside of a bag. Then find and place pictures inside the bag that show what God sees in you. Invite each person to share the contents of the bag if he or she wishes.



Family Prayer

Saint Teresa, may your life be a model. Pray for us that we might learn to forgive, even our enemies. Amen.



HOW DID I DO?

This week my religion classes were

☐ some of the best ever! ☐ pretty good. ☐ in need of improvement.

In what discussions and activities were students most interested?

What activity did I most enjoy teaching?

In what area do I need to improve?

Name _____ Date _____

Human Dignity in Scripture

Every person is created in God's image and is worthy of respect. Jesus respected the dignity of everyone he met, especially the outcasts of society.

Read the verses listed below, and complete the chart.

Scripture	Whom did Jesus treat with dignity?	How did Jesus show that he respected the person?
1. Matthew 8:1-4		
2. Mark 2:13-17		
3. Luke 7:36-50		
4. Luke 19:1-10		
5. John 4:4-42		

