

saint mary's press

Living in Christ

Jesus Christ

God's Love Made Visible

Teacher Guide, Alternate Edition

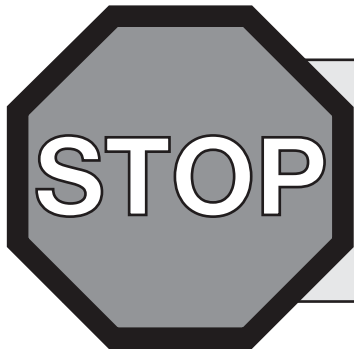


Jesus Christ

God's Love Made Visible

Teacher Guide, Alternate Edition

Living in Christ



To access the ancillary teaching resources for this course, go to www.smp.org/livinginchrist/JesusChristALT



saint mary's press

The publishing team included Gloria Shahin, editorial director; Jeanette Fast Redmond, development editor and contributing writer. Prepress and manufacturing coordinated by the production departments of Saint Mary's Press.

Cover Image: © The Crosiers / Gene Plaisted, OSC.

Copyright © 2012 by Saint Mary's Press, Christian Brothers Publications, 702 Terrace Heights, Winona, MN 55987-1320, www.smp.org. All rights reserved. Permission is granted to reproduce only the materials intended for distribution to the students. No other part of this guide may be reproduced by any means without the written permission of the publisher.

Printed in the United States of America

1257

ISBN 978-1-59982-183-2, Print
ISBN 978-1-59982-336-2, Digital

Contents

Introduction	8
-------------------------------	----------

Section 1: The Trinity

Part 1: God Is One: Father, Son, and Holy Spirit	14
---	-----------

Article 1. God Is One: Catholics Are Monotheistic.	17
--	----

Article 2. God Is Three-in-One: Catholics Are Trinitarian . .	18
---	----

Article 3. The First Person of the Trinity: God the Father . .	19
--	----

Article 4. The Second Person of the Trinity: God the Son . .	20
--	----

Article 5. The Third Person of the Trinity: God the Holy Spirit	21
--	----

Part 2: The Development of Trinitarian Doctrine	27
--	-----------

Article 6. The Early Church Faces Challenges to Apostolic Faith.	29
---	----

Article 7. Early Christological Heresies	30
--	----

Article 8. The Ecumenical Councils of the Early Church . . .	31
--	----

Article 9. The Nicene Creed	32
---------------------------------------	----

Article 10. The Trinity: Model for Human Relationships . . .	34
--	----

Section 2: Revelation

Part 1: The God-Human Relationship.	54
--	-----------

Article 11. What Is Revelation?	56
---	----

Article 12. Sharing in God's Life	57
---	----

Article 13. Salvation History	58
---	----

Article 14. How Do We Know God Really Exists?	60
---	----

Article 15. Evil and Suffering and a Good and Powerful God	61
---	----

Part 2: Sacred Scripture and Tradition 67

Article 16. God’s Revelation through Sacred Scripture:
The Old Testament. 69

Article 17. God’s Revelation through Sacred Scripture:
The New Testament 71

Article 18. God’s Revelation through Tradition 72

Article 19. Passing On God’s Revelation. 73

Article 20. The Lives of the Saints. 74

Part 3: Discovering God in Creation 84

Article 21. Discovering God in Our Daily Lives 86

Article 22. Discovering God in the Faith of Others 87

Article 23. Discovering God in the Natural World 88

Article 24. Discovering God through the Human Intellect 89

**Section 3: Jesus: The Definitive
Revelation of God**

Part 1: The Incarnation 106

Article 25. What Is the Incarnation?. 108

Article 26. Mary’s Role in the Incarnation 109

Article 27. Jesus: The Word Made Flesh 111

Article 28. The Union of God with Humanity 112

**Part 2: The Two Natures of Jesus:
Human and Divine 122**

Article 29. Jesus: A Human Mind, a Human Heart. 124

Article 30. Jesus: A Faithful Jew. 125

Article 31. Jesus’ Life in First-Century Palestine 126

Article 32. Jesus: Union of the Human and the Divine . . . 128

Article 33. Jesus: Lord and Redeemer 129

Part 3: Jesus and the Church	136
Article 34. Pentecost and the “New Age” of the Church . .	138
Article 35. Jesus Fulfills His Mission in the Church	139
Article 36. Communion with Christ through the Sacraments	140
Article 37. Jesus’ Presence in the Eucharist.	141
Article 38. Jesus Teaches through the Church	143
Article 39. Jesus’ Ministry through the Community of Faith.	143

**Section 4: Jesus: The Definitive
Revelation of God’s Plan**

Part 1: Jesus Reveals a Vision of Authentic Humanity	158
Article 40. What Does It Mean to Be Fully Human?.	160
Article 41. The Gifts of Intellect and Free Will	161
Article 42. To Love and Be Loved	163
Article 43. The Call to Be Stewards of Creation	164
Part 2: Jesus Reveals Our Inherent Dignity.	174
Article 44. Created, Redeemed, and Bound for Glory	176
Article 45. The Inherent Dignity of All People	177
Article 46. In the Image and Likeness of God.	178
Article 47. Women and Men: Partners in God’s Plan	179
Article 48. Respect for Human Life	180
Part 3: We Are Children of God.	186
Article 49. God Desires Our Happiness.	188
Article 50. Baptism: Becoming God’s Adopted Children . .	189
Article 51. Our Ultimate Destiny: Eternal Life	190
Article 52. Bringing Our Needs to God in Prayer	191

Part 4: Jesus Reveals Our Call to Holiness.	198
Article 53. The Sermon on the Mount	200
Article 54. The Parables of Jesus	202
Article 55. Jesus and the Rich Man (Mark 10:17–22)	203
Article 56. The Greatest Commandments (Matthew 22:34–40).	204
Article 57. The Last Judgment (Matthew 25:31–46).	205

Section 5: Faith and Our Response to Jesus

Part 1: What Is Faith?.	226
Article 58. Faith and Religion	228
Article 59. Faith: A Gift from God	229
Article 60. Examples of Faith	230
Article 61. Faith: Our Response to Revelation	231

Part 2: We Respond to God through Prayer	240
Article 62. What Is Prayer?	242
Article 63. The Lord’s Prayer	243
Article 64. Jesus Teaches Us about Prayer	244
Article 65. The Cornerstones of Prayer	245
Article 66. Do Catholics Pray to Mary?.	246

Part 3: We Respond through a Life of Discipleship	255
Article 67. Mary: First Disciple and Model of Faith	257
Article 68. Discipleship: Resisting Evil, Seeking Forgiveness.	258
Article 69. Discipleship: Concern for the Common Good	259
Article 70. Discipleship: The Call to Evangelization.	260

Part 4: Our Response to Jesus Matters	268
Article 71. Our Destiny: Union with God.	270
Article 72. The Church: Visible and Spiritual	271
Article 73. The Christian Understanding of Death.	272
Article 74. Heaven, Hell, and Purgatory	273
Appendix A: Part Review Answer Key	286
Appendix B: Primary Source Reading Correlations	308
Appendix C: Correlation to Curriculum Framework Course II: <i>Who Is Jesus Christ?</i>	323
Acknowledgments	335

Introduction

Introducing the Living in Christ Series

Welcome to the Living in Christ series! Saint Mary's Press developed the Living in Christ series in response to the needs of high school students and their teachers and in alignment with the USCCB's Curriculum Framework. After studying with the Living in Christ series for three years, Catholic high school students will understand foundational concepts about the Bible, Jesus Christ as the Second Person of the Trinity, the Paschal Mystery, the Church, the Sacraments, and Christian morality. They will also have skills to learn more about their faith by studying Scripture, by reading primary theological sources, and through spiritual reflection and a relationship with Christ that leads to a lived faith.

Each course in the series includes a student book, a teacher guide, and support content available at the series Web site: smp.org/LivinginChrist.

Introducing *Jesus Christ: God's Love Made Visible*

Jesus Christ: God's Love Made Visible, the second-semester ninth-grade course, is intended to answer the question "Who is Jesus Christ?" through in-depth Christological exploration and understanding. This course will lead students toward a deeper understanding of who Jesus Christ is—and of Divine Revelation, the Trinity, the Incarnation, and Jesus' teachings, life, suffering, and death as a response to God's love. The course will also help the students understand their own call to be Christ's disciples and to respond to God's invitation to love.

The Structure of the Student Book

The student books in the Living in Christ series are organized according to the following structure: Section → Part → Article. There are five thematic sections in the student book. Each of those five sections is then organized into several parts. Each part contains a series of short articles averaging two to three pages in length. The articles form the basic teaching unit of the student book. Each part features a Pray It! sidebar that can be incorporated into a prayer experience. In addition, special sidebars throughout each part enrich the core content of the articles. Finally, each part ends with a set of questions that you can assign to the students to help them review what they've learned and to assess their understanding. The answer key to those questions is available as an appendix to this guide.

The Structure of This Teacher Guide

This teacher guide is intended to provide you with a fully designed plan for teaching the Living in Christ series course *Jesus Christ: God's Love Made Visible*. The structure of this guide mirrors the structure of the student book and is organized as follows:

- **Sections** This guide contains five sections that correspond with the five sections of the student book.
- **Parts** Within each section are several parts (between two and five) that correspond with the parts in the student book.
- **Articles** Each student book part features several articles related to the topic of the part. Articles form the key segments into which the student book content is organized.

What You Will Find in This Guide

For each **section** you will find a brief overview of what to expect in that section. In addition, because a section covers a single major theme within the course, each section concludes with a comprehensive test of the section's content as well as a section wrap-up—a project or group activity designed to reinforce what the students have learned in that section of their book.

In each **part** you will find the following features:

- **Part Overview** Each part of the teacher guide, covering the corresponding part of the student book, begins with an overview of the part's key points. Here you will also find a list of the student book articles covered in the part.
- **At a Glance Box** This part organizer provides the learning objectives for the part and identifies resources available to you at the Living in Christ Web site and within this guide for teaching the student book content.
- **Opening Prayer** This prayer experience incorporates the Pray It! prayer featured within the student book.
- **Review Questions and Answers** These are organized by student book article to help you reinforce the content of each article and ensure students' understanding.
- **Key Terms** Key terms and their definitions are drawn from the student book articles.
- **ELL Learning Tips** Suggestions for providing helpful connections to the Spanish language will help students to recall the meaning of the key terms.
- **Homework Ideas** Every part features at least two homework suggestions. Some homework ideas cover individual student book articles, while others are developed to help the students explore the key points of two or more articles together. All homework ideas are presented with clear and complete instructions that can be shared with the students. Many homework ideas are available as handouts or with handout components.
- **Part Activities** Each part includes two activities for reviewing and reinforcing the part's content. Activities are designed to engage the whole class in collaborative learning. Most activities are designed to be completed in small groups or include a group-work component.
- **Part Quiz** This short quiz allows you to assess how well the students have understood the key concepts covered within the part.

After your students have completed all the parts and their featured articles within a section of their student books, you can use the following resources to review and reinforce what they have learned:


- **Section Wrap-up** This activity provides an opportunity for the students to reflect on and explore in depth the major theme of the section. Section wrap-ups are designed to incorporate individual learning as well as collaborative small-group interaction.
- **Section Test** This test, using a combination of objective and essay questions, provides an opportunity for the students to review the content of all the articles within the section and for you to identify topics that need further reinforcement.

Each teacher guide contains the following three appendix resources:


- **Appendix A: Part Review Answer Key** Every part of the student book ends with six to ten part-review questions. In this appendix you will find the answer key for those questions.
- **Appendix B: Primary Source Reading Correlations** This appendix provides correlations between the Saint Mary's Press primary source reader corresponding with this course, titled *Who Is Jesus Christ? A Primary Source Reader*, and the articles in the student book.
- **Appendix C: Correlation to Curriculum Framework Course II: *Who Is Jesus Christ?*** This appendix will help you identify where specific topics presented in the Curriculum Framework are covered in the student book.

The Series Web Site: smp.org/LivinginChrist

In addition to the teacher guide and student book, the Living in Christ series provides an extensive collection of digital resources for each course to assist you in guiding the learning of your students. Available resources include the following:

- **Handouts** All handouts that the students will need for homework and activities are provided within this guide. Whenever you see this handout symbol , look for the handout at the end of that part of this guide. The handouts are also available on the series Web site, smp.org/LivinginChrist, where they are provided in multiple digital formats, including Word and rich text formats that you can revise.
- **Method articles** Method articles explain teaching methods introduced in some of the activities. Relevant method articles for activities will be identified within the activities.
- **Theology articles** Theology articles provide an opportunity for you to do background reading on key theological concepts presented in a part of the student book to enrich your understanding of those concepts. The At a Glance organizer for each part of this guide will identify theology articles related to the part.
- **PowerPoint presentations** Student learning is enhanced with PowerPoint presentations. Beyond simply repeating student book content, these PowerPoint presentations engage the students through reflection and discussion. All of the Living in Christ PowerPoint presentations are in a format that allows you to revise them. The At a Glance organizer for each part of this guide will identify PowerPoint presentations related to the part.

Locating Resources at *smp.org/LivinginChrist*

All resources available to you on the series Web site are identified with a document ID number. Whenever a resource that is available on the Web site, such as a PowerPoint presentation, is noted in this guide, you will be provided with the resource's document ID number so that you can easily find it online. A document ID number looks like this: **TX001234** (TX followed by two zeros, followed by four unique digits). In addition, when a resource that is featured on the series Web site is noted, you will see a mouse icon that looks like this: . With the document ID number, you will be able to easily access the document or file online. Just go to *smp.org/LivinginChrist*, and enter the document ID number in the search tool of the text you are working in, and the document or PowerPoint you are looking for will be made available for download.

Online Test Generator

At *smp.org/LivinginChrist* you will also have access to an online test generator, which provides hundreds of additional questions for each course, beyond what is provided in the part quizzes and section tests that have already been created for you. With the test generator, you can use test questions as they are presented or modify them for your students' learning needs. You can also upload your own questions. Further, the test generator allows you to select the questions you want for inclusion on a test and provides you with an answer key for the custom test you develop for your classroom.

Thank You

We thank you for putting your confidence in us by adopting the Living in Christ series. Our goal is to graduate students who are in a relationship with Jesus Christ, are religiously literate, and understand their faith and what it means for their lives.

Please contact us and let us know how we are doing. We are eager to improve this curriculum, and we value your knowledge and expertise. You may e-mail us at *LivinginChrist@smp.org* to offer your feedback.

Section 1: The Trinity

Overview

In this section the students will examine the mystery of the Trinity and the development of Trinitarian doctrine in the Church. They will learn about monotheism and Trinitarianism, the origins and work of each Divine Person, and the development of the Church's teachings about the Holy Trinity.

In this section you will find two parts:

- **Part 1: God Is One: Father, Son, and Holy Spirit:** In this part the students will examine what it means to be both monotheistic and Trinitarian, and they will consider what Sacred Scripture reveals about the Trinity. The students will also learn about the distinct origin and work of each Divine Person in the Holy Trinity, as well as how they are united.
- **Part 2: The Development of Trinitarian Doctrine:** In this part the students will examine the early Church's efforts to develop clear language about the mystery of the Trinity, including the Church's response to early challenges and heresies about the Trinity and Jesus' place in it. The students will also consider the Trinity as a model for human relationships.

Along with the teaching resources provided for each part within this section, at the end of the section, you will also find:

- a section wrap-up
- a section test

Part 1: God Is One: Father, Son, and Holy Spirit

At the core of the Catholic faith is the mystery of the Holy Trinity, the truth that there is one God in three Divine Persons: Father, Son, and Holy Spirit. Belief in one God is called *monotheism*. Belief that God is three Divine Persons, united but distinct, is called *Trinitarianism*. The Church is therefore both monotheistic and Trinitarian. All of God is contained in each Person of the Holy Trinity. The three Persons are inseparable from one another, yet each has a unique origin and properties.

The students will explore these concepts in the following articles in their books:

- Article 1: God Is One: Catholics Are Monotheistic (page 11)
- Article 2: God Is Three-in-One: Catholics Are Trinitarian (page 13)
- Article 3: The First Person of the Trinity: God the Father (page 17)
- Article 4: The Second Person of the Trinity: God the Son (page 20)
- Article 5: The Third Person of the Trinity: God the Holy Spirit (page 22)

Part 1 At a Glance

Learning Objectives

Upon completing part 1, the students will understand the following concepts:

- Catholics are monotheistic because we believe that there is only one God.
- Catholics are Trinitarian because we believe that God is three Persons, united but distinct in their origin and work.
- God the Father is the source of all life, and he longs to be in an intimate, loving relationship with us.
- The Son, Jesus Christ, is fully God and fully human, having assumed a human nature for our salvation.
- The Holy Spirit shares the Son's mission to bring us into the Church, the Body of Christ, as adopted children of God.

Resources at smp.org/LivinginChrist

Visit smp.org/LivinginChrist for the following resources related to this part of the guide.

Background Reading for the Teacher

- "The Trinity" (Document #: TX001181)
- "The Holy Spirit" (Document #: TX001519)





PowerPoint Presentations

- “Introducing the Trinity: Central Mystery of Faith” (Document #: TX001185). *This PowerPoint reinforces the content in article 1, “God Is One: Catholics Are Monotheistic.”*
- “Introducing the Trinity: God Is Three-in-One” (Document #: TX001186). *This PowerPoint reinforces the content in article 2, “God Is Three-in-One: Catholics Are Trinitarian”; article 3, “The First Person of the Trinity: God the Father”; article 4, “The Second Person of the Trinity: God the Son”; and article 5, “The Third Person of the Trinity: God the Holy Spirit.”*

Teaching Resources in This Part of the Teacher Guide

Opening Prayer: Blessed Be God Forever!

Suggested Primary Source Readings

Resources for Student Book Articles

For Review

Key Terms

Homework Ideas

Part 1 Activities

- Activity 1: “The Relationship between Mystery, Trust, and Faith” (use with articles 1 and 2)
- Activity 2: “Small-Group Scripture Search for the Trinity” (use with articles 3, 4, and 5)

Part 1 Quiz



Opening Prayer

Pray It! “Blessed Be God Forever!”

The Pray It! “Blessed Be God Forever!” on page 13 of the student book reflects on the assembly’s response of “Blessed be God for ever” during Mass. Use this prayer experience to reflect on these words of gratitude as a class. As you introduce this prayer to the students, you might read aloud the following:

- “Blessed are you, Lord God of all creation.” Have you heard these words at Mass? The celebrant says these words during the Preparation of the Altar and the Gifts. These prayers emphasize that it is through God’s goodness that we have the bread and wine to offer. And it is through God’s power that they become “the bread of life” and “our spiritual drink.” When the celebrant says these words aloud, those assembled respond with gratitude, “Blessed be God for ever.” Let us reflect on God’s goodness and power and on our grateful response.

Invite the students to compose themselves silently for prayer. Then lead them in reflecting on the prayers from the Preparation of the Altar and the Gifts:

- ▶ The response is, “Blessed be God for ever.”
- ▶ “Blessed are you, Lord God of all creation, for through your goodness we have received the bread we offer you: fruit of the earth and work of human hands, it will become for us the bread of life” (*Roman Missal*).

The students respond, “Blessed be God for ever.”

- ▶ “Blessed are you, Lord God of all creation, for through your goodness we have received the wine we offer you: fruit of the vine and work of human hands, it will become our spiritual drink” (*Roman Missal*).

The students respond, “Blessed be God for ever.”

Reflection: Talk with the students about the many gifts God provides us as the Lord of all Creation and about the gratitude we are called to show him. Ask them to think of a specific gift from God in their own lives and to meditate silently on this gift, simply holding it prayerfully in their minds. After a minute, ask them to respond aloud: “Blessed be God for ever.” Invite volunteers to share the gift for which they have thanked God. After each volunteer shares his or her gift, ask the students to respond, “Blessed be God for ever.”

Suggested Primary Source Readings

If you are using the Saint Mary’s Press primary source reader corresponding with this framework course, titled *Who Is Jesus Christ? A Primary Source Reader*, see the following chapters for readings related to this part:

- Chapter 8: I Believe in God—Father, Son, and Holy Spirit
 - Excerpt from *Rite of Christian Initiation of Adults*
 - Excerpt from *Renewing the Baptismal Promises*, by William Reiser
- Chapter 10: Jesus Christ: True God and True Man
 - Excerpt from the *Definition of Chalcedon*, by the Council of Chalcedon
- Chapter 11: Life in the Spirit
 - Excerpt from “Message of the Holy Father Benedict XVI to the Young People of the World on the Occasion of the XXIII World Youth Day, 2008,” by Pope Benedict XVI

See appendix B in this guide for more detailed information about correlating the student book articles with primary source readings.

Article 1: God Is One: Catholics Are Monotheistic

For Review

Question: What is monotheism? What is polytheism?

Answer: *Monotheism is the belief in and worship of one God only. Polytheism is the belief in many gods at the same time.*

Question: What three major religions are monotheistic?

Answer: *The three major monotheistic religions are Christianity, Judaism, and Islam. Through a shared spiritual heritage, all three religions worship the same God as one God. Understanding our shared heritage helps us to appreciate how amazing it is that so many people, from different times and places, have recognized the reality that there is only one God, Creator of all.*

Question: Why do some people think Catholics are polytheistic?

Answer: *Some believe that Catholics are polytheistic because of our belief in the Trinity: Father, Son, and Holy Spirit. They do not realize that the Trinity is not three separate gods, but rather three Persons in one God. Others may also mistakenly believe that Catholics pray to Mary and the saints.*

Question: How do Catholics affirm their belief in one God?

Answer: *Catholics affirm the truth that God is one in the Nicene Creed: “I believe in one God.” The Catechism of the Catholic Church also firmly states our belief in one God and explains that professing faith in the three Persons of the Trinity is not contrary to that belief.*

Key Terms

covenant A personal, solemn promise of faithful love that involves mutual commitments, such as the sacred agreement between God and his people. In the Old Covenant, God revealed his Law through Moses and prepared his people for salvation. He established a new and eternal Covenant in Jesus Christ, his only Son.

doctrine An official, authoritative teaching of the Church based on the Revelation of God.

Trinity The truth that God, although one, is three Divine Persons: the Father, the Son, and the Holy Spirit.

Nicene Creed The formal statement or profession of faith commonly recited during the Eucharist.

monotheism The belief in and worship of only one God.

ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish word *doctrina*, meaning “teaching,” as a way to remember that *doctrine* is an official teaching of the Church.

Homework Idea

The homework idea “What Is the Trinity Like?” following article 2 is designed to work with articles 1 and 2. See page 19 in this guide.

Article 2: God Is Three-in-One: Catholics Are Trinitarian

For Review

Question: What does it mean that the three Divine Persons are united? What does it mean that they are distinct?

Answer: *The three Divine Persons are united, inseparable in who they are and what they do. That means all of God is contained in each Divine Person, and each Divine Person works for our salvation. They are in perfect communion with one another. The three Divine Persons are also distinct, because each plays a different role in working for our salvation, each has a unique origin, and each relates to the others in a unique way.*

Question: What are the unique origins and work of each Divine Person of the Holy Trinity?

Answer: *God the Father's distinct role is that of the generator: the unbegotten one and the Creator of all. God the Father also draws us to follow Christ. The Son is unique because he is begotten of the Father and became incarnate, assuming a human nature. The Holy Spirit is unique as the Divine Person who proceeds from the Father and the Son; the Holy Spirit is sent forth into the world to give each believer the Gifts of the Holy Spirit and to guide the entire Church.*

Question: What evidence does Scripture offer for the existence of the Trinity?

Answer: *Evidence of the Trinity is found throughout Sacred Scripture, especially in the New Testament. In the four Gospels, Jesus refers to all three Divine Persons, telling us how they relate to one another and how each works for our salvation. He says that whoever sees him sees the Father, that only the Father knows the Son, and that only the Son knows the Father. He prays to his heavenly Father and rejoices in the Spirit. At the end of Matthew's Gospel, Jesus calls the disciples to baptize in the name of all three Divine Persons: Father, Son, and Holy Spirit.*

Key Terms

ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish word *carne*, meaning “flesh” or “meat,” as a way to recall that *incarnate* means “having become flesh”—that is, the Son of God taking on human form.

divine economy Also known as the economy of salvation, this refers to God's eternal plan and his actions for the salvation of humanity.

incarnate Having become flesh; specifically, God the Son assuming human nature. The Incarnation means that Jesus, the Son of God and Second Person of the Trinity, is both fully God and fully human.

Homework Idea

What Is the Trinity Like?

In this homework assignment, the students will create an analogy that reflects their understanding of the Trinity as one God in three Persons.

Introduce this assignment by discussing two examples of analogies for the Trinity: the shamrock and water.

- A legend about Saint Patrick says that he used the three leaves of the shamrock to teach the Irish people about the Trinity. The single shamrock represents God, and the three leaves represent each of the three Persons of the Trinity: Father, Son, and Holy Spirit. The shamrock would not be a shamrock without each of the three leaves.
- Water is another analogy that helps us understand the Trinity. What three forms does water take? (*Answer: solid [ice], liquid, and gas [steam].*)

Explain to the students that for homework they are to create their own analogies of the Trinity. Allow the students to write their analogies in paragraph form or to create them visually (such as in a collage, drawing, or sculpture).

Optional: Invite the students to present their analogies in class as an opportunity for them to teach one another many ways to understand the mystery of the Trinity.

Student Book
Pages 17–19

Article 3: The First Person of the Trinity: God the Father

For Review

Question: What do we acknowledge when we profess that the First Person of the Trinity is the Father?

Answer: *We acknowledge that God the Father is the eternal source of all creation. We recognize that he is all-powerful and that he desires to provide for and be in an intimate, loving relationship with us, much like the relationship between a parent and a child.*

Question: In the Gospels what does Jesus reveal to us about his relationship to the Father?

Answer: *Jesus calls God Abba, the Aramaic word for “Father,” revealing two things about his relationship with the Father. First, he shows us that the relationship is one of father and child, in which the Father provides unconditional love and support. Second, he demonstrates that this father-child relationship is a close and loving one. In his prayers Jesus speaks directly to his Father, and his parables also illustrate the Father’s gentle love and compassion.*

Question: Why do we consider ourselves God’s adopted children?

Answer: *Through Baptism we become the adopted daughters and sons of God. Jesus not only teaches us about his loving Father but also invites us to call God “Father” ourselves and to enter into his close relationship with the Father. Saint Paul calls this the “spirit of adoption” (Romans 8:15) and says that as children of God, we become his heirs together with Christ.*

Question: If we call God “Father,” does that mean God is male?

Answer: *No, God is not a human being and therefore has no gender. As the Catechism points out, God does have characteristics we associate with both mothers and fathers. And both the Old and New Testaments describe God using a variety of images: some masculine, some feminine, and some neither. No human language can ever fully describe the Divine Mystery, but the amazing variety of scriptural images helps us deepen in our relationship with God.*

ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish phrase *amor filial*, meaning “love between children and parents” or “love between descendants and ancestors,” as a way to understand the similar meaning of *filial* in English.

Key Terms

filial Having to do with the relationship of a child to his or her parents.

beatitude The state of eternal happiness with God in Heaven.

Homework Idea

The homework idea “Mapping the Trinity” following article 5 is designed to work with articles 3, 4, and 5. See page 22 in this guide.

Student Book
Pages 20–22

Article 4: The Second Person of the Trinity: God the Son

For Review

Question: What four reasons does the *Catechism* give for the Incarnation?

Answer: *The Catechism names the following four reasons (457–460) why God sent his only Son to become human: (1) to save us by reconciling us with himself; (2) to share his divine love with us; (3) to show us how to be holy; and (4) to help us share in his divine nature.*

Question: What does Jesus' fully human nature allow him to teach us?

Answer: *Because he is fully human like us, Jesus is able to show us, in word and action, how to be the most authentic people we can be. He teaches us how to love one another as God the Father loves him and loves us. He teaches us to love the truth, to pray always in faith, and to forgive those who have wronged us. Because he is fully human, we know he experienced the same difficulties we do with these tasks from time to time. By his example, therefore, we learn how to live as human beings in a way that reflects the fullness and beauty of God's Reign.*

Question: Why is it appropriate that we call Jesus "Christ" or "Messiah"?

Answer: *Both titles mean "anointed one." In the ancient world, priests, prophets, and kings were anointed with oil to symbolize being chosen by God for some special purpose. Jesus was anointed by the Holy Spirit to be our Savior and Redeemer.*

Key Terms

Last Judgment The judgment of the human race by Jesus Christ at his second coming, as noted in the Nicene Creed. It is also called the Final Judgment.

Messiah Hebrew word for "anointed one." The equivalent Greek term is *christos*. Jesus is the Christ and the Messiah because he is the Anointed One.

ELL Learning Tip

To help English language learners whose first language is Spanish, point out that the Spanish term for the Messiah is similar: *el Mesías*.

Homework Idea

The homework idea "Mapping the Trinity" following article 5 is designed to work with articles 3, 4, and 5. See page 22 in this guide.

Student Book
Pages 22–24

Article 5: The Third Person of the Trinity: God the Holy Spirit

For Review

Question: What is the role of the Holy Spirit as the advocate for Christians throughout time?

Answer: *The Holy Spirit spoke to God's people through the prophets and anointed Jesus for his mission of salvation. Before his death, Jesus promised to ask God to send his Spirit as an advocate to strengthen and prepare us for holiness. After his Resurrection, Jesus sent the Holy Spirit to be with us forever and to help us to live as Jesus did.*

Question: What are the seven Gifts of the Holy Spirit?

Answer: *The seven Gifts of the Holy Spirit are wisdom, understanding, counsel, fortitude, knowledge, piety, and fear of the Lord. Wisdom helps us to see God at work. Understanding helps us to identify and do the right thing. Counsel (also called right judgment) helps us to tell right from wrong and to choose the good. Fortitude (or courage) helps us to do what is right, even when it is difficult. Knowledge refers to our intellectual ability to learn more about our faith. Piety (or reverence) reminds us that God is God and that all we have comes from him. Finally, fear of the Lord (or wonder and awe) fills us with profound respect for God’s power and goodness.*

Question: How did the mission of Jesus become the mission of the Church?

Answer: *The mission of Jesus became the mission of the Church at Pentecost, when Jesus sent the gift of the Holy Spirit to be with his disciples forever—from his followers at the time to all of us who follow him today. The Spirit empowers us to follow the way of Christ by sharing God’s love with our friends and families, being a healing presence to those in need, and preaching the Good News. Jesus is no longer with us, but his Spirit blesses and strengthens our efforts to continue the mission he passed along to us.*

ELL Learning Tip

To help English language learners whose first language is Spanish, point out that the Spanish name for Pentecost is similar: *Pentecostés*.

Key Terms

Pentecost In Sacred Scripture the event in which the early followers of Jesus received the Holy Spirit. Today the Church celebrates this event on Pentecost Sunday, which occurs seven weeks after Easter Sunday.

Homework Idea

Mapping the Trinity (use with articles 3, 4, and 5)

In this homework assignment, the students will create a mind map to explore the mystery of the Trinity as one God in three Divine Persons with unique origins and properties.

Prepare and distribute photocopies of the handout “Mapping the Trinity” (Document #: TX002573), one for each student. Review the handout instructions with the students, ensuring that all understand how to create a mind map. If needed, briefly demonstrate mind mapping by helping the students create a class mind map on the board about a topic familiar to all.



Part 1 Activities

Activity 1: The Relationships among Mystery, Trust, and Faith (use with articles 1 and 2)

In this activity the students will examine the relationships among mystery, trust, and faith as they learn about the Trinity as the central mystery of the Christian faith, one that only God can fully reveal to us.

1. Introduce the activity to the students in these or similar words:
 - The doctrine of the Trinity is a complex subject, and it is called a mystery for a reason. Having faith about this mystery is a state of mind, one that requires us to grapple with a complicated teaching—but more important, faith is also a state of heart, one that involves trust.

Organize the students into groups of four, and have each group choose a group reporter.

2. Write the word *mystery* on the board. Invite the students to brainstorm in their groups about the meaning of this word. After 5 minutes, ask each group to report on its findings. Record the findings on the board to create a class definition. Lead the class discussion to a definition close to “something not understood or beyond understanding” (*Merriam-Webster’s Collegiate Dictionary*, p. 822).
3. Write the word *trust* on the board. Invite the students to brainstorm in their groups about the meaning of this word. After 5 minutes, ask each group to report on its findings. Record the findings on the board to create a class definition. Lead the class discussion to a definition close to “one in which confidence is placed” (p. 1344).
4. Write the word *faith* on the board. Invite the students to brainstorm in their groups about the meaning of this word. After 5 minutes, ask each group to report on its findings. Record the findings on the board to create a class definition. Lead the class discussion to a definition close to “belief and trust in and loyalty to God” (p. 450). You may wish to tell the students that the word *faith* comes from the Latin word *fides*, which means “trust” or “belief.”
5. Ask the students to return to their places and to write in their learning journals or on a sheet of paper about the question “What are the relationships among mystery, trust, and faith?” Allow 10 minutes for the students to respond.
6. Conclude by advising the students to keep these concepts in mind as they study the Trinity, because although we can learn about the mystery of the Trinity, we can never understand it during our earthly lives.

Activity 2: Small-Group Scripture Search for the Trinity (use with articles 3, 4, and 5)

In this activity the students will engage with Sacred Scripture and discover what it reveals about the Trinity.



1. Be sure each student has access to a Bible. You may also wish to make Bible concordances available. See “Using a Concordance” (Document

#: TX001182) at smp.org/LivinginChrist for more information about using this biblical tool with the students.

2. Organize the students into six groups. Assign the First Person of the Trinity, God the Father, to two groups. Assign the Second Person of the Trinity, God the Son, to two other groups. Assign the Third Person of the Trinity, God the Holy Spirit, to the last two groups.
3. Instruct the groups to find as many Scripture passages as they can that relate to their assigned Person of the Trinity. Provide a sheet of poster board or newsprint, one for each group. Ask the groups to draw a line down the middle of the paper, lengthwise. Explain that for each passage they find, the groups are to record the Scripture citation on one side of the line; on the other side, they are to write a short description of how the Person of God is referenced in the passage. Allow 15 to 20 minutes for this part of the activity.
4. Ask a representative from each group to present the group's findings. Be sure to highlight areas of overlap that might come up in the presentations.

Part 1 Quiz



Prepare and distribute photocopies of the handout “Part 1 Quiz” (Document #: TX002576), one for each student. Visit smp.org/LivinginChrist for additional quiz questions.

Answer Key

Sentence Completion

- | | |
|------------------|----------------|
| 1. New | 5. the Trinity |
| 2. Pentecost | 6. Messiah |
| 3. human, divine | 7. monotheism |
| 4. Father | 8. anointed |

Short Answer

Catholics believe that in one God there are three Divine Persons—Father, Son, and Holy Spirit—united as one God, not three different gods. Each Divine Person is fully God—complete, whole, and entire. Each of the three Persons, as God, is engaged in the work of our salvation; each acts to create us in love, redeem us, and make us holy. The three are distinct in their origins: we speak of the Father as the generator, existing without beginning or end; the Son is begotten of the Father; and the Holy Spirit proceeds from both the Father and the Son.

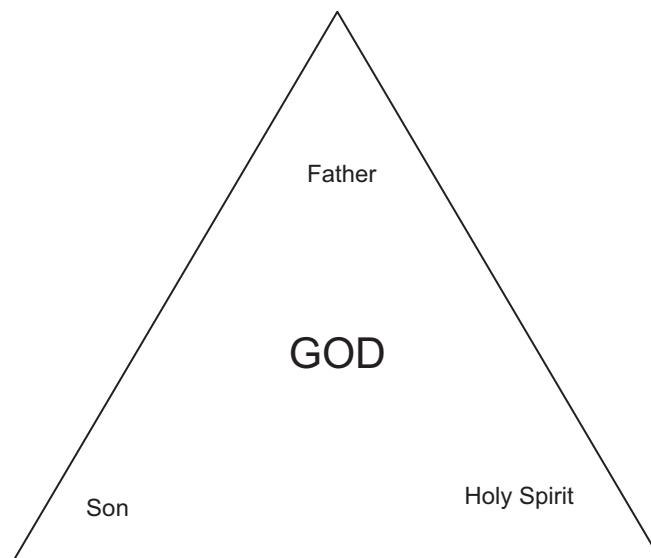
Part 1 Review

If you are assigning the part review on page 25 of the student book, see appendix A in this guide for the part review answer key (Document #: TX002479).

Mapping the Trinity

Create a mind map of characteristics of each Divine Person of the Holy Trinity, using the information found in your student book in article 3, “The First Person of the Trinity: God the Father”; article 4, “The Second Person of the Trinity: God the Son”; and article 5, “The Third Person of the Trinity: God the Holy Spirit.”

1. For each characteristic, draw a line from the corner of the triangle that corresponds to the Divine Person, and write the information at the end of the line.
2. Attach at least five details to each corner of the triangle. When your mind map is complete, you should have a total of fifteen characteristics.



Part 2: The Development of Trinitarian Doctrine

The Trinity is a complex reality to understand and explain. The truth of our Trinitarian faith was revealed to the earliest Christians and is present in Sacred Scripture. But the Church worked for several centuries to clarify the mystery of the Trinity, respond to heretical beliefs about Jesus' place in the Trinity, and develop language (including the Nicene Creed) to describe the Trinity's subtle nuances. As a result of the work of the early Church, today we understand the Trinity as a communion of Divine Persons and a model for human relationships.

The students will explore these concepts in the following articles in their books:

- Article 6: The Early Church Faces Challenges to Apostolic Faith (page 27)
- Article 7: Early Christological Heresies (page 29)
- Article 8: The Ecumenical Councils of the Early Church (page 32)
- Article 9: The Nicene Creed (page 34)
- Article 10: The Trinity: Model for Human Relationships (page 36)

Part 2 At a Glance

Learning Objectives

Upon completing part 2, the students will understand the following concepts:

- From the very beginning, the Church has firmly believed in the Trinity.
- The Church worked over several centuries to develop theological language to explain and defend the belief in the Holy Trinity.
- Some early Christological heresies downplayed Jesus' divinity to emphasize his humanity, while other heresies downplayed his humanity to focus on his divinity.
- The Nicene Creed, which the Church developed during two Ecumenical Councils, expresses the core truths of the Church.
- The Trinity is a model of love for human relationships.

Resources at smp.org/LivinginChrist

Visit smp.org/LivinginChrist for the following resources related to this part of the guide.

Background Reading for the Teacher

- "The Nicene Creed and Commentary" (Document #: TX001202)





PowerPoint Presentations

- “The Development of Catholic Trinitarian Theology” (Document #: TX001188). *This PowerPoint introduces the content in article 6, “The Early Church Faces Challenges to Apostolic Faith”; article 7, “Early Christological Heresies”; and article 8, “The Ecumenical Councils of the Early Church.”*
- “The Trinity: Unpacking the Nicene Creed” (Document #: TX001187). *This PowerPoint reinforces the content in article 9, “The Nicene Creed.”*

Teaching Resources in This Part of the Teacher Guide

Opening Prayer: Prayer for Sharing the Truth

Suggested Primary Source Readings

Resources for Student Book Articles

For Review

Key Terms

Homework Ideas

Part 2 Activities

- Activity 1: “Heretical or True?” (use with articles 6, 7, 8, and 9)
- Activity 2: “Modeling Our Relationships after the Trinity” (use with article 10)

Part 2 Quiz



Opening Prayer

Pray It! “Prayer for Sharing the Truth”

The Pray It! “Prayer for Sharing the Truth” on page 30 of the student book provides a prayer asking for strength to share the Good News with the world. Pray this prayer as a class. You might read aloud the following paragraph to introduce this prayer to the students:

- Do you sometimes find it difficult to talk to others about the Good News of Christ? Have you ever faced a difficult decision and wondered what Jesus would do? We all feel like this at some point, but we can take comfort in knowing that we can bring these concerns to Jesus and ask for his help.

After praying the prayer as a class, complete the following reflection.

Reflection: Talk with the students about the many elements of today’s society that pressure them to keep their faith hidden or to make decisions contrary to Gospel values. Ask them to name some examples from current events or popular culture that might discourage Christians from speaking or acting in a faithful way. Then ask them to suggest practical, loving ways to respond in such situations.

Suggested Primary Source Readings

If you are using the Saint Mary's Press primary source reader corresponding with this framework course, titled *Who Is Jesus Christ? A Primary Source Reader*, see the following chapter for readings related to this part:

- Chapter 9: Creeds
 - 1 Corinthians 15:3–4, by Paul the Apostle
 - Excerpt from *Apostolic Tradition*, by Hippolytus
 - Nicene Creed
 - Apostles' Creed
 - An African Creed
 - Excerpts from the Creed Created at the Third Encuentro Nacional Hispano de Pastoral
 - Excerpt from Eucharistic Prayer IV

See appendix B in this guide for more detailed information about correlating the student book articles with primary source readings.

Student Book
Pages 27–28

Article 6: The Early Church Faces Challenges to Apostolic Faith

For Review

Question: What difficult tasks did the early Church face in safeguarding the apostolic faith?

Answer: *The early Church began the difficult work of understanding the doctrine of the Trinity and Jesus' place in it. The Church sought to develop language to express these revealed truths as fully as possible and to help others understand them. The Church also defended these teachings against those who challenged them or spread heresies (false teachings).*

Question: Why was it important for the early Church to develop a standard vocabulary to describe the Trinity?

Answer: *Developing standard ways to describe the Trinity was a great help to the Church Fathers. It allowed them to more easily express the faith of the early Christian community and to defend that faith to those who challenged it. Having a common vocabulary helps everyone to understand and talk about the same ideas in the same way.*

Question: What role did Saint Irenaeus play in the early Church? What can we learn from his example?

Answer: *Saint Irenaeus was a bishop and prolific writer who emphasized the need for the Church to safeguard the faith handed down by the Apostles, who received it directly from Jesus. Irenaeus wrote works—including his best-known work, Against Heresies—to respond to false teachings about Jesus and the Trinity. His work of defending the faith, even when it was difficult and required courage, can inspire us to speak the truth without fear, trusting in God’s steadfast love.*

ELL Learning Tip

To help English language learners whose first language is Spanish, point out that the Spanish phrase for *ecumenical council* is similar: *concilio ecuménico*. *Un concilio* is a council; the verb *conciliar* means to reconcile, such as reconciling ideas, which is what happens at an Ecumenical Council. Spanish puts many adjectives after the noun, but the phrase *concilio ecuménico* otherwise sounds similar and means the same thing.

Key Terms

Church Fathers Teachers and writers in the early Church, many of whom were bishops, whose teachings are a witness to the Apostolic Tradition.

Ecumenical Council A worldwide gathering of Catholic bishops convened by the Pope to discuss and resolve issues and problems the Church is facing.

philosophy In Greek this word literally means “love of wisdom.” It refers to the study of human existence using logical reasoning.

Homework Idea

The homework idea “The Development of Catholic Trinitarian Theology” following article 8 is designed to work with articles 6, 7, and 8. See page 32 in this guide.

Student Book
Pages 29–32

Article 7: Early Christological Heresies

For Review

Question: What were the two main types of heresies about Jesus in the early Church?

Answer: *Most heresies about Christ in the early Church proposed incorrect teachings about his human and divine natures. One type of early heresy about Jesus focused on his humanity, ignoring or even denying his divinity. The second type of heresy focused on Jesus’ divinity, downplaying or denying his humanity.*

Question: Describe two early heresies that focused on Jesus’ humanity.

Answer: *Two early heresies that focused on Jesus’ humanity were Arianism and Nestorianism. Arianism was the belief that Jesus did not exist before he was conceived and that he is both more than human but less than God. Nestorianism was the belief that Jesus encompassed two Persons, one divine and one human, and that some facts pertained only to one and not the other.*

Question: Describe three early heresies that focused on Jesus' divinity.

Answer: Two early heresies that focused on Jesus' divinity were Docetism, Monophysitism, and Gnosticism. Docetism was the belief that Jesus was simply God in disguise but was not really human. Monophysitism was the belief that Jesus' divinity fully absorbed his humanity, making him only divine in the end. Gnosticism was the belief that salvation can be attained only by those with secret knowledge from God or his agent; Gnostics believed that Jesus was not a human being but a semidivine being sent to share this special knowledge.

Question: Why do we use the title "Mother of God" to refer to Mary?

Answer: Mary is called the Mother of God because of her unique role in the Incarnation and our salvation. She is the Mother of Jesus, and Jesus is God. Thus she is the Mother of God.

Key Terms

Christology Literally the study of Christ; the systematic statement of Christian beliefs about Jesus Christ, including his identity, mission, and saving work on earth.

Homework Idea

The homework idea "The Development of Catholic Trinitarian Theology" following article 8 is designed to work with articles 6, 7, and 8. See page 32 in this guide.

**Student Book
Pages 32-34**

Article 8: The Ecumenical Councils of the Early Church

For Review

Question: What did the Council of Nicaea declare about Jesus? What belief about Jesus was the Council defending?

Answer: The Council of Nicaea, in AD 325, declared that Jesus is truly God, or "of the same substance" as God the Father. The Council was defending our belief in Jesus as the Second Person of the Trinity, in response to the heresy of Arianism, which proposed that Jesus was more than human yet not quite God. The Council of Nicaea also produced the first draft of the Nicene Creed.

Question: What did the Council of Chalcedon affirm about the relationship of the human and divine natures in Jesus?

Answer: The Council of Chalcedon, in AD 451, affirmed that the human and divine natures of Jesus are undivided and inseparable. That is, Jesus is not half man and half god, nor is he somehow two Persons in one. Instead, the Council explained that Jesus is one Divine Person with two natures, both fully human and fully divine.

Question: What work was carried out at the Councils of Constantinople and Ephesus?

Answer: *The Council of Constantinople, in AD 381, continued the work of the Council of Nicaea by revising the Nicene Creed to include clauses about the Holy Spirit and the Spirit's place in the Trinity. The Council of Ephesus, fifty years later (in AD 431), defined the true personal unity of Christ and also declared Mary to be the Mother of God (Theotokos).*

Question: Why does the Church continue to hold periodic Ecumenical Councils, synods, and other gatherings?

Answer: *The Church periodically holds Ecumenical Councils and other gatherings even today as a sign of willingness to explore pressing needs and issues facing the Church. She wants to respond to concerns of the day with the message, values, and truth of the Gospel.*

Homework Idea

The Development of Catholic Trinitarian Theology (use with articles 6, 7, and 8)

In this homework assignment, the students will review the early Church's work to develop Trinitarian doctrine and respond to heresies.

Prepare and distribute photocopies of the handout "The Development of Catholic Trinitarian Theology" (Document #: TX002574), one for each student. Review the handout instructions with the students.



**Student Book
Pages 34–36**

Article 9: The Nicene Creed

For Review

Question: What is a creed?

Answer: *A creed is a summary statement of the beliefs held by an individual, a community, or both.*

Question: Why do Catholics say the Nicene Creed at certain liturgical celebrations?

Answer: *Saying the Nicene Creed during a liturgy allows us to affirm the Word of God and to recall and profess the mysteries of our faith. Saying the Creed together also stresses our unity as a community of faith across the world, and it provides one way for us to help one another remain faithful to the truths we profess.*

Question: Why is the Nicene Creed an important part of a Baptism liturgy?

Answer: *Baptism is the Sacrament by which one becomes a Christian. The Creed, or profession of faith, is an important part of Baptism because those who are baptized must know and profess the beliefs of the community they are joining. When infants are baptized, parents and godparents promise to raise them according to the faith of the Church as stated in the Creed. We pray the Creed each Sunday as a way to rededicate ourselves to those beliefs first professed at Baptism.*

Question: What are some of the key doctrines of the Catholic faith that the Nicene Creed states?

Answer: *The Nicene Creed expresses our faith in the Trinity: Father, Son, and Holy Spirit. It recalls the events of Jesus' life that are key to our salvation: his birth, death, Resurrection, and Ascension. The Creed also names the four Marks, or characteristics, of the Church: One, Holy, Catholic, and Apostolic. Finally, the Creed expresses our belief in the resurrection of the body and the Last Judgment.*

Key Terms

solemnities Important holy days in the Catholic liturgical calendar, such as Christmas, Easter, Pentecost, and All Saints' Day.

Homework Idea

Professing Monotheism and Trinitarianism in the Nicene Creed

In this homework assignment, the students examine the Nicene Creed to see how it shows Catholics to be both monotheistic and Trinitarian.

Provide the students with the following instructions. You may wish to write the two questions on the board in advance.

- Read the Nicene Creed on page 36 of your book. Then write one paragraph each to answer the following questions. Be sure to support your answers with specific details from the Creed.
 1. In the Nicene Creed, how do Catholics profess a faith that is monotheistic?
 2. In the Nicene Creed, how do Catholics profess a faith that is Trinitarian?

ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish word *solemne*, which means “serious or formal.” Explain that *solemnities* are significant, formal holy days celebrated by the entire Church.

Article 10: The Trinity: Model for Human Relationships

For Review

Question: Why is the Trinity a model for human relationships?

Answer: The Trinity is a dynamic communion of Persons who dwell together in love and unity. Because we are created in God's image, and God is a Trinity of three Divine Persons, we know that our relationships are intended to reflect this Trinitarian image of love and unity. During our lives on earth, therefore, we are to live in God's image: in relationship with others, not in isolation.

Question: In what ways can the Trinity be a model for human relationships?

Answer: The Trinity can show us how to build relationships on unity, truth, mutual respect, and love. The three Divine Persons constantly reach out to all of us with grace and mercy. Created in this image of God, we are called to support and serve one another as the Trinity does, even when we are shy, uncertain, or busy.

Question: How can we live out our call to live in community, following the model of the Trinity?

Answer: We can work to remain close to our family members and participate in their lives. We can reach out to new people in our school and neighborhood. We can work to enlarge our circle of friends and acquaintances and to get to know those who seem overlooked. We can take on new roles in our parish community, neighborhood, or town, perhaps through ministry or volunteer work. It is especially important to make this a priority even when we are too busy or feel uncertain about how to proceed.

Homework Idea

Living Out Our Call to Community

In this homework assignment, the students will consider how they can follow the example of the Trinity in living out the call to community.

Introduce the homework in the following way:

- What are some things you personally can do to be in loving relationship with your community? Maybe you know someone who is new or doesn't seem to have many friends. Perhaps you are in a conflict with a loved one. Or maybe you are interested in doing some kind of volunteer work. Page 38 of your student book gives these and other examples of how to live out the call to community.

Explain to the students that for homework they are to write on a sheet of paper one concrete thing they can do to live out the call to community, using the Trinity as a model. Direct the students to provide examples and specific details about how they will carry out their idea. You might also allow the students to create a visual representation of their idea for living the call to community.

Part 2 Activities

Activity 1: Heretical or True? (use with articles 6, 7, 8, and 9)

This activity allows the students to demonstrate their comprehension of the Nicene Creed and Trinitarian doctrine by evaluating whether statements about the Trinity are correct or incorrect.



1. Prepare photocopies of the handout “Heretical or True?” (Document #: TX002577), but do not distribute it yet.
2. Ask the students to stand. Explain that you will read a series of statements aloud, and that the students will indicate whether a statement is true or false. Ask them to remain standing if they believe the statement is heretical or to sit down if they believe the statement is a true statement of Catholic beliefs. Instruct the students to make their own judgments on the statements and not to base their answers on what other students do. (You may wish to ask the students to close their eyes before you read each statement and to open them after everyone responds.)
3. Read each of the following statements. After the students respond to each statement, you may comment neutrally on the answers, particularly noting which ones elicit disagreement. Make notes for yourself about which points the students still find confusing so that you can come back to them at the end of the activity. But at this point, do not indicate to the class whether answers are correct or incorrect.
 - The Holy Spirit proceeds only from the Father. (*stand*)
 - The Son is of the same substance as the Father but not of the same substance as the Holy Spirit. (*stand*)
 - Jesus Christ is the only Son of God. (*sit*)
 - Mary conceived Jesus through the power of the Holy Spirit. (*sit*)
 - Jesus Christ was only divine. (*stand*)
 - Jesus Christ was only human. (*stand*)
 - Jesus Christ was human and divine. (*sit*)
 - There is no resurrection after our death. (*stand*)
 - The Holy Spirit proceeds from the Father and the Son. (*sit*)
 - Jesus did not fully enter death. (*stand*)
 - Mary is not the Mother of God. (*sit*)
 - Jesus died on the cross and rose on the third day. (*sit*)

Ask the students to comment on which statements they were not sure about. Then explain that the Nicene Creed is one place where we can find the truths of Trinitarian faith clearly stated.

4. Organize the students into four or six groups, depending on the size of your class. Distribute the handout “Heretical or True?” (Document #: TX002577), and review the handout instructions with the groups. Then assign statements to the groups. If you have four groups, assign three statements to each; if you have six groups, assign two statements to each. Allow 5 to 10 minutes for the groups to work.

5. Ask each group to report on its findings for its assigned statements. Have the rest of the class use their handouts to take notes about the statements. Direct the students' attention to particular items that elicited confusion or disagreement during the sitting/standing exercise at the beginning of the activity, and make sure everyone understands those points better now. At the end of the discussion, each student should have a complete table to use as a study aid.
6. Invite the students to reflect on the activity as a class. What did they learn from the group work that they had not realized in the beginning activity? What aspects of Trinitarian doctrine do they still find confusing?

Activity 2: Modeling Our Relationships after the Trinity (use with article 10)

In this activity the students will develop skits to model ways to live out our call to community.

1. Organize the students into groups of four. Each group should brainstorm about an opportunity to live out the call to community. The groups can choose one of the examples found on page 38 of the student book or develop a different example, perhaps depicting a family conflict or volunteer work. For the opportunity selected, each group should develop a skit to portray the situation and act out how the Trinity can provide a model for resolving or responding to it. Allow 15 to 20 minutes for the groups to work.
2. Invite each group to present its skit. After each skit, invite the rest of the class to ask questions of the group or to comment on how effectively the group showed one way to live out the call to community.
3. Ask the students to write in their learning journals or on a sheet of paper a description of what they have learned from these skits about living out the call to community in a way that reflects the Trinity.



Part 2 Quiz

Prepare and distribute photocopies of the handout “Part 2 Quiz” (Document #: TX002579), one for each student. Visit smp.org/LivinginChrist for additional quiz questions.

Answer Key

Multiple Choice

- | | |
|------|------|
| 1. c | 5. c |
| 2. d | 6. d |
| 3. a | 7. b |
| 4. c | 8. d |

Short Answer

The Trinity is a dynamic communion of Persons who dwell together in love and unity. The Father, Son, and Holy Spirit unceasingly reach out to all humanity with grace, compassion, and mercy. Because we are created in God's image, and God is a Trinity of Three Divine Persons, we know that our relationships are intended to reflect this Trinitarian image of love and unity. During our lives on earth, therefore, we are to live in God's image: in relationship with others, not in isolation.

Part 2 Review

If you are assigning the part review on page 39 of the student book, see appendix A in this guide for the part review answer key (Document #: TX002479).

The Development of Catholic Trinitarian Theology

Fill in the blanks below. The missing information can be found in the following articles in the student book:

- “The Early Church Faces Challenges to Apostolic Faith” (article 6)
- “Early Christological Heresies” (article 7)
- “The Ecumenical Councils of the Early Church” (article 8)

“The Early Church Faces Challenges to Apostolic Faith”

The Trinity is a complex reality to grasp and express. God revealed the truth of our Trinitarian faith to the very earliest Christians, but it took time for the Church to clarify the depths of this truth.

The early Church faced the enormous task of precisely articulating the doctrine about the Trinity and about Jesus and defending those truths against those who challenged them. During these first centuries, bishops and _____ worked at these tasks. They often did so in official gatherings called _____. They developed the language that would reflect, as fully as possible, the depth, breadth, and meaning of these sacred, revealed truths.

In his Second Letter to the Corinthians, _____ writes: “The grace of the Lord Jesus Christ and the love of God and the fellowship of the holy Spirit be with all of you” (13:13). This very early _____ Testament letter (written in the mid-50s AD) reflects the early Church’s firm belief in the Trinity from the earliest times.

To express the doctrine of the Trinity, the Church Fathers turned to the language of _____. This language, though often difficult for us to understand, was in common use at that time. Paragraph 252 of the *Catechism of the Catholic Church* explains the following words, which are used to describe Trinitarian doctrine:

- The word _____ is used to name “the divine being in its unity.”
- The word _____ (in Greek, *hypostasis*) is used to refer to the Father, Son, and Holy Spirit, each fully God, yet each distinct.
- The word _____ is used to indicate that the distinction among the three Persons lies in the relationship of each to the others.



“Early Christological Heresies”

The mystery of Jesus’ being _____ doesn’t make sense like math or science does. During the first several centuries of the Church, some _____ heresies, or incorrect beliefs about Jesus, developed.

- Focusing on Jesus’ Humanity Only
 - _____ claimed that Jesus was _____, just like we were, and that he did not exist before he was conceived in Mary’s womb. Arius believed that Jesus was a higher _____ than humans but less than God.
 - _____ believed that in Jesus there were actually two _____. One was divine and one was human. _____ argued that it was wrong to say things like “God suffered and died for us” or “God was born of the Virgin Mary.” These statements would only apply to the _____ person Jesus, but not to the _____ Person. This heresy stressed the humanity of Jesus, not even allowing the Virgin Mary to be known as the _____ of God.
- Focusing on Jesus’ Divinity Only
 - _____ alleged that Jesus’ humanity was a sort of _____—he looked like a human and acted like a human, but inside, he was really solely _____.
 - _____ believed that Jesus’ divinity fully absorbed his humanity, so that, in the end, he was only _____ and not _____.
 - _____ (from *gnosis*, the Greek word for _____) was a series of religions, common in the Greco-Roman world. It claimed that _____ can be reached only by getting special, _____ knowledge from God or God’s agent.

It wasn’t until the Ecumenical Council of _____, held in 451, that the bishops fully renounced all these heresies and definitively declared that Jesus Christ is one Person, fully divine and fully human, true God and true man. _____ is a Greek word that literally means “God-bearer” but that is often translated as “Mother of God.” However, Mary did not receive the title “Mother of God” until the Nestorian heresy was renounced at the Ecumenical Council of Ephesus in 431.



“The Ecumenical Councils of the Early Church”

Throughout the Church’s history, bishops have met in gatherings called _____ to discuss the challenges facing the Church. A particular focus of the Ecumenical Councils in the early centuries of the Church was the challenges to Christological and Trinitarian doctrines. Between AD 325 and AD 787, seven Ecumenical Councils were held. The _____ most important of these took place in ancient cities located in modern-day Turkey:

The Council of Nicaea, AD

- This Council declared that Jesus is truly God.
- In technical language it declared that God the Son is “of the same _____” as God the Father (against Arianism).
- Jesus is “eternally _____ of the Father, God from God, light from light, true God from true God.”

The Council of Chalcedon, AD

- The Council of Chalcedon declared that Jesus’ two natures (his human nature and his divine nature) are _____ and _____.
- Jesus is 100 percent human and 100 percent divine. He is not half man and half God; nor is he two _____ somehow pushed into one.
- Jesus, God the Son, is _____ Divine Person with _____ natures. Jesus is “_____ with the Father as to his divinity and _____ with us as to his humanity”¹ (CCC, 467).

(The Scripture quotation on this handout is from the *New American Bible, revised edition* © 2010, 1991, 1986, and 1970 Confraternity of Christian Doctrine, Washington, D.C. All Rights Reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the copyright owner.

The quotation labeled CCC is from the English translation of the *Catechism of the Catholic Church* for use in the United States of America second edition, number 467. Copyright © 1994 by the United States Catholic Conference, Inc.—Libreria Editrice Vaticana [LEV]. English translation of the *Catechism of the Catholic Church: Modifications from the Editio Typica* copyright © 1997 by the United States Catholic Conference, Inc.—LEV.)

Endnote Cited in a Quotation from the *Catechism of the Catholic Church, Second Edition*

1. Council of Chalcedon (451): Denzinger-Schönmetzer, *Enchiridion Symbolorum, definitionum et declarationum de rebus fidei et morum* (1965) 3004; cf. 3026; Vatican Council II, *Dei Verbum* 301; cf. *Hebrews* 4:15.



Heretical or True?

Circle the numbers of the statements assigned to your group. For each statement find quotations from the Nicene Creed that prove or disprove the truth of the statement. Circle the correct answer in column 2, and record the quotation "proof" in column 3.

Statement	Heretical or True? (circle one)	Proof from the Nicene Creed
1. The Holy Spirit proceeds only from the Father.	H T	
2. The Son is of the same substance as the Father but not of the same substance as the Holy Spirit.	H T	
3. Jesus Christ is the only Son of God.	H T	
4. Mary conceived Jesus through the power of the Holy Spirit.	H T	
5. Jesus Christ was only divine.	H T	
6. Jesus Christ was only human.	H T	



7. Jesus Christ was human and divine.	H T	
8. There is no resurrection after our death.	H T	
9. The Holy Spirit proceeds from the Father and the Son.	H T	
10. Jesus did not fully enter death.	H T	
11. Mary is not the Mother of God.	H T	
12. Jesus died and rose on the third day.	H T	



Resources for Concluding Section 1

Section 1 Wrap-up: Brochure about the Importance of the Trinity in Everyday Life

In this project the students will demonstrate their understanding of the Trinity, the ways in which the three Divine Persons are both distinct and inseparable, and how the Trinity can serve as a model for human relationships. You may have the students work on this assignment individually or in groups of three or four students.



1. Prepare and distribute photocopies of the handout “A Brochure about the Trinity in Everyday Life” (Document #: TX002575). Review the instructions with the students, and identify a due date.
2. Invite the students to present their brochures on the due date. If the students have worked in groups, ask each group to present its brochure to the class. If the students have worked individually, consider placing the brochures around the room and allowing free time for the students to circulate and view one another’s work. After they have viewed one another’s work, ask the students to write in their learning journals or on a sheet of paper on what they learned from this assignment.

Section 1 Test



Prepare and distribute photocopies of the handout “Section 1 Test” (Document #: TX002578), one for each student. Visit smp.org/LivinginChrist for additional test questions.

Answer Key

A. Multiple Choice

- | | |
|------|-------|
| 1. c | 6. c |
| 2. d | 7. c |
| 3. b | 8. a |
| 4. b | 9. c |
| 5. c | 10. d |

B. Matching

- | | |
|------|-------|
| 1. h | 6. d |
| 2. i | 7. a |
| 3. b | 8. j |
| 4. g | 9. c |
| 5. f | 10. e |

C. Essay

1. Throughout all of salvation history, God's love is evident. His protection and care for the Israelites through the Exodus, leading up to Jesus' invitation for us to call God *Abba*, or "Father," demonstrates an element of this love. The sending of his Son, Jesus Christ, to die to save us is the greatest proof of God's love. He wants to reconcile us with him, to share divine love with us, to show us how to be holy, to enable us to share in his divine nature.
2. *Monotheism* is the belief in one God. *Trinitarianism* is the belief that God is three Persons in one. Our faith is rooted in the truth that there is one God in three Divine Persons. In the Nicene Creed, we say that we believe in one God and then describe the distinct properties of each of the Divine Persons.
3. Catholics believe that in one God there are three Divine Persons—Father, Son, and Holy Spirit—united as one God, not three different gods. Each Divine Person is fully God—complete, whole, entire, and inseparable. Each of the three Persons, as God, is engaged in the work of our salvation; each acts to create us in love, redeem us, and make us holy. The three are distinct in their origins: we speak of the Father as the generator, existing without beginning or end; the Son is begotten of the Father; and the Holy Spirit proceeds from both the Father and the Son.
4. When Saint Paul, in his Second Letter to the Corinthians, refers in his greeting to all of the Persons of the Trinity, he is both testifying to the Church's belief in the Trinity and also connecting the Trinity to the good works that should be practiced within the community. For us too the Trinity represents how we should use our time and talents for the good of our communities today. Just as the Trinity never ceases to reach out to us with grace, compassion, and mercy, so should we to our fellow human beings. Just as the Trinity provides a foundation for relationships based on unity, truth, and love, so should we in our relationships.

A Brochure about the Trinity in Everyday Life

You have been asked to prepare a six-panel brochure that includes written explanations and two or three images to teach a parish community about what the Trinity is, who each of the Divine Persons are, and why it makes a difference to Catholics in their daily lives and relationships to believe in a Trinitarian God. All members of the parish community—adults and children—need to be considered as the audience.

Your six-panel brochure can use letter- or legal-sized paper (folded in thirds). The brochure should fulfill the following criteria:

- Each of the following three main concepts should be explained in 100 to 150 words.
 - Explanations should be suitable for both adults and children.
1. Catholics are both monotheistic and Trinitarian because we believe in one God who is three Persons, united but distinct in their origin and work:
 - God the Father is the source of all life, and he longs to be in an intimate, loving relationship with us.
 - The Son, Jesus Christ, is fully God and fully man, having assumed a human nature for our salvation.
 - The Holy Spirit shares the Son's mission to bring us into the Church, the Body of Christ, as adopted children of God.
 2. The Nicene Creed expresses the core truths of the Church.
 3. The Trinity is a model of love for human relationships, and we can start by building these relationships in the parish community.
 - The brochure should include a minimum of two or three images (photos or diagrams) that help visual learners to understand the main concepts. More images are allowed, space permitting.
 - Proper grammar and spelling should be used.
 - Presentation should be neat.



Section 2: Revelation

Overview

In this section the students will examine God's gift of Revelation and the history of salvation. They will learn about Sacred Scripture and Sacred Tradition as well as the many aspects of God's creation through which we encounter his wisdom and love.

In this section you will find three parts:

- **Part 1: The God-Human Relationship:** In this part the students will examine how God created us to long for him and freely revealed himself to us. The students will learn about the great history of salvation and then consider how we can respond to God wholeheartedly, even in the face of difficult questions about whether he really exists and why he allows suffering and evil in the world.
- **Part 2: Sacred Scripture and Tradition:** In this part the students will learn about Sacred Scripture and Sacred Tradition as paths to holiness and meaningful encounters with God's revealed truth. The students will learn about the formation of the canon of Sacred Scripture, Apostolic Succession and infallibility, and the saints as models of holiness.
- **Part 3: Discovering God in Creation:** In this part the students will discover ways to glimpse the goodness, power, and glory of God, even though he is invisible. They will learn that because God is the source of everything, humans can encounter him in daily life, in the faith of others, in science and the natural world, and in human intellect.

Along with the teaching resources provided for each part within this section, at the end of the section, you will also find:

- a section wrap-up
- a section test

Part 1: The God-Human Relationship

God has been in a loving relationship with us since the beginning of human history. He created us to desire to be in communion with him, and he freely offers us the gift of Revelation. Through the life, death, and Resurrection of Jesus Christ, God has saved and redeemed us through the power of the Holy Spirit. We can learn about God's existence through the evidence of Scripture, the witness of others, and our own human intellect. Yet we may find it hard to believe in his existence, especially in the face of suffering and evil. However, we know that when we respond to God in faith, we become part of salvation history.

The students will explore these concepts in the following articles in their books:

- Article 11: What Is Revelation? (page 42)
- Article 12: Sharing in God's Life (page 45)
- Article 13: Salvation History (page 47)
- Article 14: How Do We Know God Really Exists? (page 50)
- Article 15: Evil and Suffering and a Good and Powerful God (page 53)

Part 1 At a Glance

Learning Objectives

Upon completing part 1, the students will understand the following concepts:

- Revelation, God's self-disclosure to us, has unfolded in stages throughout salvation history.
- Revelation makes it possible for humanity to respond to God's plan of loving goodness for us.
- Salvation history began at the dawn of the universe, continued through the events of the Old Testament, and culminated in the life, death, and Resurrection of Jesus.
- Sacred Scripture, the witness of other believers, and human reason helps us to truly grow in knowledge and experience of God.
- Evil and suffering exist in part because God is still bringing the world to the state of perfection for which he created it.

Resources at smp.org/LivinginChrist

Visit smp.org/LivinginChrist for the following resources related to this part of the guide.

Background Reading for the Teacher

- "Introduction to Revelation" (Document #: TX001177)





PowerPoint Presentations

- “Finding God and Being Found by God” (Document #: TX001070). *This PowerPoint introduces the content in section 2, “Revelation.”*
- “God’s Existence” (Document #: TX001169). *This PowerPoint reinforces the content in article 14, “How Do We Know God Really Exists?”*

Teaching Resources in This Part of the Teacher Guide

Opening Prayer: Lesson from Abraham

Suggested Primary Source Readings

Resources for Student Book Articles

For Review

Key Terms

Homework Ideas

Part 1 Activities

- Activity 1: “Teaching One Another about Revelation” (use with articles 11, 12, and 13)
- Activity 2: “Thinking about the Existence of God” (use with articles 14 and 15)

Part 1 Quiz



Opening Prayer

Pray It! “Lesson from Abraham”

The Pray It! “Lesson from Abraham” on page 48 of the student book explains that God is calling each of us, just as he called Abraham, and encourages us to listen and respond. Use this prayer experience to reflect on God’s call and our human response. As you introduce this prayer to the students, you might read aloud the following:

- When we hear about Abraham’s relationship with God, we might be tempted to say, “I wish God would speak to me directly and tell me what he wants me to do with my life.” God might not come to your house and sit down at the table to tell you what he wishes for you, but God continues to speak to each one of us. We just have to be willing to listen. Be ready! When you take the time to listen to God, you might be challenged like Abraham to make dramatic changes in your life.

Invite volunteers to read aloud Genesis 15:1–6 and 17:1–9. After hearing these passages, complete the following reflection.

Reflection: Talk with the students about how hard it can be to hear what God is trying to tell us, especially when his call challenges us to do something difficult or turn away from what we'd rather be doing. Point out some ways we can listen to God: praying, being active in our parishes, receiving the Sacraments, and reading Sacred Scripture. Invite the students to think about a decision or situation they are facing and to spend some time in prayer, asking God to help them hear what he is asking them to do.

Suggested Primary Source Readings

If you are using the Saint Mary's Press primary source reader corresponding with this framework course, titled *Who Is Jesus Christ? A Primary Source Reader*, see the following chapters for readings related to this part:

- Chapter 2: The History of Salvation
 - Excerpts from *The Roman Missal*, by the Congregation for Divine Worship
- Chapter 3: What Is Faith?
 - Excerpt from *Soul Searching*, by Christian Smith with Melinda Lundquist Denton
 - Excerpts from the *Catechism of the Catholic Church*
- Chapter 6: The Role of Suffering in Discipleship
 - Excerpts from *The Imitation of Christ*, by Thomas à Kempis

See appendix B in this guide for more detailed information about correlating the student book articles with primary source readings.

Student Book
Pages 42–44

Article 11: What Is Revelation?

For Review

Question: If we can know about God through our own reason and observation, why did God make Revelation available to us?

Answer: *God chose to reveal himself to us so that we could know him more fully than we can through reason and observation alone. Knowing God more fully allows us to love him more fully.*

Question: How does Revelation occur?

Answer: *Revelation of God's divine plan of loving goodness, which also discloses much about who he is, has unfolded slowly, in stages, throughout salvation history. Revelation is complete in Jesus Christ. The Holy Spirit continues to empower the Church to interpret the mystery of God's Revelation, but there will not be another new public Revelation until God's plan is fulfilled.*

Question: What can we learn about God’s Revelation through the Old and New Testaments?

Answer: *The Old Testament tells how God reached out to our ancestors in faith over many centuries, forming his people into a holy nation and speaking to them through the prophets. The New Testament is the story of God’s final and full Revelation in the Person of Jesus Christ, the incarnate Word of God and Son of the Father.*

Question: Why can’t we fully know God? How can we experience God on earth?

Answer: *We cannot fully know God during our earthly lives because God is beyond our limited human capacity for thoughts, words, speech, and understanding. We can, however, experience divine love and mercy when we attune our minds, hearts, and spirits to the many signs of God’s active, loving presence in the world.*

ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish verb *salvar*, which means “to save.” The history of salvation (in Spanish, *salvación*) is the history of God’s plan to save us from sin and death.

Key Terms

salvation history The pattern of specific events in human history in which God clearly reveals his presence and saving actions. Salvation was accomplished once and for all through Jesus Christ, a truth foreshadowed and revealed throughout the Old Testament.

Homework Idea

The homework idea “The Hand of God at Work in Our Lives” following article 13 is designed to work with articles 11, 12, and 13. See page 59 in this guide.

Student Book
Pages 45–47

Article 12: Sharing in God’s Life

For Review

Question: Throughout history humans have been seeking God. Why do we have that inborn tendency?

Answer: *God created us with the desire to know him, love him as he loves us, and be in communion with him. We come from God and seek to return to him. We fulfill our human potential when we follow and nurture this bond with and desire for our Creator.*

Question: How do we continue to experience God's friendship?

Answer: *We continue to experience God's friendship through the ministry and Sacraments of the Church. In Baptism we become adopted children of God the Father and enter into the life and death of Jesus. In the Eucharist we share in the sacrifice of Jesus, the Son of God. In the Sacraments, as well as through prayer and reflection on Sacred Scripture, we experience God through the power of the Holy Spirit. In these ways we respond in faith to the promptings the Triune God placed in our hearts at our creation.*

Question: How is the life of Saint Augustine an example of how God never fails to seek us out?

Answer: *Saint Augustine spent much of his young adulthood lost in sin, including fathering a child with a woman who was not his wife. After his conversion and ordination, he wrote a spiritual autobiography, *The Confessions*, in which he was able to trace the unfolding of God's plan and presence in his life, even though he had been unaware of it. Augustine especially saw God's presence in the love, concern, and prayers of his mother, Saint Monica. He realized that God had never stopped searching for him and calling for his return.*

ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish word for father, *padre*, to help them remember that *patriarch* (a word with a common Latin root) is the word for the ancient fathers of the Jewish people.

Key Terms

vocation A calling from God to fulfill a particular purpose or mission in life.

patriarchs The ancient fathers of the Jewish people, whose stories are recounted in the Book of Genesis.

Homework Idea

The homework idea "The Hand of God at Work in Our Lives" following article 13 is designed to work with articles 11, 12, and 13. See page 59 in this guide.

Student Book
Pages 47–49

Article 13: Salvation History

For Review

Question: What do we learn about God from creation itself?

Answer: *Creation is the first and universal witness to God's love. If we are attentive and aware of creation, it makes known to us a loving, caring, and wise God who wants to be in loving union with all his creation, especially human beings.*

Question: What is salvation history?

Answer: *Salvation history refers to the unfolding of God's plan for our redemption, a plan that includes the events of the world and of our lives. It is the pattern of specific events in human history in which God clearly reveals his presence and saving actions. God does not work outside of history; rather, he works in and through events of human history to redeem and save humanity. Salvation was accomplished once and for all through Jesus Christ.*

Question: What does the Old Testament reveal to us about salvation history?

Answer: *The Old Testament tells the story of God's loving relationship with all humanity, beginning with Adam and Eve, our first parents. Even when they sinned, God the Creator did not abandon humankind, instead promising redemption. He established covenants, made Abraham and Sarah the ancestors of his Chosen People, led the Israelites from slavery into freedom, called kings and priests to lead his people, and sent prophets to call them back to fidelity when they sinned. God never stopped sharing his mercy, love, and grace with the people of Israel.*

Question: In what ways is God's loving plan in history fulfilled in the Incarnation?

Answer: *God revealed his plan of salvation to us by becoming one of us. Jesus is the Son of God who became man. Jesus' life, death, and Resurrection were part of God's plan to save us, reveal his divine truth, and bring us to fullness of life.*

Homework Idea

The Hand of God at Work in Our Lives (use with articles 11, 12, and 13)

In this homework assignment, the students will follow the example of Saint Augustine by tracing God's presence in their lives. This assignment asks them to examine evidence that they are made for God, who never stops loving them and revealing himself to them. It also lays the groundwork for articles 14 and 15.

Introduce the assignment to the students in the following way:

- On page 46 of the book, we read how Saint Augustine wrote a spiritual autobiography that traced God's presence in his life. He realized that even when it seemed he and God were most distant, God was there all along, searching for him and allowing his plan to unfold in Augustine's life. In this homework assignment, you will consider how God is working in your life.

Ask the students to use a clean sheet of paper to brainstorm ways they see God in their lives. Remind them to consider events, loved ones, talents, and anything else that reveals God to them. Allow 5 minutes for this brainstorming session in class.

Explain to the students that for homework they are to review their list, choose one item, and explain how that person, place, thing, or event most reveals God's mercy, love, and grace at work in their life. Allow the students to provide their explanations in a substantial paragraph or to create them visually (such as a collage, drawing, or sculpture).

Article 14: How Do We Know God Really Exists?

For Review

Question: What sources of information can help to assure us that God really exists?

Answer: *We find evidence in Sacred Scripture, written through the inspiration of the Holy Spirit. Another source lies in the faith-filled lives of other believers, today and throughout history. Finally, we find assurance through our God-given gifts of reason and conscience.*

Question: Why is Sacred Scripture a privileged place for us to encounter God?

Answer: *Scripture is a privileged place to encounter God's strong, reliable, and active presence because it was written through the inspiration of the Holy Spirit. In particular, the Gospels tell us that Jesus sent his Apostles on a mission to proclaim the Good News of salvation, and the Apostles continued this mission after his death. Their witness was preserved in the writings of the New Testament.*

Question: What can the faith-filled lives of others tell us about God's presence?

Answer: *The testimony of those with a strong belief in God can inform our own approach to the question of his existence. Especially powerful examples are found in stories of those who have responded to God's gift of faith with extraordinary trust despite trials, suffering, and persecution. Martyrs are a profound example, but many living examples of people with unshakable faith—found even in our own families—can also deepen our own sense of God's reality. Their example can help motivate us to root our own lives more firmly in faith.*

Question: Given that faith is a sure and certain gift of God to believe in him, why should we try to use our reason to reach him?

Answer: *God wants us to use his gifts of reason and conscience to explore our religious questions and to nurture our faith in his existence. The Catechism tells us that a deeper and more profound faith is made possible by greater knowledge (see 158).*

ELL Learning Tip

To help English language learners whose first language is Spanish, point out that the word *martyr* is similar to the Spanish word *mártir*. Likewise, the Spanish word for *martyrdom* is *martirio*.

Key Terms

martyrs People who suffer death because of their beliefs. The Church has canonized many martyrs as saints.

Homework Idea

The homework idea “Interviewing about a Personal Relationship with Jesus” following article 15 is designed to work with articles 14 and 15. See page 62 in this guide.

Article 15: Evil and Suffering and a Good and Powerful God

For Review

Question: What is theodicy? What are the key elements of the Catholic approach to theodicy?

Answer: Theodicy refers to our human endeavor to explain how the world can have so much suffering if God is all-powerful and all-good. There are four key elements of the Church's theodicy. First, the world is still not perfect, and human beings have free will and continue to sin. Second, our suffering unites us with Christ's suffering for our salvation, and we serve him by helping others who are suffering. Third, through the Paschal Mystery, God has shown us that suffering and evil will not have the last word—he will bring us new life and hope. Finally, although we cannot see the whole picture during our time on earth, we know we will have a more complete understanding in Heaven and can trust that God is working in ways we do not yet understand.

Question: What is free will? What choices does it allow us?

Answer: Free will is the gift from God that allows us to choose between good and evil. Because God created us with free will, we have the option to choose sin or to participate in God's work of spreading his Reign throughout the world. God respects our freedom and never forces us to choose what is good, even though suffering (for ourselves or others) often results when we sin.

Question: Why do we view suffering as redemptive? How is Saint Maximilian Kolbe an example of redemptive suffering?

Answer: Jesus' death redeemed, or saved, humanity from sin. Because God suffered in the Person of Jesus, he truly knows human suffering in a very special way. As a result, we view suffering—especially suffering endured on behalf of others—as redemptive; it unites us with the crucified Christ, and we serve his Body when we work to alleviate the suffering of others. Saint Maximilian Kolbe's experience in Auschwitz exemplifies redemptive suffering. He volunteered to take the place of a fellow prisoner who was chosen to be executed by starvation. After surviving for ten days with no food or water, Kolbe was killed by lethal injection. By his own suffering and his choice to take on another's suffering, he trusted in God's love, mercy, and compassion and served the very Body of the Crucified Lord.

Key Terms

free will The gift from God that allows us to choose between good and evil. Human freedom attains its perfection when directed toward God. It is the basis for moral responsibility.

Reign of God The reign or rule of God over the hearts of people and, as a consequence of that, the development of a new social order based on unconditional love. The fullness of God's Reign will not be realized until the end of time. Also called the Kingdom of God.

ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish verb *reinar*, which means “to reign or rule.” In God's Reign he rules over the hearts of people.



Homework Idea

Interviewing about a Personal Relationship with Jesus (use with articles 14 and 15)

In this homework assignment, the students will interview an adult who has had a personal relationship with Jesus for more than five years and then write a brief paper describing what they have learned about a relationship with Christ.

Prepare and distribute photocopies of the handout “Interviewing an Adult Who Has a Personal Relationship with Jesus” (Document #: TX002580), one for each student. Review the handout instructions with the students. Invite the students to brainstorm privately with you if they are having trouble thinking of someone who meets the criteria and whom they feel comfortable interviewing.

When the students turn in their papers, invite volunteers to share any insights they learned about what it means to have a relationship with Jesus, the presence of God in our lives, or how faith can help us understand evil and suffering in the world.

Part 1 Activities

Activity 1: Teaching One Another about Revelation (use with articles 11, 12, and 13)

In this activity the students will help one another review key understandings about Revelation, salvation history, and our friendship with God.

1. Prepare by gathering sheets of newsprint, markers, glue, and craft items such as craft sticks and cotton balls—enough for six groups.
2. Organize the students into six groups. Assign two groups to article 11, “What Is Revelation?”; another two groups to article 12, “Sharing in God’s Life”; and the last two groups to article 13, “Salvation History.” Explain that the task of each group is to create a visual way for the rest of the class to learn the most important parts of its assigned article. For example, on their posters they can draw mind maps showing the relationships among key ideas, use the craft items to depict ideas visually, or mix these and other methods. Remind them to be sure to include vocabulary terms from their assigned article. Distribute the art supplies, and allow 15 to 20 minutes for the groups to work.
3. Ask each group to present its article in the order the articles appear in the student book. Although two groups are assigned to each article, allow each group to present fully, because the two groups might explain the information in different ways. If you feel that both groups assigned to an article have overlooked something important, make the point before going on to the next article. Then hang the posters around the room so the students can study them. Consider leaving them up for the duration of the class’s study of section 2, “Revelation.”
4. Invite the students to write in their learning journals or on a sheet of paper a description of one thing about Revelation and salvation history that they understand better now than they did before.

Activity 2: Thinking about the Existence of God (use with articles 14 and 15)



In this activity the students will engage in a think-pair-share activity to begin examining their understanding of how we know God exists and why evil and suffering are still present in the world. You may wish to review the think-pair-share method by reading “Using the Think-Pair-Share Method” (Document #: TX001019).

1. Write the following two questions on the board:
 - What are some ways in which human beings can experience the existence of God?
 - Why do evil and suffering exist in the world if God is all-powerful and all-merciful?
2. Ask the students to use a clean sheet of paper to reflect on each question. Explain that their answers can be as personal as they wish, but tell them that they will be sharing their answers with the class. Allow 5 minutes for the students to consider and record their answers to both questions.
3. Group the students in pairs, and invite them to explain their answers to each other. Ask them to expand their own notes to reflect their partner’s thoughts. Remind the students to be respectful speakers and listeners during the process, as they may be sharing personal feelings and experiences. Allow 10 minutes for the pairs to discuss their answers.
4. Bring the students’ attention back to the larger class. Read the first question, and invite the students to share their responses. Give as many pairs as possible the chance to share thoughts from their discussions. Repeat this process for the second question. After the pairs are done sharing, continue discussing the questions as a class.

Part 1 Quiz



Prepare and distribute photocopies of the handout “Part 1 Quiz” (Document #: TX002584), one for each student. Visit smp.org/LivinginChrist for additional quiz questions.

Answer Key

Matching

- | | |
|------|------|
| 1. h | 5. c |
| 2. b | 6. g |
| 3. a | 7. d |
| 4. e | 8. f |

Short Answer

God created us with human reason and a moral conscience. He wants us to use these gifts to explore religious questions, including the question of his existence. When we listen to the message found in all creation and to our conscience we discover that our intellect can help us perceive God with certainty. That is, our intellect can nourish our faith in God's existence.

Part 1 Review

If you are assigning the part review on page 56 of the student book, see appendix A in this guide for the part review answer key (Document #: TX002479).

Interviewing an Adult Who Has a Personal Relationship with Jesus

Interview an adult (a person over age twenty-one) who has had a personal relationship with Jesus for at least five years, and write up your interview as a paper to turn in. **Make sure the adult knows that you may be sharing your interview responses with the class.**

Your paper should include the following elements:

- an introduction that introduces the person you interviewed and explains your relationship to that person, including how long you have known him or her
- several paragraphs that describe this person's relationship with Jesus, using the information you receive from the interview
- a conclusion in which you reflect on what you learned, what it means to you, and how it affects your perspective on Jesus

Use the following questions as your starting point for the interview. Ask follow-up questions of your own, for clarification and depth, as you learn more from the person you are interviewing. Expect to ask three to five additional questions.

- How long have you had a personal relationship with Jesus?
- How do you explain what a personal relationship with Jesus is?
- What does your personal relationship with Jesus mean to you?
- How did the relationship begin?
- How has the relationship evolved?
- How do you maintain the relationship?
- How do you understand the reason for evil and suffering in the world? How does your relationship with Jesus help you to make sense of suffering?

