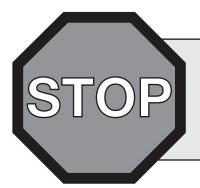
The Paschal Mystery

Christ's Mission of Salvation

TEACHER GUIDE

Living in Christ

Rita Cutarelli and Carrie Schroeder



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



To the students of Mercy High School, San Francisco, who each day bless us with their wisdom, humor, insight, and desire to bring the Gospel message to the world.

In gratitude to the Sisters of Mercy, who grace us with their witness to justice and empower us to engage in the ministry of education with creativity and compassion.

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Introducing the Living in Christ Series

The Paschal Mystery: Christ's Mission of Salvation is the first-semester tenthgrade course in the Living in Christ series.

Saint Mary's Press developed the Living in Christ series in response to the needs of important stakeholders in the catechesis process. The courses follow the sequence and contain the material from the USCCB's Curriculum Framework. Each course also contains other material in the student book and teacher guide that students should know, understand, and be able to carry out. Each course responds to the varied needs that teachers have expressed, especially about limited time and the range of catechizing the young people in a high school religion class have had, offering wisdom from "secular" educational methods that can address both time limits and diversity in the classroom.

With the Living in Christ series, Catholic high school students will understand foundational concepts about the Bible, Jesus Christ as a member of the Trinity, the Paschal Mystery, the Church, the Sacraments, and morality. They will also have skills to learn more about their faith by studying the Scriptures, reading primary theological sources, consulting the Catholic faith community, doing self-reflection, and having conversations with their peers. With your guidance your graduates will possess a lived faith as they move into their future.

The Living in Christ Series

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

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

about your own students, discern how they learn best, and then lead them to understand main concepts in a way that speaks to their lived experiences and the issues of the day.

• The Living in Christ series invites the students to be more engaged in their own learning. This series asks the students to take charge of their learning process and to practice what it will mean to be adult Catholics who must translate scriptural and Church teaching into their real world.

These changes will enable the students to consider the most important concepts in the course at a deeper level.

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. The digital resources are sorted on the Web site by course and unit. For each unit in a course, you will find the following resources at *smp.org/LivinginChrist:*

- Handouts All handouts for a unit 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 a unit that might be unfamiliar to some teachers.
- **Theology articles** Theology articles provide an in-depth exploration of key theological concepts presented in a unit to assist you in explaining the concept and responding to student questions.
- **PowerPoint presentations** Student learning in each unit is enhanced with PowerPoint presentations. Beyond simply repeating student book content, these PowerPoint presentations engage students through reflection and discussion. All of the Living in Christ PowerPoint presentations are in a format that allows you to revise them.
- **Useful links** Links to other resources are provided so you can enhance your students' learning with additional resources. The links direct your students to Web sites you can trust, and are continually checked for appropriateness and to ensure that they are active.
- **Student vocabulary quiz** For each unit there is an interactive vocabulary quiz for students. The quiz provides questions to assess students' knowledge of the vocabulary for a unit. Additionally, as the students respond to each vocabulary question, they are provided with the full definition along with a reference to the student book page where the word is defined and explored so they can read the word in context to deepen their understanding.

At *smp.org/LivinginChrist* you will also have access to an online test bank, which provides hundreds of questions for each course, beyond what is provided in the units. You can use test questions as they are presented or modify them for your students' learning needs.

Introducing The Paschal Mystery: Christ's Mission of Salvation

This course leads the students toward a deeper understanding of our need for redemption and how Jesus is the fulfillment of God's promise of redemption. The course explores how, through his suffering, death, Resurrection, and Ascension, Jesus makes our redemption possible. The course also addresses how we continually experience the Paschal Mystery in our lives and the liturgy of the Church. Paired with the ninth-grade course *Jesus Christ: God's Love Made Visible, The Paschal Mystery* provides students with an extensive understanding of Christology.

The course has eight units centered on eight important questions or concepts about the Paschal Mystery. Each unit builds on the knowledge, skills, and understanding of the previous one. Within each unit the knowledge, skills, and understanding also build as it progresses. The eight units are as follows:

- Unit 1: Why Did God Redeem Us?
- Unit 2: How Does the Incarnation Fulfill God's Promise of Redemption?
- Unit 3: How Does Jesus Reveal His Saving Mission?
- Unit 4: Jesus' Saving Mission Finds Its Fulfillment in His Suffering, Death, and Resurrection
- Unit 5: Jesus' Ascension and Sending of the Holy Spirit Make Possible
 Our Redemption
- Unit 6: Through the Mystery of His Suffering, Jesus Stands in Solidarity with All Humanity and Calls Us to Do the Same
- Unit 7: We Experience the Grace of the Paschal Mystery Through Participation in the Prayer Life of the Church
- Unit 8: The Paschal Mystery Calls Us to Holiness

The Structure of Each Unit in This Teacher Guide

This teacher guide offers the teacher one path through each unit, referring the students to the student book, the Bible, resources on the Saint Mary's Press Web site (*smp.org/LivinginChrist*), and other Internet resources.

The path for each unit has the goal of leading all the students to comprehend four "understandings" with the related knowledge and skills. This curriculum model assumes that you will adjust your teaching according to the needs and capabilities of the students in your class. You do not have to complete every learning experience provided, and we hope you substitute your own ideas for those in the guide when needed.

Each unit has three basic parts: the Overview, the Learning Experiences, and handouts.

The Overview

The Overview is a snapshot of the whole unit. It provides the following information:

- · the concepts the students should understand by the end of the unit
- the questions the students should be able to answer by the end of the unit
- a brief description of the summary assessments (final performance tasks) offered, which will show that the students understand the most important concepts
- a summary of the steps in the Learning Experiences section (Each step in the unit builds on the one before but must be adjusted to fit your schedule and the needs of the students. The use of *steps* is more flexible than is a structure based on 60-minute periods, for example.)
- a list of background material on content and methods that can be found on the Saint Mary's Press Web site (*smp.org/LivinginChrist*)
- · a list of articles from the student book covered in the unit
- · a list of Scripture passages used
- a list of vocabulary that comes from the student book and from the learning experiences in the teacher guide

Learning Experiences

The instruction and learning occur in this section. Each unit contains a similar process for instruction.

Preassess Student Knowledge of the Concepts

Each unit opens with one or more options for preassessing what the students already know about a topic. It is useful to know this information as you prepare to present new material.

Preassessing the students' knowledge can help you to determine how to use your time effectively throughout the unit. It is not worth your time to teach the students what they already know or to teach above their heads. Students learn most effectively when new concepts build on what they already know. More often, you have a mixed group knowledge-wise, which is good, because the students can help one another.

Unit 1 offers a more comprehensive questionnaire to help you see where the students are coming from religiously and in terms of knowledge and belief. This preassessment will help you to make choices throughout the unit. Based on what you learn in your preassessment in unit 1, you may decide to spend more or less time on given topics.

Present the Final Performance Tasks to the Students

A final performance task is a type of summary assessment, which means that it is a means of determining what the students understand, know, and can do after a period of instruction such as a unit. (The unit test is also a summary assessment.)

In addition to providing a unit test, we encourage you to assess (determine) student understanding of the four most important concepts in each unit by assigning one of the short projects called final performance tasks. Through these projects the students can demonstrate their understanding of the main concepts. This assignment allows you to have another snapshot of what the students understand.

For example, the four understandings for unit 1 are:

- God created all the world as essentially good.
- The Scriptures use figurative and symbolic language to convey religious truth, as exemplified in Genesis, chapters 1–11.
- Original Sin entered the world when Adam and Eve chose to reject a Godcentered life in favor of a self-centered life.
- We need the grace of redemption in order to be healed of the effects of Original Sin.

The handout "Final Performance Task Options for Unit 1" (Document #: TX001353) in the teacher guide outlines the assignment options. Note that for all the options, the students must show their understanding of these concepts. The first final performance task option has the students create a documentary for young people titled "Humanity: Created . . . Fallen . . . Redeemed." The second asks them to create a four-piece art show that reflects their understanding of the key concepts. The third asks them to develop two 40-minute religious education sessions for children ages seven to nine explaining that we know God loves us because he created us and offered us the gift of redemption. A traditional unit test is also provided.

We suggest that you explain the performance task options early in the unit so the students can focus on the knowledge and skills they can use for the final performance task they choose. This also helps to decrease the number of the "Are we learning anything today?" or "Why do we have to learn this?" questions by giving the students the big picture of where they are headed and how they will get there.

Provide Learning Experiences for the Students to Deepen Their Understanding of the Main Concepts

This teacher guide uses the term *learning experiences* rather than *activities* to emphasize that much of what goes on in the classroom should contribute to student learning, such as explaining assignments; presenting new material; asking the students to work individually, in pairs, or in groups; testing the students; and asking them to present material to their peers.

Each step in the teacher guide leads the students toward deeper understanding of the four key understandings of a unit. At times learning experiences are grouped into a single step because they work toward the same goal. At other times a step includes only one learning experience. If you have a better way of achieving a step goal, by all means use it. However, if new vocabulary or content is introduced in a step you have chosen to skip, you may want to go over that material in some way, or remove that material from the unit test.

Throughout the steps references are made to student book articles, resources at *smp.org/LivinginChrist*, and other Internet resources. Often the teacher guide addresses the content in the student book early in the unit and then asks the students to uncover a deeper meaning with various learning experiences throughout. When applicable the book refers to *smp.org/LivinginChrist* for resources at your fingertips.

The goal of this course is for the students to gain a deeper understanding of the material. But what is understanding? The understanding we want the students to gain is multifaceted. Understanding encompasses several of the "facets of understanding," used by Jay McTighe and Grant Wiggins in their book *Understanding by Design*:

We have developed a multifaceted view of what makes up a mature understanding, a six-sided view of the concept. When we truly understand we



Can explain—via generalizations or principles, providing justified and systematic accounts of phenomena, facts, and data; make insightful connections and provide illuminating examples or illustrations.

Interpret	translations; provide a revealing or personal historical dimension to ideas and events; make the object of understanding personal or accessible through images, anecdotes, analogies, and models.
Apply	<i>Can apply—</i> effectively use and adapt what we know in diverse and real contexts—we can "do" the subject.
Perceive	<i>Have perspective</i> —see and hear points of view through critical eyes and ears; see the big picture.
Empathize	<i>Can empathize</i> — find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience.
Reflect	<i>Have self-knowledge</i> — show metacognitive awareness; perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; are aware of what we do not understand; reflect on the meaning of learning and experience.

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Note that Saint Mary's Press has created icons for each facet of understanding. When three or more facets are present, there will be an "understand" icon. When relevant, all facets of understanding should be addressed in each unit. If you are used to Bloom's

Taxonomy, see *smp.org/LivinginChrist* for a comparison of both models of understanding and learning.

Understand

Provide a Day or Partial Day for the Students to Work on the Final Performance Tasks

This guide encourages you to give the students time in class to work on their final performance tasks if you have assigned them. You do not, however, have to wait until the end of the unit. Not only does this day give the students time to work in groups if needed or to do some research, but it also gives you the opportunity to identify any students who may be having trouble with the assignment and allows you to work with them during class time.

Give the Students a Tool to Help Them Reflect on Their Learning

The handout "Learning about Learning" (Document #: TX001159; see Appendix) is a generic way to help the students think about what they have learned during the entire unit. This process, whether done this way or in another fashion, is valuable for several reasons:

- The students do not get much time to reflect while they are moving through each unit. Looking over the unit helps them to make connections, revisit any "aha!" moments, and identify which concepts remain difficult for them to understand.
- We give students a gift when we help them learn how they learn best. Insights such as "I didn't get it until we saw the video," or "Putting together the presentation required that I really knew my stuff" can be applied to all the disciplines they are studying.

Feel free to have the students discuss the handout questions in pairs at times for variety.

Handouts

All the handouts in the teacher guide, as well as the unit tests, are available on the Saint Mary's Press Web site at *smp.org/LivinginChrist,* as PDFs, as Word documents, or in Rich Text Format (RTFs), for downloading, customizing, and printing. The handouts found at the end of each unit in this guide are simply for teacher reference.

Appendix

The teacher guide has one appendix. In this appendix you will find frequently used handouts, resources on teaching methods used in several units, and a semester-long project for the students. All of these are also available at *smp. org/LivinginChrist* for downloading, customizing, and printing.

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 in terms of their real 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. E-mail us at *LivinginChrist@smp.org* to offer your feedback.

Unit 1

Why Did God Redeem Us?

Overview

This first unit of the teacher guide for *The Paschal Mystery: Christ's Mission of Salvation* builds on key understandings from the previous two courses in this series. The students begin to explore the Paschal Mystery by studying God's creation of the world and our need for redemption.

Key Understandings and Questions

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

- · God created all the world as essentially good.
- The Scriptures use figurative and symbolic language to convey religious truth, as exemplified in Genesis, chapters 1–11.
- Original Sin entered the world when Adam and Eve chose to reject a Godcentered life in favor of a self-centered life.
- We need the grace of redemption in order to be healed of the effects of Original Sin.

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

- How do we know that the world is essentially good, despite the presence of sin?
- · How do the Scriptures use literary forms to convey religious truth?
- If God created all the world essentially good, why do people, beginning with Adam and Eve, choose to sin?
- How does Original Sin make clear our need for God's grace?

Student Book Articles

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

- "The Primeval History" (article 1, pp. 11–13)
- "Creation Reflects the Glory of God" (article 2, pp. 14-17)

- "Human Beings: The Summit of Creation" (article 3, pp. 17–20)
- "The Garden of Eden: The Perfect Life" (article 4, pp. 21–24)
- "Adam and Eve's Disobedience" (article 5, pp. 26-28)
- "Original Sin: A Consequence of the Fall" (article 6, pp. 29-31)
- "Satan and the Fallen Angels" (article 7, pp. 31–34)

How Will You Know the Students Understand?

The following resources will help you assess the students' understanding of the key concepts covered in this unit. These handouts are provided in reproducible format at the end of this unit as well as at *smp.org/LivinginChrist*.

- handout "Final Performance Task Options for Unit 1" (Document #: TX001353)
- handout "Rubric for Final Performance Tasks for Unit 1" (Document #: TX001354)
- handout "Unit 1 Test" (Document #: TX001359)

The Suggested Path to Understanding

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

- Step 1: Preassess what the students already know about God's creation of the world and our need for redemption by having them determine whether they agree with, disagree with, or are unsure about a series of statements.
- Step 2: Follow this assessment by presenting to the students the handouts "Final Performance Task Options for Unit 1" (Document #: TX00x1353) and "Rubric for Final Performance Tasks for Unit 1" (Document #: TX001354).
- Apply Step 3: Direct the students to explore the goodness of creation by conducting an online search for art and images that convey the goodness, beauty, and blessedness of the created world.
- Apply Step 4: Guide the students through a reading of Genesis, chapters 1–3, which explores the figurative and symbolic language and religious truth of these stories.

- Explain Step 5: Deepen the students' understanding of the religious truth found in the creation stories by reading an excerpt from the Vatican II document Pastoral Constitution on the Church in the Modern World (Gaudium et Spes, 1965).
- **Step 6:** Explore the concept of Original Sin by investigating the ways in which we, as a society, tend to make the same choice Adam and Eve did: choosing lives that are self-centered rather than God-centered.
- Empathize Step 7: Lead the students in reflecting on, and journaling about, their own personal experiences of making both self-centered choices and God-centered choices.
- **Step 8:** Provide input for the students on the topic of grace and redemption by showing all of the film *Amazing Grace* (2006, 117 minutes, rated PG and A-II) or parts of the film *Dead Man Walking* (1995, 122 minutes, rated R and A-III).
- **Step 9:** Now that the students are closer to the end of the unit, make sure they are all on track with their final performance tasks, if you have assigned them.
- **Empathize** Step 10: Engage the students in a prayerful reflection on Psalm 139.
- Reflect Step 11: Provide the students with a tool to use for reflecting about what they learned in the unit and how they learned.

Background for Teaching This Unit

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

- "Bible 101" (Document #: TX001000)
- "Using Primary Sources" (Document #: TX001313)
- "The Essential Goodness of God's Creation and of Humanity" (Document #: TX001171)

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

- "Using Final Performance Tasks to Assess Understanding" (Document #: TX001011)
- "Using Rubrics to Assess Work" (Document #: TX001012)
- "Using the Jigsaw Process" (Document #: TX001020)

Scripture Passages

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

- Genesis, chapters 1–3 (creation stories)
- Psalm 139 ("Lord, you have probed me, you know me . . .")

Vocabulary

The student book and the teacher guide include the following key terms for this unit. To provide the students with a list of these terms and their definitions, download and print the handout "Vocabulary for Unit 1" (Document #: TX001355).

angel

anthropomorphic archaeology concupiscence etiology Fall, the figurative language grace literary forms (genres) original holiness original justice Original Sin Parousia primeval history religious truth Satan scientific truth soul Tartarus Tradition

Learning Experiences

Explain

Step 1

Preassess what the students already know about God's creation of the world and our need for redemption by having them determine whether they agree with, disagree with, or are unsure about a series of statements.

- Prepare for this introduction by cutting sheets of red, green, and yellow construction paper into fourths. You will need one sheet of each color for every two students in your class. Make copies of the handout "Preassessment Statements" (Document #: TX001352), one for each student.
- 2. Have the students form pairs. Give each pair three pieces of construction paper: one red, one green, and one yellow.
- 3. As you read each of the statements listed, the students will discuss with their partners whether they agree with the statement, disagree with it, or are unsure. For each statement allow about one minute of discussion time for the pairs to make their decisions. If they agree with the statement, they should hold up green; if they disagree, red; if they are unsure, yellow. To ensure that all pairs make their own choices, have all the pairs hold up their choices at the same time. You may have the pairs use their yellow ("unsure") piece only once, or you may allow pairs to use all colors an unlimited number of times. Assure the students that they may give their honest perspective without worrying about whether they are "right" or "wrong."

Use the following statements:

- · God created all the world.
- Even though bad things sometimes happen, the world is basically good.
- Even though good things sometimes happen, the world is basically bad.
- Catholics must believe that God created the world in seven days because that is what the Bible says.
- We can achieve redemption (or salvation) through our own efforts.
- Original Sin means that people are preprogrammed to do evil things.
- The Scriptures contain figurative language and symbols that are not intended to be taken literally.

- Original Sin came into the world when Adam and Eve chose to focus on themselves rather than on God.
- Bad things that happen in the world are God's fault.
- Bad things that happen in the world are the fault of human beings.
- All people need God's grace in order to be redeemed.
- 4. Allow some brief, full-class discussion after all the pairs have made their choices about each statement, especially for statements for which there is no clear consensus of opinion. You may wish to keep track of student questions that surface during this discussion so that you can address them later in the unit. Don't feel that you need to correct pairs who may have given the "wrong" answer, as preassessment is designed to prompt student thinking and to help you gauge your students' beginning point. The correct responses to these statements will emerge in the course of your teaching of this unit.
- 5. At the conclusion of this step, distribute the copies of the handout "Preassessment Statements" (Document #: TX001352). Instruct the students to keep this list in their binders to refer to throughout the unit. They may wish to notice the extent to which their thinking about these statements evolves throughout the course of the unit.

Understand Step 2

Follow this assessment by presenting to the students the handouts "Final Performance Task Options for Unit 1" (Document #: TXOO1353) and "Rubric for Final Performance Tasks for Unit 1" (Document #: TXOO1354).

This unit provides you with three ways to assess that the students have a deep understanding of the most important concepts in the unit: creating a documentary, producing an art show, or designing a religious education (Sunday school) lesson for seven- to nine-year-olds. Refer to "Using Final Performance Tasks to Assess Understanding" (Document #: TX001011) and "Using Rubrics to Assess Work" (Document #: TX001012) at *smp.org/LivinginChrist* for background information.

1. Prepare by downloading and printing the handouts "Final Performance Task Options for Unit 1" (Document #: TX001353) and "Rubric for Final Performance Tasks for Unit 1" (Document #: TX001354), one of each for each student.

Teacher Note

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You may wish to require that students vary their final performance tasks throughout the course. For example, you may require that students complete at least two individual and two partner or group final performance tasks. Or, you may require that students choose different types of final performance tasks, such as written, multimedia, or artistic. If you have these requirements, share them with the students now so that they can choose their final performance tasks appropriately.

Teacher Note

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

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

- Distribute the handouts. Give the students a choice as to which performance task they prefer and add more options if you want.
- 3. Review the directions, expectations, and rubric in class, allowing the students to ask questions. You may want to say something to this effect:
 - If you wish to work alone, you may choose any of the three options. If you wish to work with a partner, you may choose option 1 or 2. To work with a group of three or four, choose option 1 only.
 - Near the end of the unit, you will have one full class period to work on the final performance task. However, keep in mind that you should be working on, or at least thinking about, your chosen task *throughout* the unit, not just at the end.
- 4. Explain the types of tools and knowledge the students will gain throughout the unit so they can successfully complete the final performance task.
- 5. Answer questions to clarify the end point toward which the unit is headed. Remind the students as the unit progresses that each learning experience builds the knowledge and skills they will need to show you that they understand God's creation of the world and our need for redemption.
- 6. If you choose to offer the students the option of working on the semester-long portfolio project (see Appendix) instead of taking the final exam, present that option now.





Step 3

Direct the students to explore the goodness of creation by conducting an online search for art and images that convey the goodness, beauty, and blessedness of the created world.

The images the students find in this learning experience will be assembled into a PowerPoint presentation.

- Prepare by ensuring that the students will have access to the Internet during class. Two or three students may share one computer, or students may work individually. You will also need access to a computer, as well as an LCD projector to show the class a PowerPoint presentation. Download and print the handout "The Goodness, Blessedness, and Beauty of the Created World" (Document #: TX001356), one for each student. Also assign the following articles from the student book as homework prior to the class session:
 - "The Primeval History" (article 1)
 - "Creation Reflects the Glory of God" (article 2)
- 2. Tell the students that the goal of this learning experience is to produce together, as a class, a PowerPoint presentation conveying the goodness, blessedness, and beauty of the natural, created world.
- 3. Assign each student (or each pair or group of three) a category of images to search for online. Possibilities include birds, fish, waterfalls, butterflies, flowers, plants, mammals, insects, the ocean, the beach, mountains, sunrises, sunsets, fields, galaxies, stars, the planets, the sun and moon, trees, and clouds. Images the students find can be photos, paintings, or other types of artwork. The images may or may not include people who are enjoying or interacting with these wonders of the natural world.
- 4. Direct each student, pair, or group to find three images that fit the assigned category. Depending on your students' facility with online search engines and the Internet, allow 10 to 20 minutes for them to locate and select their images.
- 5. These images will be assembled into a PowerPoint presentation. You could do this yourself, as the students find their images and e-mail them to you (or bring them to you on a USB drive), or you could designate a student or group of students to complete this task or to help you complete it. Depending on time, you could arrange the images thematically or simply keep the order random.

- 6. If you are going to show the PowerPoint presentation during this same class period, proceed with the next part of this learning experience. If time is limited, proceed with the next part during the following class period.
- 7. Distribute copies of the handout "The Goodness, Blessedness, and Beauty of the Created World" (Document #: TX001356) and pens or pencils to the students. The handout contains reflection questions for them to *consider* while viewing the presentation. The students should not *write* their responses to the questions until after the presentation is completed.
- 8. Show the PowerPoint to the students. To make this a reflective or prayerful experience, play quiet music in the background.
- 9. After the presentation has concluded, continue the quiet music and distribute pens or pencils so the students can write brief responses to the questions on the handout.
- 10. Ask for volunteers to share their responses to the questions. Facilitate the resulting discussion.
- 11. As the discussion comes to an end, emphasize that the goodness of the created world is a key tenet of Judaism and of Christianity. This belief in God's creation of the world as essentially good is rooted in the creation stories found in the Book of Genesis, which will be considered during the next class period.



3, 4

Step 4

Apply

Guide the students through a reading of Genesis, chapters 1–3, which explores the figurative and symbolic language and religious truth of these stories.

- Prepare for this learning experience by downloading and printing the handout "Genesis, Chapters 1–3: Exploring Symbolic Language and Religious Truth" (Document #: TX001357), one for each student. Assign the following articles from the student book as homework prior to the class session:
 - "Human Beings: The Summit of Creation" (article 3)
 - "The Garden of Eden: The Perfect Life" (article 4)
- Review with the students some of the key concepts from the student book articles they read for homework, including, but not necessarily limited to, the following:
 - literary forms (or genres) in the Scriptures
 - figurative and symbolic language
 - · distinctions between scientific truth, historical truth, and religious truth
 - the Bible's focus on religious truth

- 3. Distribute copies of the handout "Genesis, Chapters 1–3: Exploring Symbolic Language and Religious Truth" (Document #: TX001357) to the students. Review the instructions with them, emphasizing that this learning experience is an opportunity for them to apply what they have learned from their homework reading to a specific Scripture passage. Be sure the students have their Bibles.
- 4. Direct the students to form pairs. Assign each pair one of the following passages:
 - Genesis 1:1-2:4
 - Genesis 2:4-25
 - Genesis 3:1-24
- 5. As the pairs read their assigned passages, working together to complete the handout, circulate among the students to assist them or to answer any questions they may have. Allow about 20 minutes for the students to work, more if it seems necessary.
- 6. Reorganize the students into small groups of six, combining three pairs that each have a different passage. Although this technique, known as jigsawing, can be somewhat time-consuming to organize, it provides a valuable opportunity for the students to teach one another what they have learned. See the article "Using the Jigsaw Process" (Document #: TX001020) at smp.org/LivinginChrist for more about using this method.
- 7. Within their groups of six, the students share their handouts with their group members. Remind the students that the other members of their groups read different Scripture passages, so it is important that they share their own findings thoroughly. Draw the students' attention to the last question on the handout: What is something interesting or puzzling you heard from someone else in your group? Each student writes an answer to this question in the course of the small-group sharing. Allow about 12 to 15 minutes for the students to work in these groups.
- 8. Gather the students back together into the large group. As time permits, solicit examples from the students of figurative or symbolic language they found in their assigned passages, as well as examples of the religious truth these passages convey.

Examples of figurative or symbolic language include the following:

- the seven numbered days of creation: In the Scriptures, the number seven signifies completeness.
- wind: a symbol of God's power and creative energy—the "breath of life"
- chaos and order: God's power bringing forth a created order out of original chaos
- **light and darkness:** God's bringing forth light from the darkness symbolizes the "dawn" of creation.

- water: a universal symbol of life and, in the Catholic tradition, of cleansing and forgiveness
- the garden: a symbol of paradise and original blessing
- the tree of the knowledge of good and evil: a symbol of the boundaries God established for humanity
- Adam's naming the animals: a symbol of humanity's power and responsibility to care for the animals and all of creation
- the serpent: a symbol of temptation
- the fruit of which Adam and Eve ate: a symbol of their sin, of their desire to be self-centered rather than God-centered

Key religious truths that should be mentioned include the following:

- God is the Creator of all the world.
- God created the world good.
- Human beings are the high point, or summit, of creation.
- Human beings are made in God's image and likeness.
- Human beings have been created to care for (be stewards of) all of the created world.
- Human beings were created to be in relationship with one another.
- God created a special relationship, or partnership, between women and men.
- Adam and Eve chose to follow their own desires rather than God's will for them.
- Adam and Eve's choice caused Original Sin to enter the world.
- 9. Conclude this learning experience by reminding the students that these early chapters of Genesis are not to be read literally. Their figurative and symbolic language conveys religious truth, not historical or scientific truth. If the students have more unanswered questions about these passages, reassure them that you will continue to discuss these topics throughout the unit and the course.



Step 5

Explain

Deepen the students' understanding of the religious truth found in the creation stories by reading an excerpt from the Vatican II document Pastoral Constitution on the Church in the Modern World (Gaudium et Spes, 1965).

- 1. Prepare by downloading and printing copies of numbers 12-18 from Church in the Modern World, available at smp.org/LivinginChrist. Also have the students read the article "Adam and Eve's Disobedience" (article 5) in the student book.
- 2. Give students some brief background about the document they are about to read together. Share these or similar points:
 - > The Second Vatican Council was a worldwide meeting of bishops who gathered in Rome from 1962 to 1965.
 - > The Council issued many documents on a variety of issues, such as religious freedom, the liturgy, revelation, and the relationship between Catholics and people of other faith traditions. Many of these documents were an effort not only to restate Catholic beliefs but also to update the expression of those beliefs for the modern age.
 - The document we are about to read an excerpt from was one of the last the Council issued. It deals with the challenges facing the Church in the modern world. We will be reading just one small part of the document, looking for further insight into the religious truths we found during the last class in the early chapters of Genesis.

Teacher Note

You may wish to alert the students to the fact that the document uses the word man generically, as was the custom when the document was written in 1965. Remind the students that the document intends man to refer to all of humanity, both female and male.

- 3. Before starting the reading, have the students each prepare a sheet of blank paper for taking notes. Direct them to divide the paper into two columns, titling the first column "familiar to me" and the second column "brand new to me." Explain that the students are to fill in the columns with words, phrases, or ideas from the document as they read and listen.
- 4. Read through the excerpt of the document aloud with the students, having them take turns reading paragraphs. Remind them to fill in the two columns on their papers. Pause briefly between paragraphs. Suggest (or require) that the students have a minimum of five items in each of their columns.
- 5. About halfway through the excerpt (for example, after number 15), pause longer to allow the students to discuss briefly with a partner what they

have written so far on their papers. Because this will be a brief discussion (2 to 3 minutes), it is best for the students to simply turn to someone close rather than move about the classroom.

- Continue reading aloud to the end of the excerpt. Then allow a final minute or two for the students to add any additional items to one or both of their columns of notes.
- 7. Ask for several volunteers to write one of their columns of notes on the board. Have three or four students write their "familiar to me" column and three or four different students write their "brand new to me" column.
- 8. Review the findings with the class. In particular, reinforce with the students the insight and information this excerpt offers regarding the goodness of creation and humanity's fall from grace (Original Sin). These insights, many of which should be in students' "familiar to me" column, include the following:
 - Humanity was created by God in the divine image and likeness.
 - Humanity is the summit, or high point, of creation.
 - God has given humanity the responsibility of caring for one another and for the rest of the created world.
 - Human beings are meant to be in relationship with one another.

The document uses the word communion to mean "relationship."

- Adam and Eve abused the freedom God gave them by rejecting God's plan for their lives.
- Adam and Eve's choice caused sin and death to enter the world.
- Human nature has been "wounded" or "weakened" by sin: we call this state of woundedness or weakness Original Sin.
- We cannot overcome evil and sin on our own; we need the grace of God's redemption.
- 9. Be sure to give some attention to the items in the "brand new to me" column. You may wish to provide clarification regarding some of these items now; others may be more productively addressed at another point in the unit or course.
- 10. Conclude this learning experience by affirming the work the students have done today: they have examined a fairly sophisticated primary source, an official Church document, and have used it to gain insight into some complicated theological issues. The skill of reading primary sources closely is one they will continue to use in this course, in other religious studies courses, and in other academic disciplines.



Step 6

Perceive

Explore the concept of Original Sin by investigating the ways in which we, as a society, tend to make the same choice Adam and Eve did: choosing lives that are self-centered rather than God-centered.

- 1. Prepare by bringing to class recent newspapers and newsmagazines (such as *Time*, *Newsweek*, or *U.S. News and World Report*) the students can look through and cut up. Newspapers should be from within the past month; magazines could be from the past three months. You will also need several pairs of scissors. Have the students read the following articles from the student book as preparation and background:
 - "Original Sin: A Consequence of the Fall" (article 6)
 - "Satan and the Fallen Angels" (article 7)
- 2. Review the concept of Original Sin with the students: the sin by which the first humans disobeyed God and thereby lost their original holiness and justice and became subject to death. Suggest to the students that many of the values, priorities, and practices of our

Teacher Note

If all the students have access to laptops, an online search would be an alternative way to proceed with this learning experience. Ensure that the students visit reputable sites (like *The New York Times* or *The Washington Post*) rather than simply conducting a Google search, and remind them to find articles that are from within the last month or so.

society reflect the fact that human nature, although created good by God, has been wounded or weakened by sin. Solicit examples of these values, priorities, and practices, recording the list on the board. Possible values, priorities, and practices to mention include these:

- consumerism
- materialism
- selfishness
- greed
- · sexual promiscuity
- · unhealthy obsession with the lives of celebrities
- · abuse of power by those in positions of authority
- violence
- · sexism, racism, and other forms of discrimination
- · apathy
- exploitation of women, children, the poor, and the powerless
- 3. Tell the students they will be searching in recent newspapers and news magazines for articles that illustrate one or more of these values, priorities,

or practices; in other words, articles that illustrate the lasting effects of Original Sin and humanity's need for God's grace and redemption.

- 4. You may choose to have the students work individually or in pairs. Allow about 30 minutes for each student or pair to select and cut out one article and write up a brief summary of the article as well as a brief response to the following question:
 - How does this article show how society's values, priorities, or practices are self-centered rather than God-centered? In other words, how does this article illustrate the lasting effects of Original Sin?
- 5. When all the students have finished, gather the class back together and, as time permits, ask for volunteers to share their articles. Facilitate any resultant discussion, commenting as appropriate. Do not allow the discussion to venture too far into current events; rather, keep it focused on the effects of Original Sin and humanity's continued insistence, in various ways, on choosing a self-centered life over a God-centered life.
- 6. As the class period draws to a close, invite the students to a few moments of quiet reflection. You may want to say something like this:
 - Although the examples we have been discussing have been about other people's misplaced values and priorities, we cannot forget that we too often make similar choices. Because of the effects of Original Sin, we also often choose a self-centered life over a God-centered life. Even though our choices are unlikely to end up on the front page of the newspaper, they can have serious and lasting consequences, for good or ill, for ourselves and for other people. We will reflect on some of these personal choices, and on our need for God's grace and redemption, during the next class period.

Empathize

Step 7

Lead the students in reflecting on, and journaling about, their own personal experiences of making both self-centered choices and God-centered choices.

- 1. Review with the students the concept of Original Sin: our human propensity to make self-centered choices rather than God-centered choices.
- 2. Pose questions such as these:

Reflect

- In thinking about choices we make each day, what are some characteristics of self-centered choices?
- What are some characteristics of God-centered choices?

Solicit student input, listing points on the board.

Possible characteristics of self-centered choices include the following:

- · lack of concern for the feelings or needs of others
- turning away from those who are suffering, especially when helping would inconvenience us
- using one's resources (such as time, money, or talents) only for oneself
- feeling that our own needs are always more important or pressing than the needs of others
- lack of generosity or compassion

Possible characteristics of God-centered choices include the following:

- placing others' needs before our own
- going out of our way to assist others, especially those who have no one else to help
- a spirit of generosity, caring, and compassion
- · willingness to be present with others who are suffering
- considering how my choices will affect other people, either positively or negatively
- 3. Invite the students to recall two examples from the past few weeks of choices they have made, one choice that was self-centered and one that was God-centered. Explain that they will be describing each of these choices in a journal entry.

If you have already discussed journaling with your students in another context, skip to part 5.

- 4. Briefly discuss with your students your expectations regarding journal entries completed during this course. Possible points to include are these:
 - Journal entries are an expression of your personal experiences, viewpoints, or perspectives.
 - Though a journal entry may contain your "opinion" regarding a particular issue or question, the thoughts expressed in your writing should always be grounded in, or connected to, the material we have been studying in class.
 - Journal entries are not private: a journal kept for class is not a diary! All journal entries will be collected and read by the teacher, either one at a time or altogether at the end of the course.
 - You may be asked to share some or all of a journal entry with a partner or small group as part of a class exercise.
- 5. Proceed with the journal entry for this learning experience. The students should write a substantial paragraph regarding each of their choices: the self-centered choice and the God-centered choice. Ask them to write as much detail regarding the circumstances and consequences (for good or ill)

of their choices as they are able. Tell them they will be asked to select one of their choices (the self-centered one or the God-centered one) to share with a partner after everyone has finished writing.

- 6. To create an atmosphere conducive to reflective writing, you may wish to play quiet instrumental music, light a candle, turn off the lights, and allow students to sit on the floor (respecting the personal space of others, of course). Allow 10 to 15 minutes for the students to write.
- 7. When all the students are done writing, have them form pairs. Instruct the students to share at least one of their choices with their partners (both if they so choose). Remind them to listen respectfully to each other. Allow about 5 minutes for this sharing.
- 8. Pose the following questions to the students:
 - What is one insight that has emerged for you in the course of listening to your partner and sharing the story of your choice with him or her? Are you struck by a similarity or difference between your story and that of your partner, or have you gleaned some bit of wisdom or useful advice from your partner?

Ask the students to write a brief, one-sentence response to these questions as an addendum to their journal entry.

- 9. Gather the students back together into the large group. Depending on time, you may do one of the following:
 - Solicit volunteers to share one or both of their choices with the whole class.
 - Solicit volunteers to share the insights that emerged in the course of their partner sharing (without disclosing the details of their partners' stories).
 - Solicit general reactions to this experience of reflection, writing, and sharing.
- 10. Wrap up the large-group discussion by observing that in the students' stories of making self-centered choices, we notice the lasting effects of Original Sin. However, in the students' stories of making God-centered choices, we experience the power and the promise of God's redemptive grace. Because of Original Sin, we *need* this grace. Because of the saving death and Resurrection of Jesus, this grace is *always available* to us, making it possible for us to be saved from sin, suffering, and death.

Understand

Step 8

Provide input for the students on the topic of grace and redemption by showing all of the film *Amazing Grace* (2006, 117 minutes, rated PG and A-II) or parts of the film *Dead Man Walking* (1995, 122 minutes, rated R and A-III).

Amazing Grace is the story of William Wilberforce, a member of the British parliament who, after a twenty-year struggle, succeeds in passing legislation to abolish the slave trade in the British Empire. One of his mentors in this effort was John Newton, the former slave trader who penned the words to the classic hymn for which the film is titled.

Dead Man Walking is the story of Sr. Helen Prejean's work of providing spiritual accompaniment to a death-row inmate in the months leading up to his execution. This transformative experience led her to work full-time for the abolition of the death penalty while continuing to minister among both deathrow inmates and the families of victims of violent crime.

- Prepare for this learning experience by downloading and printing the handout "Grace and Redemption in Film" (Document #: TX001358), one for each student. Obtain a copy of the film you are choosing for this learning experience and preview it yourself at least once. You will need a TV and DVD player or a computer and LCD projector for the classroom on the day or days you show the film.
- 2. Tell the students that although the last several learning experiences have focused on Original Sin, it is important for them not to have the impression that "all is lost." Though the lasting effects of Original Sin are *real*—we can see these effects both in society at large and in our own lives—God's grace is ultimately and reliably stronger than humanity's sinfulness.
- The topics of grace and redemption will be explored more fully in later units of this course, but the following points should be shared with the students now. You may wish to write these points on the board or have students take notes.
 - Grace is God's life and love poured out for our salvation. It is always more powerful than sin, suffering, and death.
 - Grace enables us to overcome the effects of Original Sin.

Teacher Note

Be sure to preview in its entirety whichever film you use for this learning experience. If you choose *Dead Man Walking*, obtain parental permission for the students to view an R-rated movie, and use your best judgment regarding the appropriateness of the films and the advisability of viewing relevant excerpts.

- We cannot save or redeem ourselves; rather, we need God's grace.
- · Grace is always freely offered by God, without conditions.
- We do not deserve the gift of grace. This does not mean that we are bad or unworthy people; rather, it means that the gift God offers us is too great for us to ever earn it. So, instead of worrying about being "good enough" to earn the gift of grace, we can simply and freely make the choice to accept this gift with joy, humility, and gratitude.
- When we accept the gift of grace, we are able to share in the divine life of the Blessed Trinity—in a limited way while we live on earth, and fully when we live in union with God after we die.
- The fullness of grace is revealed in the saving life, death, and Resurrection of Jesus. We will learn much more about these saving (or redemptive) events later in this course.
- 4. Tell the students they will be exploring the concept of grace by watching part or all of the film you have chosen.
- 5. Distribute the handout "Grace and Redemption in Film" (Document #: TX001358), one for each student. Read the questions aloud. The students should consider the questions while viewing the film, perhaps jotting down brief notes. They do not need to write full answers until you provide further direction after the film concludes.
- You may wish to pause the film once or twice to answer questions and provide any needed clarification regarding the plot or characters.
- 7. At the conclusion of the film, offer the students an opportunity to reflect, in one of the following ways, on what the film has taught them about grace and redemption:
 - writing individual responses to the questions on the handout (either in class or for homework)
 - working with a partner or small group to prepare answers to the questions on the handout, which could be written down or shared with the class in a brief oral presentation
 - writing a formal essay in response to one or more of the questions on the handout

Be sure to discuss the questions—as well as other questions and issues the students raise—in class as well.

8. Bring this learning experience to a close by asking the students for examples of other films, books, popular songs, or TV shows that illustrate the power of God's redemptive grace. It may be useful for the students to be aware of this phenomenon throughout this course: many elements of pop culture, even those that are not explicitly religious, reflect this theme of the power of grace to overcome sin, suffering, and death.

Understand

Step 9

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

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

- Remind the students to bring any work they have already prepared to class so that they can work on it during the class period. If necessary, reserve the library or media center so the students can do any book or online research. Download and print extra copies of the handouts "Final Performance Task Options for Unit 1" (Document #: TX001353) and "Rubric for Final Performance Tasks for Unit 1" (Document #: TX001354). Review the final performance task options, answer questions, and ask the students to choose one if they have not already done so.
- 2. Provide some class time for the students to work on their performance tasks. This allows you to work with the students who need additional guidance with the task.

Empathize

Step 10

Engage the students in a prayerful reflection on Psalm 139.

- 1. Prepare by ensuring that all students bring their Bibles to class. You will also need index cards, one for each student.
- 2. Have the students open their Bibles to Psalm 139. Tell them that this psalm is a fitting conclusion to this unit because it expresses the key understandings in a beautiful, poetic, and prayerful way.
- 3. Ask the students to recall (or to look up in their notes or handouts) the four key understandings or concepts of this unit.
- 4. Create a prayerful atmosphere by playing quiet background music, lighting a candle, or turning off the lights.
- 5. Direct the class to read Psalm 139 together. You may have the students take turns reading each verse, or you may have the class read the psalm choir-style, with half the class reading verse one, the other half responding with verse two, and so forth until the end. Ask the students to be looking for at least one verse that either directly states or implies each of the important concepts from the unit. They should jot down these verse numbers so they don't forget.

- 6. Allow 2 to 3 minutes after the reading for the students to note their verses, one for each of the four key understandings. For your reference, here is a list of the key understandings and possible verses from Psalm 139 that state, imply, or reflect those understandings:
 - God created all the world as essentially good. In verses 13 and 14, the psalmist praises God's creative action: "I praise you, so wonderfully you made me. . . ."
 - The Scriptures use figurative and symbolic language to convey religious truth, as exemplified in Genesis, chapters 1– 11. Verses 11 and 12 use symbolism of light and darkness, similar to the early chapters of Genesis.
 - Original Sin entered the world when Adam and Eve chose to reject a God-centered life in favor of a self-centered life. Verses 19 and 20 refer to wicked, bloodthirsty, and deceitful people.
 - We need the grace of redemption in order to be healed of the effects of Original Sin. Verses 7 and 8 express the constancy of God's saving presence. In verses 23 and 24, the psalmist expresses a desire to be led by God in "the ancient paths": the paths of redemption and grace.
- 7. Ask for volunteers to call out examples for each of the key understandings, with direction and input from you as needed.
- 8. Tell the students that in this ancient prayer, the psalmist praises God for the divine goodness and creative, saving love. At the very end, the psalmist asks for God's help: "Probe me, God, know my heart; / try me, know my concerns. / See if my way is crooked, / then lead me in the ancient paths" (verses 23–24). Explain that the students will now have an opportunity to compose prayers that follow a similar pattern.
- 9. Distribute an index card to each student. Direct the students to write two prayers, one on each side of the card (or one prayer with two parts). The first prayer should be a prayer of praise—for God's goodness, creation of the world, faithful love, redemption, and so on. The second prayer should be a prayer of petition seeking God's help, especially help in making God-centered choices and in accepting and living out the gift of redemptive grace. It is not necessary for the students to write their names on the cards.
- 10. If the prayerful atmosphere you provided during the reading of the psalm has diminished, you may wish to recreate it by playing quiet instrumental music, lighting a candle, or turning off the lights.
- 11. Allow about 5 minutes for the students to write their prayers.
- 12. Depending on the maturity level of the students and the level of trust that has been established among the students, conclude this learning experience in one of the following ways:
 - Ask for several volunteers to read their prayers aloud—some to read their prayers of thanksgiving and others to read their prayers of petition.

- Unit
- Collect all the index cards and then redistribute them, ensuring that no student receives his or her own card. Then have students (as many as time permits) read the prayers on their cards: first the prayer of thanksgiving and then the prayer of petition. If the students can handle doing this in a prayerful and sincere manner, this can be a beautiful way to encourage them to pray with and

for one another and to create a true faith community in your classroom.

13. After prayers have been shared, conclude with your own spontaneous words of prayer, or reread aloud the last verse of Psalm 139.

Teacher Note

If you choose the second option, tell the students to write "Do Not Read" at the top of their index card if they do not wish for the whole class to hear their prayer read aloud, even anonymously. Do not redistribute those cards.



Provide the students with a tool to use for reflecting about what they learned in the unit and how they learned.

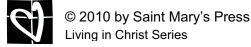
This learning experience provides the students with an excellent opportunity to reflect on how their understandings of God's creation of the world and our need for redemption have developed throughout the unit.

- 1. To prepare for this learning experience, download and print the handout "Learning about Learning" (Document #: TX001159; see Appendix), one for each student.
- 2. Distribute the handout and give the students about 15 minutes to answer the guestions guietly. Invite them to share any reflections they have about the content they learned as well as their insights into the way they learned.

Preassessment Statements

Keep this list of statements to refer to throughout this unit. Notice how your thinking about these statements changes as you learn new things during the unit.

- God created all the world.
- Even though bad things sometimes happen, the world is basically good.
- Even though good things sometimes happen, the world is basically bad.
- Catholics must believe that God created the world in seven days, because that is what the Bible says.
- We can achieve redemption (or salvation) through our own efforts.
- Original Sin means that people are pre-programmed to do evil things.
- The Scriptures contain figurative language and symbols that are not intended to be taken literally.
- Original Sin came into the world when Adam and Eve chose to focus on themselves rather than on God.
- Bad things that happen in the world are God's fault.
- Bad things that happen in the world are the fault of human beings.
- All people need God's grace in order to be redeemed.



Final Performance Task Options for Unit 1

Important Information for All Three Options

The following are the main ideas you are to understand from this unit. They should appear in this final performance task so your teacher can assess whether you learned the most essential content:

- God created all the world as essentially good.
- The Scriptures use figurative and symbolic language to convey religious truth, as exemplified in Genesis, chapters 1–11.
- Original Sin entered the world when Adam and Eve chose to reject a God-centered life in favor of a self-centered life.
- We need the grace of redemption in order to be healed of the effects of Original Sin.

Option 1: A Documentary about the History of Creation

You are entering a documentary film contest sponsored by your diocesan Office of Youth Ministry. The contest is seeking brief (3- to 5-minute) documentary films produced by and for young people that focus on the theme "Humanity: Created . . . Fallen . . . Redeemed." The three winning entries will be shown at the annual youth rally in the fall.

Your documentary film must contain or demonstrate the following:

- understanding of the four main concepts of this unit, as listed at the beginning of this handout
- use of appropriate images, skits, voiceover commentary, and music to convey ideas
- responsible and accurate use of at least two Scripture passages to help viewers understand the main concepts of the film

Option 2: An Art Show

Throughout Christian history, artists have interpreted the truths of our faith through many different media, including drawings, paintings, frescoes, sculptures, and stained glass. This option invites you to join this long history of artists dialoguing with our faith tradition by producing a four-piece art show that conveys, reflects on, or interprets the key understandings of this unit. Your four pieces can be any size and utilize any combination of artistic media.

Your art show must contain or demonstrate the following:

- understanding of the four main concepts of this unit, as listed at the beginning of this handout (It is recommended, but not required, that each of your four pieces focus on one of the four main concepts.)
- creative reflection on the four main concepts, either direct or implicit



- artistic skill appropriate for a high-school student
- a brief (two- to three-sentence) written explanation or commentary to accompany each piece

Option 3: A Religious Education (Sunday School) Lesson

The third-grade religious education (Sunday school) instructor is going on a two-week vacation and has asked you to fill in for her. You will have two 40-minute blocks of time to teach the children about how we know that God loves us: because God created us and offered us the gift of redemption. How will you teach seven- to nine-year-olds these ideas? What activities, songs, Scripture stories, prayers, or games will make these complicated ideas come alive for them? How will you keep their attention for 40 minutes? Create two 40-minute lesson plans to accomplish this task.

Your lesson plans must contain or demonstrate the following:

- understanding of the four main concepts of this unit, as listed at the beginning of this handout
- at least three different age-appropriate items (activities, games, and so on) in each of your lesson plans to help the students learn these concepts at a third-grade level, with an explanation in writing as to how each item will help the students to learn
- responsible and accurate use of at least two Scripture passages within your lesson plans



Rubric for Final Performance Tasks for Unit 1

Criteria	4	3	2	1
Assignment includes all items requested in the instructions.	Assignment includes all items requested, and they are completed above expectations.	Assignment includes all items requested.	Assignment includes over half of the items requested.	Assignment includes less than half of the items requested.
Assignment shows understanding of the concept God created all the world as essentially good.	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the concept the Scriptures use figurative and symbolic language to convey religious truth, as exemplified in Genesis, chapters 1–11.	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the concept Original Sin entered the world when Adam and Eve chose to reject a God-centered life in favor of a self-centered life.	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment shows understanding of the concept we need the grace of redemption in order to be healed of the effects of Original Sin.	Assignment shows unusually insightful understanding of this concept.	Assignment shows good understanding of this concept.	Assignment shows adequate understanding of this concept.	Assignment shows little understanding of this concept.
Assignment uses proper grammar and spelling.	Assignment has no grammar or spelling errors.	Assignment has one grammar or spelling error.	Assignment has two grammar or spelling errors.	Assignment has multiple grammar or spelling errors.
Assignment uses its assigned or chosen media effectively.	Assignment uses its assigned or chosen media in a way that greatly enhances it.	Assignment uses its assigned or chosen media effectively.	Assignment uses its assigned or chosen media somewhat effectively.	Assignment uses its assigned or chosen media ineffectively.
Assignment is neatly done.	Assignment is not only neat but is exceptionally creative.	Assignment is neatly done.	Assignment is neat for the most part.	Assignment is not done neatly.



Vocabulary for Unit 1

angel: Based on a word meaning "messenger," a personal and immortal creature with intelligence and free will who constantly glorifies God and serves as a messenger of God to humans to carry out God's saving plan.

anthropomorphic: Attributing human characteristics to something that is not human.

archaeology: The scientific study of the material remains of past human life.

concupiscence: The tendency of all human beings toward sin, as a result of Original Sin.

etiology: A story that explains something's cause or origin.

Fall, the: Also called the Fall from grace, the biblical Revelation about the origins of sin and evil in the world, expressed figuratively in the account of Adam and Eve in Genesis.

figurative language: A literary form that uses symbolic images, stories, and names to point to a deeper truth.

grace: The free and undeserved gift of God's loving and active presence in our lives, empowering us to respond to his call and to live as his adopted sons and daughters. Grace restores our loving communion with the Holy Trinity, lost through sin.

literary forms (genres): Different kinds of writing determined by their literary technique, content, tone, and purpose (how the author wants the reader to be affected).

original holiness: The original state of human beings in their relationship with God, sharing in the divine life in full communion with him.

original justice: The state of complete harmony of our first parents with themselves, with each other, and with all of creation.

Original Sin: From the Latin *origo*, meaning "beginning" or "birth." The term has two meanings: (1) the sin of the first human beings, who disobeyed God's command by choosing to follow their own will and thus lost their original holiness and became subject to death, (2) the fallen state of human nature that affects every person born into the world.

Parousia: The second coming of Christ at the end of time, fully realizing God's plan and the glorification of humanity.

primeval history: The time before the invention of writing and recording of historical data.

religious truth: The deeper meaning that God reveals to us through historical events or texts; an interpretation of historical events or texts.

Satan: The fallen angel or spirit of evil who is the enemy of God and a continuing instigator of temptation and sin in the world.

scientific truth: Facts obtained and accessible through the scientific method.



soul: Our spiritual principle, it is immortal, and it is what makes us most like God. Our soul is created by God. It is the seat of human consciousness and freedom.

Tartarus: The chains of Tartarus refer to the infernal regions in Greek mythology, mentioned in Second Peter 2:4.

Tradition: This word (from the Latin, meaning "to hand on") refers to the process of passing on the Gospel message. Tradition, which began with the oral communication of the Gospel by the Apostles, was written down in the Scriptures, is handed down and lived out in the life of the Church, and is interpreted by the Magisterium under the guidance of the Holy Spirit.



The Goodness, Blessedness, and Beauty of the Created World

As you view the class PowerPoint, consider the following questions. You will have time to write your responses after the presentation has concluded.



- 1. Which image is most beautiful to you? Why?
- **2.** Which image would be most helpful to you if you were trying to convince someone of the goodness and blessedness of the created world? How would it be helpful?
- 3. Which image makes you feel inspired, prayerful, or close to God?
- **4.** "How varied are your works, LORD! / In wisdom you have wrought them all; / the earth is full of your creatures" (Psalm 104:24). What does this quotation mean to you? How has viewing these images helped you to better understand this quotation?



The Paschal Mystery: Christ's Mission of Salvation

Genesis, Chapters 1–3

Exploring Symbolic Language and Religious Truth

1. Circle the passage you have been assigned:

Genesis 1:1—2:4 Genesis 2:4–25

2. Read the passage together with your partner.

3. In two or three sentences, summarize what you have read.

4. List three or four examples of figurative / symbolic language in this passage, including what you think the figurative or symbolic language may mean. Use this chart.

Genesis 3:1-24

Chapter and Verse (example: Genesis 1:1)	Figurative / Symbolic Language	Possible Meaning of the Figurative / Symbolic Language	

5. List three or four examples of religious truth found in this passage. Remember that religious truth is the deeper meaning that God reveals to us through historical events or texts; an interpretation of historical events or texts. Of the examples that you list, circle the one you think is most important.



- 6. What is one question you have about this passage?
- **7.** To be completed near the end of this learning experience, after you have met in your group of six students. What is something interesting or puzzling you heard from someone else in your group?



Grace and Redemption in Film

Consider these questions as you view the film, jotting down brief thoughts (not full answers) so that you can refer to them later. Your teacher will provide further instructions after the film.

1. How do you see grace active in the lives of the characters in this film?

2. How does this film reveal the lasting effects of Original Sin in society as a whole? in the lives of the individual characters?

3. What are some examples of self-centered choices the characters in the film made? What are some examples of God-centered choices they made?

- 4. What events or characters in this film help us to understand the universal human need for grace?
- 5. How does this film show us that grace is more powerful than sin, suffering, and death?



6. Which characters in the film were able to accept God's freely offered gift of grace? Which characters struggled to accept this gift? Were any characters ultimately unable to accept it?

7. Which character's struggles do you relate to the most? Why?

8. The issues on which these films focus—slavery / human trafficking for *Amazing Grace* and the death penalty for *Dead Man Walking*—are still present in our society. Human beings—especially women and children—continue to be sold into modern-day slavery, and many countries, including the United States, continue to execute those convicted of crimes. How can God's gift of redemptive grace help us to respond to these contemporary forms of exploitation and violence?

