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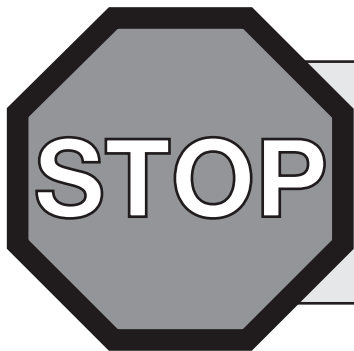
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# The Paschal Mystery

Christ's Mission of Salvation

Teacher Guide, Alternate Edition

Living in Christ



To access the ancillary teaching resources for this course, go to [www.smp.org/livinginchrist/PaschalMysteryALT](http://www.smp.org/livinginchrist/PaschalMysteryALT)



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# 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](http://smp.org/LivinginChrist).

## Introducing *The Paschal Mystery: Christ's Mission of Salvation*

*The Paschal Mystery: Christ's Mission of Salvation*, the first-semester sophomore-year course, leads students toward a deeper understanding of our need for redemption and Christ's work of redemption. The course explores how through his suffering, death, Resurrection, and Ascension, Jesus made our redemption possible. The course also explores how we experience the Paschal Mystery in an ongoing way in our lives and in the Church's liturgy. With the ninth-grade course *Jesus Christ: God's Love Made Visible*, this course offers students an extensive exploration and understanding of Christology.

## 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 *The Paschal Mystery: Christ's Mission of Salvation*. 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 content segments into which the student book 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 at least 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 *The Paschal Mystery: A Primary Source Reader*, and the articles in the student book.
- **Appendix C: Correlation to Curriculum Framework Course III: *The Mission of Jesus Christ (The Paschal Mystery)*** 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](http://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](http://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 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.

### **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.



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# Section 1: God's Plan for Salvation: The Big Picture

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## Overview

In this section the students will examine creation, the state of original holiness and justice, the Fall, Original Sin and its consequences, the Old Testament covenants, and the messianic hope that was growing prior to the birth of Christ.

In this section you will find three parts:

- **Part 1: The Goodness of Creation:** In this part the students will explore the nature of God's creation and the unique role of human beings within creation. They will learn that the state of original holiness and justice is what God wills for all humanity.
- **Part 2: The Fall from Grace:** In this part the students will learn about the Fall and explore the consequences of Original Sin for humanity. They will also learn that Satan's power is limited and that God's saving plan will prevail.
- **Part 3: The Path to Restoration:** In this part the students will begin to explore God's work to restore humanity's original holiness. They will learn about the Old Testament covenants, the prophets, and the messianic hope that was growing prior to Christ's birth.

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

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## Part 1: The Goodness of Creation

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God created the universe out of love. His creation is good, and God loves all of it, every photon, every grain of sand, every blade of grass, and every form of life that swims, crawls, walks, or flies. And in his plan human beings have a special place. God has made the human being “little less than a god, / crowned him with glory and honor” (Psalm 8:6). God has a plan, and all of us are a part of it.

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

- Article 1: The Primeval History (page 11)
- Article 2: Creation Reflects the Glory of God (page 14)
- Article 3: Human Beings: The Summit of Creation (page 17)
- Article 4: The Garden of Eden: The Perfect Life (page 21)

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### Part 1 At a Glance

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#### Learning Objectives

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

- The Creation accounts in Genesis teach religious truth, not scientific truth.
- Creation is the work of all three Persons of the Trinity: Father, Son, and Holy Spirit.
- Human beings are the summit of Creation and have responsibility for caring for the earth and all living creatures.
- God’s will is that all people will share in the divine life in full communion with him and in harmony with one another and all Creation.

#### Resources at [smp.org/LivinginChrist](http://smp.org/LivinginChrist)

Visit [smp.org/LivinginChrist](http://smp.org/LivinginChrist) for the following resources related to this part of the guide.

#### Background Reading for the Teacher

- “Bible 101: A Basic Introduction to the Word of God” (Document #: TX001000)
- “The Essential Goodness of God’s Creation and of Humanity” (Document #: TX001171)

#### Teaching Resources in This Part of the Teacher Guide

Opening Prayer: Prayers for Creation Stewardship



**Suggested Primary Source Readings****Resources for Student Book Articles**

For Review

Key Terms

Homework Ideas

**Part 1 Activities**

- “The Goodness of the Created World” (use with articles 1 and 2)
- “Exploring Symbolic Language and Religious Truth in Genesis” (use with articles 3 and 4)

**Part 1 Quiz****Opening Prayer****Pray It! “Prayers for Creation Stewardship”**

The Pray It! “Prayers for Creation Stewardship” on page 21 of the student book includes a prayer about stewardship from the Church’s liturgy. Pray this prayer as a class. As you introduce this prayer, you might note that this section of course begins with an exploration of Creation and then read the introductory paragraph:

- In God’s plan he gave the care of all creation to human beings. In the Church’s Liturgy, we ask for God’s help in caring for the earth. This is the opening prayer for the Mass for the Blessing of Human Labor.

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

**Reflection:** Ask the students to name ways that human beings have not been good stewards of creation. Then engage the students in discussing why it is important to ask the Holy Spirit for wisdom to guide us in caring for creation.

**Suggested Primary Source Readings**

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

- Chapter 1: The Bible: Inspired Text
  - Excerpt from “Introduction to the Bible” in *The Collegeville Bible Commentary*, by Dianne Bergant, CSA
- Chapter 2: God’s Continuous Creation
  - Excerpt from “Can God and Evolution Co-exist?” by George Coyne, SJ
- Chapter 3: Created in the Image of God
  - Excerpt from *United States Catholic Catechism for Adults*, by the United States Conference of Catholic Bishops

- Excerpt from “Image and Likeness,” by Barbara A. Kathe, PhD
- Chapter 4: Original Sin: The Human Condition
  - Romans 7:15–24
  - Excerpt from *Pastoral Constitution on the Church in the Modern World (Gaudium et Spes)*, by the Second Vatican Council
  - Excerpt from Devotion I, “*Insultus Morbi Primus*,” by John Donne

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

Student Book  
Pages 11–13

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## Article 1: The Primeval History

### For Review

**Question:** Explain what is meant by *primeval history*. Where do you find this in the Bible?

**Answer:** *Primeval history refers to the time before the invention of writing and the recording of historical data. Primeval history is found in the Book of Genesis, specifically the two Creation accounts, which are symbolic accounts of events that happened long before we have any historical records. These accounts were repeated and refined for centuries before being written down in ancient Jewish sources, providing the versions we read today.*

**Question:** Give two examples of the use of figurative or symbolic language in the first eleven chapters of Genesis.

**Answer:** *One example of figurative language in Genesis is the seven days of creation: we understand that God created the world with order and purpose, but we do not interpret the story to mean that he created the world in six days literally. Another example is the account of God’s creation of woman from a rib from the first man. From this account we understand that men and women are intimately connected, “one flesh”—but the account does not mean that God literally made the first woman from the first man. (The students may provide other answers from further reading in the Book of Genesis.)*

**Question:** Name some of the important truths about God revealed in the two Creation accounts in Genesis.

**Answer:** *God is the one, true God, who sustains the whole universe. He created the world out of love, because he is Love. He created the world to be good, because he is Goodness. He revealed the serpent’s words are lies, because he is Truth. Even after Adam and Eve’s sin, God’s love for humanity remains steadfast and faithful, because he is Faithfulness.*

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## Key Terms

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

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

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

**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).

## ELL Learning Tip

To help English language learners whose first language is Spanish, point to the Spanish word *primero*, which means “first.” Explain that *primero* and *primeval* share a root word that means “first,” so the students can think of *primeval* as referring to “first age,” that is, events that happened prior to recorded human history.

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## Homework Idea

### Literary Forms

In this homework assignment, the students will find examples of different literary forms in a newspaper and describe how each piece’s literary form affects the way it should be interpreted.

Direct the students to find examples of four different literary forms in a newspaper and for each example explain in writing how the literary form affects the way the piece should be interpreted.

Student Book  
Pages 14–17

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## Article 2: Creation Reflects the Glory of God

### For Review

**Question:** What is the relationship between creation and the Trinity?

**Answer:** *Scripture helps us to see that creation is the work of all three Persons of the Trinity. The Gospel of John explains that Jesus, the Word of God and the Second Person of the Trinity, has been present with God from the beginning and made creation possible. The Holy Spirit’s presence is described in Genesis as a “mighty wind” (1:2), which we understand as the Spirit of God. Psalm 33:6 also indicates that God created the heavens by his word (Jesus, or Second Person) and by his breath (the Holy Spirit, or Third Person).*

**Question:** What are angels, and what do they do?

**Answer:** *Angels are spiritual beings, personal and immortal creatures with intelligence and free will who constantly glorify God and serve as his messenger to humans to carry out his saving plan.*

**Question:** When we say the Nicene Creed we profess the belief that God created everything that is seen and unseen. What is the significance of this?

**Answer:** *The significance of this is that the part of creation that we can't literally see is just as real as the part of creation that we can see. Christians do not limit their sense of what is real to that which is visible and part of the earthly realm.*

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### Key Terms

**Tradition** This word (from the Latin *traditio*, 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 Scripture, 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.

**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.

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### Homework Idea

#### Journaling about Creation

In this homework assignment, the students will reflect on a time when they recognized that creation reveals God’s glory.

Direct the students to read article 2, “Creation Reflects the Glory of God,” in their books (p. 14). Ask them to identify a time when they recognized that creation reveals God’s glory and to explain the experience in five to seven sentences. Explain to the students that if they have not had such an experience they can choose to interview someone else and write about that person’s experience instead.

Student Book  
Pages 17–20

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## Article 3: Human Beings: The Summit of Creation

### For Review

**Question:** Give a theological definition of the word *soul*.

**Answer:** *The soul is our spiritual principle. It is what makes us most like God, is created by him, and is the seat of human consciousness and freedom.*

**Question:** Give one or two reasons why God created two genders.

**Answer:** *God created two genders because we are not meant to be alone—he intends us to be in communion with each other. The loving relationship between a man and a woman is the first form of communion between persons.*



*It reflects the perfect communion of the Trinity. Through the union of a man and woman in Marriage, God shares with us his creative power to bring life into the world.*

**Question:** What does it mean to be a steward of creation?

**Answer:** *To be a steward of creation means to take responsibility for the care of creation. This involves respecting the God-given goodness of each creature and the place of each creature in the order of creation.*

## Key Terms

**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.

## Homework Idea

### The Church's Work of Stewardship

In this homework assignment, the students will conduct Internet-based research to learn about ways the Catholic Church is involved in the work of caring for creation.

Direct the students to visit the Web site of the United States Conference of Catholic Bishops (USCCB) and to identify five ways the USCCB supports the work of caring for creation.

**Student Book**  
**Pages 21–24**

## Article 4: The Garden of Eden: The Perfect Life

### For Review

**Question:** What is original holiness? What is original justice?

**Answer:** *Original holiness is the original state of human beings in their relationship with God, sharing in the divine life in full communion with him. Original justice is the state of complete harmony of our first parents with themselves, with each other, and with all of creation.*

**Question:** Why does the human author of Genesis describe God with human characteristics?

**Answer:** *The human author of Genesis depicts God anthropomorphically, meaning God is described in a human way. This is a form of analogy: describing God as being like a human being, with human characteristics. Like any analogy, this description of God is imperfect, but it helps us to understand something about the nature of God—in this case, his closeness to Adam and Eve.*

**Question:** Explain the meanings of the terms *Adam* and *Eve*.

**Answer:** *Adam, the symbolic name for the first man created by God, is a word that in Hebrew means "human being. Eve, the symbolic name for the first woman created by God, is a word that in Hebrew sounds like "living."*

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### Key Terms

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

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

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

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### Homework Idea

#### The Garden of Eden

In this homework assignment, the students will reflect on the meaning of original holiness and justice.

Direct the students to view the image on page 22 in their books and to write a paragraph to answer the question posed in the caption.

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## Part 1 Activities

### Activity 1: The Goodness of the Created World (use with articles 1 and 2)

In this activity the students will 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 and then assembling a PowerPoint presentation.



1. Prepare by ensuring that the students will have access to the Internet during class. Two or three students may share one computer, or the 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. Make photocopies of the handout "The Goodness, Blessedness, and Beauty of the Created World" (Document #: TX002716), one for each student.
2. Tell the students that the goal of this activity is to produce together, as a class, a PowerPoint presentation conveying the goodness, beauty, and blessedness 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. Assemble a PowerPoint presentation using the images. You can do this yourself, as the students find their images and e-mail them to you (or bring them to you on a USB stick), or you can 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. (*Note:* If you are going to show the PowerPoint presentation during this same class period, proceed with the next part of this activity. If time is limited, proceed with the next part during the following class.)
6. Distribute the handout 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.
7. Show the PowerPoint to the students. To make this a reflective or prayerful experience, play quiet music in the background.
8. Continue the quiet music, and ask the students to write brief responses to the questions on the handout.
9. Ask for volunteers to share their responses to the questions. Facilitate the resulting discussion. 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 accounts found in the Book of Genesis, which will be considered during the next class.

**Alternative:** To complete this activity without the use of technology, provide the students with magazines, scissors, newsprint, and glue, and instruct them to create posters instead of PowerPoint presentations.

## Activity 2: Exploring Symbolic Language and Religious Truth in Genesis (use with articles 3 and 4)



In this activity the students will read and discuss Genesis, chapters 1–3.

1. Prepare by making photocopies of the handout “Genesis, Chapters 1–3: Exploring Symbolic Language and Religious Truth” (Document #: TX002714), one for each student. You may also want to read the article “Using the Jigsaw Process” (Document #: TX002010).
2. 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 among scientific truth, historical truth, and religious truth
  - the Bible's focus on religious truth
3. Distribute the handout to the students. Review the instructions with them, emphasizing that this activity 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. Organize the students into pairs. Assign each pair one of the following passages:
    - Genesis 1:1—2:4
    - Genesis 2:4—25
    - Genesis 3:1—24

As the pairs read their assigned passages and work 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.

5. Use the jigsaw process to reorganize the class into groups of six, combining three pairs that each have a different passage. Direct the students to 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 should write 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.
6. Call the class back together. 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 Sacred Scripture 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 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 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.
7. Conclude 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.

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## Part 1 Quiz



Prepare and distribute photocopies of the handout “Part 1 Quiz,” one for each student (Document #: TX002720). Visit [smp.org/LivinginChrist](http://smp.org/LivinginChrist) for additional quiz questions.

### Answer Key

#### Sentence Completion

- |                        |                     |
|------------------------|---------------------|
| 1. figurative language | 5. justice          |
| 2. contradict          | 6. serpent          |
| 3. soul                | 7. primeval history |
| 4. holiness            | 8. messenger        |

### Short Answer

The first three chapters of Genesis do contain truth, but not historical or scientific truth. These accounts were not written to teach us about historical events with exact dates, places, or events, nor did the writers of these accounts have our modern knowledge of science. Rather, these chapters of the Bible focus on religious truth: a deep, enduring meaning that God reveals to us. To convey religious truth, these chapters use figurative or symbolic language that is not intended to be taken literally. *The answer should also cite one or more examples of figurative or symbolic language used in Genesis, chapters 1–3.*

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### Part 1 Review

If you are assigning the part review on page 24 of the student book, see appendix A in this guide for the part review answer key (Document #: TX002481).

# 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 made 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?



# 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

Genesis 3:1–24

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.

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





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?



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## Part 2: The Fall from Grace

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Our first parents, Adam and Eve, decided not to cooperate with God’s plan for us. They disobeyed God’s direct command, and this sin resulted in an event called the Fall. Adam and Eve’s disobedience led to the loss of their state of original holiness and justice. The result is that every person born since Adam and Eve is born with Original Sin. Original Sin deprives us of our original holiness and justice and is a wound in our relationship with God. It weakens our ability to resist temptation, making it easier for us to commit sin. However, God’s power is infinite, and his saving plan will prevail.

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

- Article 5: Adam and Eve’s Disobedience (page 26)
- Article 6: Original Sin: A Consequence of the Fall (page 29)
- Article 7: Satan and the Fallen Angels (page 31)

### Part 2 At a Glance

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#### Learning Objectives

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

- Original Sin is the sin committed by our first parents, who disobeyed God and chose to follow their own will.
- The sin of our first parents affected their human nature, which has been passed on to every human being born since—except Mary, the mother of God.
- Original Sin does not cause us to lose our goodness or make us spiritually corrupt.
- Satan has the power to tempt us to sin. However, he cannot force us to do anything against our will.

#### Resources at [smp.org/LivinginChrist](http://smp.org/LivinginChrist)

Visit [smp.org/LivinginChrist](http://smp.org/LivinginChrist) for the following resources related to this part of the guide.

#### PowerPoint Presentations

- “Effects of Grace” (Document #: TX001314). *This PowerPoint reinforces the content in articles 5, 6, and 7 and introduces the concept of grace.*

#### Teaching Resources in This Part of the Teacher Guide

Opening Prayer: Deliver Us from Evil



### Suggested Primary Source Readings

#### Resources for Student Book Articles

For Review

Key Terms

Homework Ideas

#### Part 2 Activities

- Activity 1: “Understanding Religious Truth” (use with article 5)
- Activity 2: “Effects of Original Sin” (use with articles 6 and 7)

#### Part 2 Quiz



## Opening Prayer

### Pray It! “Deliver Us from Evil”

The Pray It! “Deliver Us from Evil” on page 33 of the student book concerns being delivered from evil. Explain that in this part of course the class will explore some aspects of evil in the world.

Introduce the prayer with these or similar words:

- When thinking of evil, some people see images of a red creature with horns and a pitchfork. But evil comes in very real and concrete forms. We sometimes convince ourselves that evil is “out there,” perpetrated by other people, but the truth is that we often participate in evil. It is easy to point a finger at the evil carried out by others, but it is extremely painful to admit the evil that we commit.

Invite a student to read Matthew 7:1–5. Then complete the following reflection as a class.

**Reflection:** Invite the students to reflect on times when they have fallen short and have participated in evil. Ask them to reflect specifically on the following terms as you read them aloud: gossip, cheating, addiction, greed, racism, drug abuse, bullying, pornography, hatred, abortion, lies, poverty, violence, sexual promiscuity, selfishness, and all the other dark places that lead us away from him.

## Suggested Primary Source Readings

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

- Chapter 3: Created in the Image of God
  - Excerpt from *United States Catholic Catechism for Adults*, by the United States Conference of Catholic Bishops
  - Excerpt from “Image and Likeness,” by Barbara A. Kathe, PhD

- Chapter 4: Original Sin: The Human Condition
  - Romans 7:15–24
  - Excerpt from *Pastoral Constitution on the Church in the Modern World (Gaudium et Spes)*, by the Second Vatican Council
  - Excerpt from Devotion I, “*Insultus Morbi Primus*,” by John Donne
- Chapter 7: The Eternal Word Becomes Flesh
  - Excerpts from *Against Heresies*, by Saint Irenaeus
  - Excerpt from a Sermon, “In the Fullness of Time the Fullness of Divinity Appeared,” by Saint Bernard of Clairvaux
- Chapter 9: Jesus Resists Temptation
  - Matthew 4:1–11
  - Excerpt from *The Gospel of Matthew*, by Daniel J. Harrington, SJ
- Chapter 15: Why Christ Was Raised
  - Excerpt from a Sermon, “Christ Is the Day,” by Saint Maximus of Turin
  - Excerpt from a Sermon, “The Days Between the Resurrection and Ascension of Our Lord,” by Saint Leo the Great

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

**Student Book**  
**Pages 26–28**

## Article 5: Adam and Eve’s Disobedience

### For Review

**Question:** How is the loss of Adam and Eve’s original holiness and justice symbolically expressed in Genesis, chapter 3?

**Answer:** *Adam and Eve’s loss of original holiness and justice is symbolically shown in their sudden shame at their nakedness, their hiding from God, and their blaming others for their choices. These details illustrate that they are no longer in loving harmony and communion with each other or with God.*

**Question:** Explain the deeper meaning of Adam and Eve’s sin of disobedience.

**Answer:** *Adam and Eve disobeyed God by eating of the tree of knowledge when he commanded them not to. Full knowledge of good and evil belongs to God only, so the tree of knowledge symbolizes what human beings can never be: God. By eating fruit from the tree, Adam and Eve are setting themselves up as gods in their own right and saying that they don’t need God. This sin misuses their human freedom and shows lack of trust in God.*

**Question:** In Romans 7:15 Paul says “What I do, I do not understand. For I do not do what I want, but I do what I hate.” Explain the connection of this passage to the sin of our first parents.

*Answer: Paul is talking about the experience of sinning even when we know that doing so is wrong. This is related to the sin of our first parents because the attractiveness of sin and the delusions we embrace to justify our sin are results of their sin.*

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### Key Terms

**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.

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

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### Homework Idea

#### Facing Temptation

In this homework assignment, the students will read a Scripture passage and then reflect on the nature of sin.

Direct the students to read Genesis 3:1–24 and then write a one-page essay that describes the nature of Adam and Eve's sin and identifies three examples of modern-day sins similar in nature to that of Adam and Eve.

*Note:* The homework idea "Crossword Puzzle: Fall from Grace" following article 7 is designed to work with articles 5, 6, and 7. See page 32 in this guide.

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Student Book  
Pages 29–31

## Article 6: Original Sin: A Consequence of the Fall

### For Review

**Question:** Who is affected by Original Sin, and how?

*Answer: We are all affected by Original Sin as human beings. Original Sin weakened our human nature. Things that should come naturally to us are now harder and more challenging, such as our relationships with one another, moral decision making, and our relationship with God.*

**Question:** Describe the spiritual battle that is occurring because of Original Sin.

*Answer: Through Original Sin the human race has been involved in a battle between good and evil. Satan, the evil one, tempts us to reject God and his laws. On the other side is God, the Trinity. God promised to help us win this battle against evil and sent his only Son to save us through his Passion, death, Resurrection, and Ascension.*

**Question:** Does Original Sin cause us to lose our goodness?

**Answer:** *No, Original Sin does not cause us to lose our goodness. It weakens us, making it harder to choose to do good, but it does not prevent us from having a relationship with God and living according to his will for us.*

### Key Terms

**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 so lost their original holiness and became subject to death, (2) the fallen state of human nature that affects every person born into the world.

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

### Homework Idea

The homework idea “Crossword Puzzle: Fall from Grace” following article 7 is designed to work with articles 5, 6, and 7. See page 32 in this guide.

**Student Book**  
**Pages 31–34**

## Article 7: Satan and the Fallen Angels

### For Review

**Question:** What is the origin of Satan and his demons?

**Answer:** *Satan and his demons are fallen angels who freely and completely rejected God and his Reign. This rejection meant that they could no longer be in God’s presence, so they were cast from Heaven.*

**Question:** What are some of the different ways Satan is described in Sacred Scripture?

**Answer:** (The students may give any of the following examples from the sidebar in article 7, p. 34.) *The Old Testament describes Satan as an angel, a member of God’s heavenly court, whose role is to point out to God human sinfulness. The New Testament has references we may find more recognizable. In it Satan is the one who tempts Jesus in the desert (see Matthew 4:1–11). In John 8:44 Jesus calls Satan a “murderer from the beginning” and the origin of lies. Satan represents the powers of evil in the world and leads a kingdom of darkness as the “prince of demons” (Luke 11:15). The Book of Revelation depicts him as the spiritual power behind those who persecuted the Israelites and early Christians (see chapters 12–13, 20).*

**Question:** Can Satan force us to do anything against our will? Explain.

**Answer:** *No. Satan weakens our resistance to temptation, but he cannot take away our God-given dignity or our freedom to choose to do good.*

### Key Terms

**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.

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

### Homework Idea

#### Crossword Puzzle (use with articles 5, 6, and 7)

In this homework assignment, the students will review information presented in articles 5, 6, and 7.

Prepare and distribute photocopies of the handout “Crossword Puzzle: Fall from Grace” (Document #: TX002717), one for each student. Use the following answers to assess the students’ work.



#### Across

1. conscience
4. death
5. Jesus Christ
9. Paul
10. Satan
12. Genesis
13. Parousia
14. etiology
15. dragon
16. communion
17. fallen

#### Down

1. concupiscence
2. Original
3. trust
6. shame
7. grace
8. adversary
11. temptation

## Part 2 Activities

### Activity 1: Understanding Religious Truth (use with article 5)

In this activity the students will read an excerpt from *Pastoral Constitution on the Church in the Modern World (Gaudium et Spes, 1965)* that will help them gain a deeper understanding of the religious truth found in the Creation accounts in Genesis.

1. Prepare by downloading and printing copies of numbers 12–18 from *Church in the Modern World*, available at the Vatican’s Web site. Have available sheets of blank paper, one for each student. Assign the students to read article 5, “Adam and Eve’s Disobedience,” in their books prior to class.
2. Provide the students with 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 to not only restate Catholic beliefs but also 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.
3. Distribute a sheet of blank paper to each student and explain that they are to take notes on it during the reading. 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. Pause longer about halfway through the excerpt (for example, after number 15) 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 or 3 minutes), it is best for the students to simply turn to someone close rather than move about the classroom.
  6. 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 the 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. 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 section or course.
  10. Conclude 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.

### Activity 2: Effects of Original Sin (use with articles 6 and 7)

In this activity the students will 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 news magazines the students can look through and cut up. Newspapers should be from within the past month; magazines can be from the past three months. You will also need several pairs of scissors. Assign the students to read article 6, “Original Sin: A Consequence of the Fall,” and article 7, “Satan and the Fallen Angels,” from the student book before class.

*Note:* If all the students have access to laptops, an online search would be an alternate way to proceed with this activity. Ensure that the students visit reputable news sites rather than simply conducting a Google search, and remind them to find articles that are from the last month or so.

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 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