

# UNIT 1

## Jesus and Faith

What does it mean  
to have faith in Jesus?

### OVERVIEW

#### Unit Summary

This unit addresses the identity of Jesus Christ as both fully human and fully divine. The students will focus on the two natures of Jesus—human and divine—as revealed in the Gospel of Mark and the Letters of Saint Paul to Galatians, Ephesians, and Corinthians. The students will also come to understand that the truth about Jesus’ life and message can be found in both Scripture and Tradition. Coming to know Jesus Christ will help the students develop a deeper faith in him as the One who bridges the gap between God and humanity, leading to our happiness, holiness, and eternal salvation.

#### Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Explain how Jesus Christ’s identity as true God and true man makes possible his unique role in God’s plan of salvation.	<b>USCCB Framework</b> Who is Jesus Christ?: IIA.1.b.c; I.A, I.A.1.2; III.A1.2.3.4; I.B.1.a.b.c, I.B.3.a.b, I.B.4.a.b.c.d, I.B.2.b, I.B.1.b, 1.B.2.d

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The Gospel of Mark reveals Jesus as the human face of God who reveals God's love, and as the Divine Mystery who invites us to put our faith in him.</p> <p>U2. The truth about Jesus can be found in his life and message as revealed in both Scripture and Sacred Tradition.</p> <p>U3. Jesus is one Divine Person with two distinct natures. Because Jesus is truly human, he can identify with our sufferings, challenges, and joys. Because he is truly God, Christ is the unique mediator between God and human beings, making God's saving grace available to all.</p> <p>U4. Faith in Jesus Christ leads to happiness, holiness, unity, and eternal salvation.</p>	<p>Q1. Who is Jesus?</p> <p>Q2. Where can I find the truth about Jesus?</p> <p>Q3. What does it mean to say that Jesus is true God and true man?</p> <p>Q4. Why put my faith in Jesus Christ?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. The Gospels and the Letters of Saint Paul reveal the identity of Jesus as both human and divine.</p> <p>K2. The context in which Jesus lived, taught, and proclaimed his mission.</p> <p>K3. The <i>Incarnation</i> is the term used for God becoming human in the person of Jesus Christ.</p> <p>K4. Conversion is a change of heart that is a response to God's love.</p> <p>K5. Sacred Scripture and Sacred Tradition work together to reveal God's will.</p> <p>K6. The Magisterium is the official teaching authority of the Church.</p> <p>K7. The Gospels developed in stages that include oral tradition and inspired written word.</p> <p>K8. <i>Hypostatic Union</i> refers to the mystery that Jesus Christ is fully human and fully divine.</p> <p>K9. Faith in Jesus will lead to happiness, holiness, unity, and salvation.</p> <p>K10. Justification brings a sinful human being into right relationship with God.</p> <p>K11. Faith and religion are so closely connected that we cannot have one without the other.</p>	<p>S1. Articulate that the New Testament is the Good News about who Jesus is: human and divine.</p> <p>S2. Identify the cultural attitudes, political tensions, and key Jewish groups that defined life in first-century Palestine.</p> <p>S3. Explain the significance of the Incarnation in God's plan of salvation and the connection to John 3:16.</p> <p>S4. Articulate that conversion is not a moment but a lifetime of responding to God's love.</p> <p>S5. Explain why we need both Scripture and Tradition to understand the fullness of Divine Revelation.</p> <p>S6. Explain the essential role of the Magisterium in the infallibility of the Church.</p> <p>S7. Identify the stages of Gospel development and articulate why the details of stories may differ in the four Gospels.</p> <p>S8. Explain how the Incarnation is necessary for the Christian understanding of salvation.</p> <p>S9. Explain that faith in Jesus will help us to live happy and holy lives on Earth and eternal life in Heaven.</p> <p>S10. Recognize the term <i>justification</i> as God's will for us to be in good relationship with him.</p> <p>S11. Articulate that religion helps us to live out our faith in Jesus.</p>

## Vocabulary

The student book covers the following list of terms for this unit. To provide the students with a list of the terms and their definitions that you choose to feature in your class, customize, download, and print the handout “Unit 1 Vocabulary” (TX005989), on pages 42–45, one for each student.

### Terms for Mastery

adoration  
apostate  
Apostolic Succession  
chief priest  
Christology  
conversion  
Deposit of Faith  
disciple  
doctrine  
elites  
faith  
free will  
Gentile  
genuflect  
Gospel  
grace  
High Priest  
hypostatic union  
Incarnation  
indentured servant  
inspired  
justification

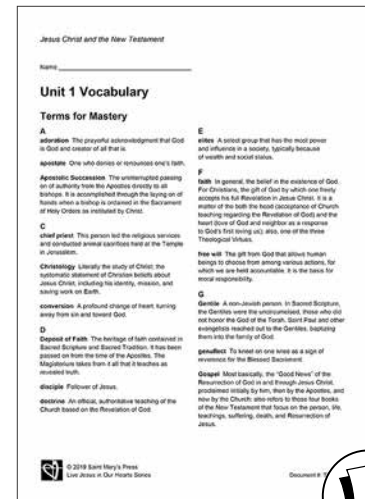
Magisterium  
martyr  
Messiah  
miracle  
missionary  
natural law  
New Testament  
parable  
Paschal Mystery  
Passion  
patriarchal  
Pharisees  
redemption  
Resurrection  
Sacred Tradition  
Sadducees  
salvation  
scribes  
synoptic Gospels  
tenant farmer  
Zealots

### Terms Introduced for Later Mastery

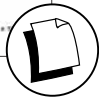
Ecumenical Council  
interreligious dialogue  
infallibility

### Terms Previously Mastered or for General Knowledge

canon of Scripture  
Divine Revelation  
Heaven  
Old Law  
oral tradition  
Promised Land  
Sabbath  
synagogue  
Torah  
universality  
written tradition



TX005989



## Student Book Chapters

This unit draws on material from *Jesus Christ and the New Testament* student book and incorporates it into the unit instruction. The chapters covered in the unit are as follows:

### Chapter 1: Getting to Know Jesus (pp. 8–35)

- Article 1: Discovering Jesus: The Adventure Begins
  - Pre-read: Acts of the Apostles 7:54–8:3, 9:1–22
- Article 2: The Life and Times of Jesus
- Article 3: The Gospel of Mark, Part 1: The Human Face of God
  - Pre-read: Mark, chapters 1–7
- Article 4: The Gospel of Mark, Part 2: Who Do You Say That I Am?
  - Pre-read: Mark, chapters 8–15
- Article 5: The Gospel of Mark, Part 3: The Empty Tomb Changes Everything
  - Pre-read: Mark, chapter 16

### Chapter 2: Jesus Revealed (pp. 36–59)

- Article 6: How the Gospels Came to Be
- Article 7: Four Gospels, Four Authors, Four Viewpoints
- Article 8: The Synoptics: Similar but Not the Same
- Article 9: Scripture and Tradition: Why We Need Both
- Article 10: The Magisterium: Passing on God's Revelation
  - Pre-read: Matthew 28:18–20, 2 Timothy 2:1–3

### Chapter 3: The Two Natures of Jesus (pp. 60–77)

- Article 11: True Man
- Article 12: True God
- Article 13: True God and True Man
  - Pre-read: Philippians 2:5–11
- Article 14: Why Does the Incarnation Matter?

### Chapter 4: It Comes Down to Faith (pp. 78–101)

- Article 15: The Gift of Faith
- Article 16: Learning about Faith from Paul's Letters
- Article 17: Galatians and Ephesians: Faith and Unity
  - Pre-read: Galatians
  - Pre-read: Ephesians
- Article 18: First Corinthians: Faith Overcomes Division
  - Pre-read: First Corinthians
- Article 19: We Celebrate Our Faith in Community

## Additional Online Resources for Teaching This Unit

Visit [www.smp.org/livejesus\\_newtestament](http://www.smp.org/livejesus_newtestament) for additional resources for teaching the content of this unit. Support materials include:

- full PDF of this teacher guide
- PowerPoint presentations
- web-based resources
- reading guides
- quizzes and test bank
- downloadable handouts
- links to app-based games and quizzes

Quizlet is a unique online feature that allows students to practice and master the content of each chapter. Each Quizlet provides engaging activities that can be customized to suit your classroom. Use the SMP-created activities to encourage student participation.

## Assessing Student Understanding

The following resources will help you to assess student understanding of the key concepts covered in this unit:

- handout “Unit 1 Preassessment” (TX005987), on page 40
- handout “Unit 1 Vocabulary” (TX005989), on pages 42–45
- handout “Unit 1 Final Performance Task Options” (TX005997), on pages 58–59
- handout “Unit 1 Final Performance Task Rubrics” (TX005998), on pages 60–61
- handout “Unit 1 Test” (TX005999), on pages 62–67
- handout “Unit 1 Test Answer Key” (TX006000), on pages 68–69
- downloadable quizzes for each chapter  
([www.smp.org/livejesus\\_newtestament](http://www.smp.org/livejesus_newtestament))

## The Suggested Path to Understanding

This unit in the teacher guide provides you with one learning path to take with the students, enabling them to begin their study of Jesus. It is not necessary to use all the learning experiences, but if you substitute other material from this course or your own material for some of the material offered here, check to see that you have covered all relevant facets of understanding and that you have not missed knowledge or skills required in later units.

### UNIT 1

#### Explain

### LEARNING EXPERIENCE 1: Preassessment

Preassess what the students already know about the New Testament, Revelation, and Jesus Christ, to assist you in identifying points to emphasize in this unit.

**Apply****LEARNING EXPERIENCE 2: Final Performance Task Preview**

Preview the final performance tasks and their rubrics.

**CHAPTER 1****Perceive****LEARNING EXPERIENCE 3: Gospel of Mark Scavenger Hunt**

Guide the students in exploring the identity of Jesus and the context in which he lived by locating specific information in the Gospel of Mark. (U1, Q1, K1, K2)

**Interpret****LEARNING EXPERIENCE 4: So Much Has Changed. . . .**

Engage the students in comparing the life and culture during first-century Palestine to modern-day life and culture, while reflecting on how Jesus' attitudes and teachings challenged the social norms of his time and how they would apply today. (U1, Q1, K2, S2)

**CHAPTER 2****Perceive****LEARNING EXPERIENCE 5: Oral Tradition: What Really Happened?**

Engage the students in an activity that will compare perceptions and narratives of a recent event to the formation of the Gospels and how each Gospel provides a different perspective of Jesus' life and mission. (U2, Q2, K7, S7)

**Reflect****LEARNING EXPERIENCE 6: Miracles in the Synoptics**

Facilitate a lightning round of conversation between pairs of students in order to reflect on the differences in the miracle accounts in the synoptic Gospels. (U2, Q2, S7)

**Interpret****LEARNING EXPERIENCE 7: Puzzle Pieces of Scripture and Tradition**

Provide the students with a tool that will illustrate how Sacred Scripture and Sacred Tradition work together to enable the Church to interpret Divine Revelation. (U2, Q2, K5, K6, S5, S6)

**CHAPTER 3****Perceive****LEARNING EXPERIENCE 8: Jesus Christ: Fully Human and Fully Divine**

Engage the students in finding examples of Jesus' humanity and of his divinity in Scripture. (U3, Q3, K1, K3, K8, S1, S8)

**Reflect****LEARNING EXPERIENCE 9: The Incarnation: A Love Story**

Explore with the students the meaning of the Incarnation through story and reflection about why God becoming human matters today. (U3, Q3, K3, S3, S8)

## CHAPTER 4

**Apply****LEARNING EXPERIENCE 10: Tweeting for Jesus: #ApostlePaul**

Assist the students in reading the letters of Saint Paul by paraphrasing passages about happiness, holiness, unity, and salvation. (U4, Q4, K9, S9)

**Explain****LEARNING EXPERIENCE 11: Paul's Letters Jeopardy Game**

Review the key themes in some of the letters of Saint Paul related to having faith in Christ. (U4, Q4, K10, K11, S10, S11)

# LEARNING EXPERIENCES

The following learning experiences support the key learning objectives for this unit. They are designed to take place over the course of several weeks, but it will be important for you to choose how they will best fit into your unique learning environment and how they will combine with other material you wish to use, as you prepare your lesson plans. Typically, each learning experience takes a day or two of class time. The handouts referred to in various learning experiences are available as reproducible handouts at the end of the unit. They are also available as part of the additional online resources at [www.smp.org/livejesus\\_newtestament](http://www.smp.org/livejesus_newtestament).

## Explain

### LEARNING EXPERIENCE 1 (Unit) Preassessment

**Preassess what the students already know about the New Testament, Revelation, and who Jesus Christ is, to assist you in identifying points to emphasize in this unit.**

- 1. Prepare** by photocopying or downloading and printing the handout “Unit 1 Preassessment” (TX005987), on page 40, one for each student. The handout is a vocabulary quiz.
- 2. Introduce** the students to unit 1 by sharing the name of the unit, “Jesus and Faith,” and the unit’s focus question, *What does it mean to have faith in Jesus?* Ask them to number a sheet of paper from 1 to 10.
- 3. Give** the following instructions to the class:
  - We are going to do an activity called “Stand Up If” that will help me determine your current knowledge about Jesus, faith, and the way we come to know who Jesus is.
  - I am going to read a list of questions about what we will be learning in this unit. When I read each statement, write your answer on your sheet of scratch paper. Do not show your answer to anyone. If you do not know the answer, just write “IDK” on your paper. You are not expected to know the answers, so be honest if you really do not know. If you want to guess the answer, that’s fine.
  - After everyone has written down their answer, I will say, “Stand up if you think you have the right answer.” Stand up silently with your written answer in hand. Do not raise your hand or indicate that you know the answer. I will just presume you have a good answer if you are standing.
  - I will randomly call on one person who is standing and ask him or her to give me the answer. I will tell the person if the answer is correct. If it is correct, everyone with the same answer will remain standing and everyone else will sit down. If the person is wrong, that person will sit down and everyone with the same answer will also sit. Then I will call on another student who is still standing. I will continue to call on those standing until someone gives the correct answer, or until everyone is sitting.

Jesus Christ and the New Testament

Name \_\_\_\_\_

Unit 1 Preassessment

Stand Up If . . .

1. What term do we use for “a change of heart” or a turning away from sin and trying to do God’s will? \_\_\_\_\_
2. Which Gospel was most likely written first and focused on Jesus’ humanity? \_\_\_\_\_
3. What common name do scholars give to the first three Gospels: Matthew, Mark and Luke? \_\_\_\_\_
4. John’s Gospel is different because it emphasizes Jesus’ \_\_\_\_\_ nature.
5. The mystery of Jesus, the Son of God, becoming man is called the \_\_\_\_\_.
6. The union of Jesus Christ’s divine and human natures in one Divine Person is called the \_\_\_\_\_.
7. What do we call the gift from God, the basis for moral responsibility, that allows us to choose from a variety of actions, both good and bad? \_\_\_\_\_
8. Who wrote most of the letters, also called epistles, in the New Testament? \_\_\_\_\_
9. The official teaching authority of the Catholic Church is called the \_\_\_\_\_.
10. What is the term that means “total in the existence of God”? It is the gift of God by which one truly grasps God’s full Revelation in Jesus Christ. You might say, “I have \_\_\_\_\_.”

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Live Jesus in Our Hearts Series

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4. **Begin** with the first question on the handout. Feel free to call on as many students as necessary (or as time allows) to get the correct answer. If no one knows the answer, tell them the answer without much explanation. Remind them that this is just a preassessment, a preview of that they will be learning.
5. **Proceed** with the remaining questions on the handout, spending as much time with each question as needed to assess the general knowledge of the group. Each new question begins with everyone sitting. Be sure to affirm answers that are close or partially correct.
6. **Distribute** the handout. You may wish to give the students time to write down the correct answers while the experience is still fresh; or you may invite them to fill in the answers later, as you work your way through the unit. The students can keep the handout as a reference for review at the end of the unit.
7. **Summarize** the point of the activity by telling the students that they can look forward to mastering these vocabulary words as you work through this unit, getting to know who Jesus is and why faith in Jesus ultimately leads to happiness.

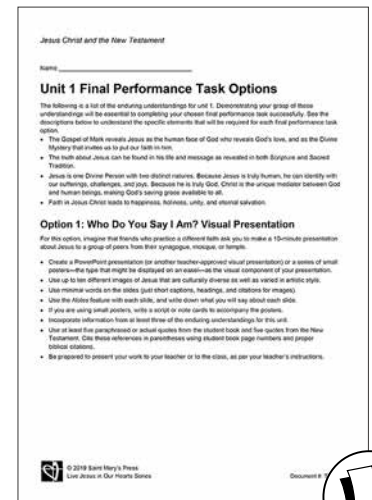
### Apply

## LEARNING EXPERIENCE 2 (Unit)

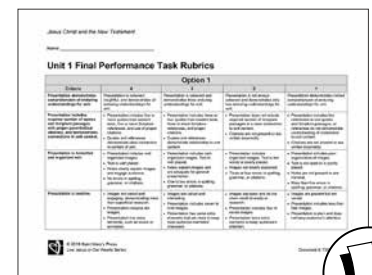
### Final Performance Task Preview

Preview the final performance tasks and their rubrics.

1. **Prepare** by photocopying or downloading and printing the handouts “Unit 1 Final Performance Task Options” (TX005997), on pages 58–59, and “Unit 1 Final Performance Task Rubrics” (TX005998), on pages 60–61.
2. **Distribute** the handouts. Give the students a choice as to which performance task to work on, and add more options if you so choose.
3. **Review** the directions, expectations, and rubrics in class, allowing the students to ask questions. You may want to say something to this effect:
  - Either option may be done individually or with a partner.
  - Keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit.
4. **Explain** the types of tools and knowledge the students will gain throughout the unit so that they can successfully complete the final performance task.
5. **Allow** one full class period for the students to work on the final performance task. This will allow you to work with any students who need additional guidance with their project.



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## TEACHER NOTE

If these final performance tasks, or similar ones, have been completed by a prior class, place examples of this work in the classroom. This allows the students to understand how they might effectively approach the final performance tasks and to realize that there is more than one way to successfully complete the tasks.

## Perceive

## LEARNING EXPERIENCE 3 (Chapter 1)

## Gospel of Mark Scavenger Hunt

Guide the students in exploring the identity of Jesus and the context in which he lived by locating specific information in the Gospel of Mark. (U1, Q1, K1, K2)

- 1. Prepare** by ensuring that all the students have read articles 3–5 in the student book and the entire Gospel of Mark prior to this learning experience and that they will have access to Bibles (print or digital) during class. Photocopy or download and print the handout “Gospel of Mark Scavenger Hunt” (TX005990), on pages 46–47, one for each student.
- 2. Arrange** the students into groups of three or four. Distribute and review the handout with the students. Instruct them to divide up the categories so that each group member is responsible for finding answers to fill in a section. However, each student is responsible for filling in the answers on their individual handout to earn the assigned points.

## TEACHER NOTE

If the students will be using print Bibles and your time is short, consider assigning each group just one of the four categories of the scavenger hunt, as they will not have the time advantage of electronic searching. Each group can report back their findings so that the class has access to the answers in all categories.

- 3. Allow** the groups 20 to 30 minutes to complete the handout. Circulate among the groups, offering assistance as needed. You might direct them to scan the headings in the Gospel, to use the find feature in a digital Bible, or to use the lists of miracles and parables in a study Bible, for example.

20 Chapter 1: Getting to Know Jesus

## Article 3

The Gospel of Mark, Part 1:  
The Human Face of God

Have you ever listened to a young child trying to tell a story they are really excited about? Usually it sounds something like this: “And then . . . (deep breath) and then . . . (deep breath) and then . . .” In many ways, the Gospel of Mark is like that excited young child. It’s the shortest of the four Gospels and is told with the excitement of a child. For example, the words *and* and *immediately* appear frequently throughout the text. The first half of the Gospel moves rapidly from scene to scene, jumping months between events. Then it slows dramatically, counting down time by the hours as Jesus’ Crucifixion approaches. Along the way, Mark gives us great insight into Jesus’ humanity. So if you have never read a Gospel from beginning to end, Mark is a good Gospel to start with.

## CATHOLICS MAKING A DIFFERENCE

Can you imagine a life with no arms? Do you think you would feel sorry for yourself and focus on the things that you could not do? Tony Melendez is a guitar player, composer, singer, and songwriter who was born without arms. His mother was prescribed Thalidomide while pregnant, which caused his disability. Tony did not feel sorry for himself or accept that there were just going to be things he could not do. He learned to play Frisbee, write, compose music, and play guitar—all with his feet! In high school, he became deeply involved in the Catholic Church. He even played one of his original songs for Pope Saint John Paul II. Tony has continued his music ministry by starting the *Fee-Jam Band* and always reserves the front row at his concerts for young people.



Articles 3–5

Jesus Christ and the New Testament

Name: \_\_\_\_\_

## Gospel of Mark Scavenger Hunt

Using your Bible, find the following information in the Gospel of Mark. With your teacher's permission, you may also use the internet and an online Bible to search for information.

Category	Tasks to be completed	Points
<b>Parables People</b>	Find and write down one parable from Mark's Gospel where the following are mentioned: blind people _____ blind people _____ Pharisees _____ Sadducees _____ High Priest _____ tax collectors _____	10
<b>Miracles</b>	Find and write the passage in Mark where Jesus heals a: boy _____ paralytic _____ deaf mute _____ withered hand _____ possessed son _____	30
	Find and write the passage where Jesus shows his power over nature in Mark's Gospel: calms a storm _____ walks on water _____ feeds five thousand people _____ raises a girl from the dead _____	

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4. **Reconvene** the large group and discuss any insights or new information the students found in their research. Prompt discussion with these or similar questions:
  - What three words would you use to describe the Gospel of Mark?
  - How would you describe the way Jesus is portrayed?
  - Which of the Gospel's miracles or teachings make the most impression on you?
5. **Conclude** this learning experience by emphasizing the following points about the Gospel of Mark:
  - The Gospel of Mark is the shortest of the four Gospels, presenting Jesus as a man of action.
  - Mark focuses on Jesus' miracles, illustrating his power and compassion.
  - Mark emphasizes Jesus' obedience and sacrifice, a man who is misunderstood and who suffers for doing God's will.
6. **Collect** the handouts, awarding points for complete and accurate answers. Return the handout so the students can use it for study and review.

## TEACHER NOTE


Note the handout “Gospel of Mark Scavenger Hunt Answer Key” (TX005991), on page 48.

## Interpret

## LEARNING EXPERIENCE 4 (Chapter 1)

## So Much Has Changed. . . .

**Engage the students in comparing the life and culture during first-century Palestine to modern-day life and culture, while reflecting on how Jesus' attitudes and teachings challenged the social norms of his time and how they would apply today. (U1, Q1 K2, S2)**

1.  **Prepare** by ensuring that all the students have read article 2 in the student book prior to this learning experience and that they will have access to their student books (print or digital) and the internet during class. Photocopy or download and print the handout “So Much Has Changed. . . . How Much Has Stayed the Same?” (TX005992), on pages 49–50, one for each student.

## TEACHER NOTE

Though it is not required, it may be helpful for the students to have access to the internet while completing this handout. In order to accurately compare life and culture in first-century Palestine to modern-day society, they may need to look up some specific details.

Jesus Christ and the New Testament			
Gospel of Mark Scavenger Hunt Answer Key			
Category	Tasks to be completed		Points
<b>Powerful People</b>	Find out where Jesus gave the passage from Mark's Gospel where the following are mentioned		
	<ul style="list-style-type: none"> <li>chief priests</li> <li>Pharisees</li> <li>Sadducees</li> <li>High Priest</li> <li>ten collectors</li> </ul>	<ul style="list-style-type: none"> <li><u>Mark 14:63,64,65,66,67</u></li> <li><u>Mark 8:31</u></li> <li><u>Mark 1:27-28</u></li> <li><u>Mark 10:1</u></li> </ul>	10
<b>Miracles</b>	Find out where Jesus gave the passage from Mark's Gospel where the following are mentioned		
	<ul style="list-style-type: none"> <li>leper</li> <li>paralytic</li> <li>blind man</li> <li>deaf and dumb</li> <li>swollen leg</li> </ul>	<ul style="list-style-type: none"> <li><u>Mark 1:40-45</u></li> <li><u>Mark 2:3-5</u></li> <li><u>Mark 8:23-26</u></li> <li><u>Mark 9:32</u></li> <li><u>Mark 10:46-52</u></li> </ul>	10
<b>Parables</b>	Find the parables in Mark's Gospel. Make a list of each parable or message Jesus said and what Jesus wanted to teach in that story		
	<ul style="list-style-type: none"> <li>seeds of every kind</li> <li>tenar or sower</li> <li>mustard seed</li> <li>fig tree</li> <li>figural bark</li> <li>mustard seed</li> </ul>	<ul style="list-style-type: none"> <li><u>Mark 4:1-20</u></li> <li><u>Mark 11:13-14</u></li> <li><u>Mark 12:1-9</u></li> <li><u>Mark 12:24-26</u></li> <li><u>Mark 13:28-31</u></li> <li><u>Mark 13:32-37</u></li> </ul>	20
<b>Women</b>	How many women (not just females) are mentioned in the Gospel of Mark?		
	<ul style="list-style-type: none"> <li>Annas and every and Mary Magdalene</li> <li>Simon's mother-in-law</li> <li>Jesus's daughter</li> <li>women with a meaningful story of</li> <li>Jesus and his dear daughter</li> <li>women who accuse Jesus at Bethany</li> <li>women who accuse Jesus at the courtyard</li> <li>women at the cross (Mary Magdalene, Mary the Mother of James and John, Mary Salome)</li> </ul>	<ul style="list-style-type: none"> <li>women who go to see Jesus buried</li> <li>women who go to the tomb</li> <li>women that Jesus speaks to (including Mary Magdalene)</li> <li>14 women and names of each are mentioned, and Jesus is referred to as the Son of Man (10:48) when he refers to all of them</li> <li>16 females include the women and the women with seven husbands.</li> </ul>	20

Document 6

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 Our Jesus and Our Faith Series

TX005991

## Chapter 1: Getting to Know Jesus 15

Article 2  
The Life and Times of Jesus

Clarissa's grandma was telling her another story about what life was like when Grandma was a teen. "Here we go again," thought Clarissa, "another lecture on the evils of smartphones." Suddenly Grandma stopped and looked directly at her. "I'm sorry," Grandma said. "I know it must sound like I'm lecturing. But I just want you to know that the way we live today isn't the way people have always lived. And I thought you might better understand the things I love if you knew a little more about my life growing up."

What's true for Clarissa and her grandpa is also true when it comes to reading about Jesus in the Gospels. The way we live today is different from the way people lived during Jesus' lifetime. If we understand some basic things about the way the people of his time lived, then many of the things Jesus said and did become clearer for us.

## Daily Life during the Time of Jesus

Let's get some of the obvious things out of the way. People living in first-century Palestine (Jesus' time and country) had almost none of the technology we enjoy today. They didn't have electricity or gasoline engines, so there were no planes, trains, or automobiles. They didn't even have indoor plumbing (unless you were among the very wealthy). So, a large part of women's days was spent on things we take for granted: getting water, cooking food, making clothes, and so on.



There was little technology in first-century Palestine. Most things, such as planting, cooking, getting water, and making clothes, were done by hand.

## Article 2

*Jesus Christ and the New Testament*

Name \_\_\_\_\_

## So Much Has Changed. . . . How Much Has Stayed the Same?

Compare the information about *Infantile Pentecost* on the left to our society today. Note similarities or differences in the second column. Take time to look up answers that you don't know for sure, as you will have to answer some questions in the large journal following this activity.

First-Century Pentecost	EMPLOYMENT	Modern Day
<p>Women's work was domestic:</p> <ul style="list-style-type: none"> <li>• getting ready</li> <li>• washing linen</li> <li>• nursing infants</li> <li>• caring for children</li> </ul> <p>Men were more mostly agricultural</p> <ul style="list-style-type: none"> <li>• farming</li> <li>• growing grapes</li> <li>• raising animals</li> <li>• herding</li> </ul> <p>Many men worked as tenant farmers because they couldn't afford to own their own land.</p> <p>Some men were craftsmen or worked for the government.</p>		
<b>TECHNOLOGY AND MACHINES</b>		
<p>No electricity</p> <ul style="list-style-type: none"> <li>• no electric lights</li> <li>• no refrigeration</li> <li>• no air conditioning/heating</li> <li>• no washing machines/dish washers</li> </ul> <p>Communication was by word of mouth or rumour</p>		
<p>Most people couldn't read or write.</p>		
<p>There was no video playing / learning aids.</p>		



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 Jesus Christ in Our Hearts Series

Document # \_\_\_\_\_

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2. **Decide** if you are having the students compare life and culture in first-century Palestine to modern-day American society or another modern-day culture. If you would like to opt for the most stimulating post-activity dialogue, divide the class in half and have one side compare to American society and the other side to modern-day society worldwide.
3. **Distribute** the handout, and give the following instructions to the students:
  - Using the information provided in the left-hand column about life in first-century Palestine, fill in a word or phrase to note the similarity or difference between life then and today. For example, under the heading for “Technology and Machines,” it says there was no electricity in first-century Palestine. In the modern-day column, indicate that we do have electricity, and then note several items that we use daily that are powered by electricity.
  - You may need to use the internet to look up some details to fill out the modern-day column. You will want to be as specific as possible, as you may be called on to share your answers in the class discussion.

#### TEACHER NOTE

To make the handout more challenging, take out the prefilled information using the Word version of the handout, located at [www.smp.org/livejesus\\_newtestament](http://www.smp.org/livejesus_newtestament). The students would use article 2 in the student book to fill in the left-hand column.

4. **Allow** about 20 minutes for the students to complete the handout.
5. **Process** the answers on the handout by calling on different students to give their initial response. Allow other students to add more details or nuances. Tell the students that if they would like to add or revise any of their answers after listening to their classmates, they should feel free to do so. If you have divided the class in half, allow each group to give their responses to only one section at a time. This will keep the second group from becoming bored and disengaged.

**TEACHER NOTE**

Be prepared to encounter some excited and perhaps even heated responses when discussing responses to “Patriarchal Society” and “Cultural Priorities” sections. Remind the students that we aren’t discussing what is fair or unfair; rather, we are discussing cultural and societal norms. But expressing their feelings about those norms is important and valuable in moving the conversation forward about how our faith calls for us to act.

**6. Ask** the following discussion questions using the following or similar words:

- In what way did the type of work that people did in first-century Palestine affect their faith life? In the Old Testament, if they had poor crops or a natural disaster, they could say that they were being punished for some type of bad behavior. How did that thinking change after Jesus?
- How is modern-day employment a fulfillment of the social justice taught by Jesus? In what ways do we fall short?
- How would today’s technology and machines assist in spreading the Good News? Are there any downsides to evangelizing using technology?
- What social norms did Jesus break in regard to the patriarchal society of his time? What are some ways that Jesus’ actions indicate to you his attitude towards women?
- In your opinion, would Jesus be satisfied with societal norms today? Explain.
- Is there anything about life and culture in first-century Palestine that is better than modern-day culture and norms?
- Is social class still an issue in modern-day culture? How does it affect people’s faith life?

**7. Conclude** by having the students write down any further points of discussion or questions that may have come up during this conversation. Keep them handy and use them as prompts for discussion at the beginning of class or during any down time at the end of class.

**TEACHER NOTE**

Students can participate in self-assessments using several different types of Quizlet reviews for each chapter. These assist students in reviewing each chapter and receiving immediate feedback on the knowledge they have acquired. If you choose to administer the chapter 1 quiz (TX006214), do so now, before moving on to chapter 2. (See [www.smp.org/livejesus\\_newtestament](http://www.smp.org/livejesus_newtestament) to access both of these resources.)

Jesus Christ and the New Testament

Name \_\_\_\_\_

**Chapter 1 Quiz**

**Matching**

Fill in the blank with the letter of the correct word to complete the sentence.

a. Messiah    b. conversion    c. incarnation    d. disciples    e. patriarchy

1. Like Marianne and Saint Paul, each one of us is called to \_\_\_\_\_ by turning away from sin and actively seeking God's will.

2. Jesus is the \_\_\_\_\_, the Hebrew word for "granted one."

3. Jesus tells his followers, also known as \_\_\_\_\_, "Take up [your] cross, and follow me" (Matthew 10:38).

**Multiple Choice**

Write the letter that corresponds to the best answer choice in the blank space provided.

4. Who was the first martyr for the Christian faith?

a. Saint Peter  
b. Saint Paul  
c. Saint James  
d. Saint Stephen

5. Which of the following statements is NOT true about life in first-century Palestine?

a. The culture was patriarchal.  
b. Most of the families worked on farms.  
c. The gap between rich and poor was part of God's vision for his people in the Old Testament.  
d. There was a strong commitment to family, including siblings, uncles, and cousins.

6. Which group of Jews was known for strict enforcement of Old Testament laws and believed in resurrection?

a. Pharisees  
b. Sadducees  
c. Scribes  
d. Zealots

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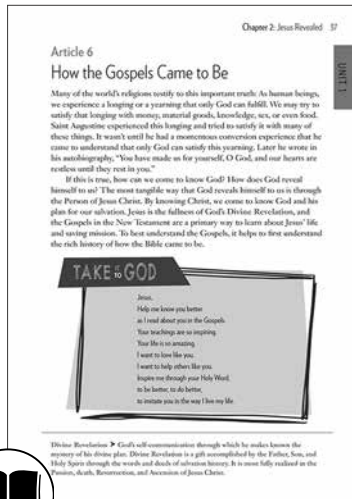
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## Reflect

## LEARNING EXPERIENCE 5 (Chapter 2)

## Oral Tradition: What Really Happened?

Engage the students in an activity that will compare perceptions and narratives of a recent event to the formation of the Gospels and how each Gospel provides a different perspective of Jesus' life and mission. (U2, Q2, K7, S7)



Articles 6–7

1. **Prepare** by ensuring that all the students have read articles 6 and 7 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class.
2. **Ask** the students to think about a recent event that most of the class is familiar with. Some examples are: a school sporting event many of them have attended recently, a fine arts performance that has taken place at school, a recent school assembly, or a significant weather event that affected many people in their school or local community. Choose the event that most of the students experienced firsthand and that generates the most interest among the students.

## TEACHER NOTE

Avoid choosing an event that some students might have negative associations with, such as a school dance that they may not have been invited to attend.

3. **Arrange** the students into groups of three or four, and give each group a sheet of newsprint.
4. **Instruct** the groups to tell their story about the event. One person will be the recorder and will write on the newsprint, in bullet-point form, the main ideas of the event and any details the individual group members want to contribute. Allow about 10 minutes for storytelling and writing.
5. **Post** the newsprint sheets, and invite the students to get up and silently read their peers' versions of the story, noting similarities and differences in the group perspectives of the events.
6. **Conduct** a large-group discussion about the similarities and differences, using the following questions to spark dialogue:
  - What were some of the points of agreement among the group lists?
  - Was there at least one thing that all groups noted on their report? Circle these ideas.
  - What were some of the differences the groups noticed?
  - Why are there differences in the details of the stories?



- If you interviewed others that were present—teachers, parents, people working the event, coaches, or directors—how might their accounts be different?
  - Did telling the stories of the event with one another help to make the event more memorable or meaningful?
7. **Direct** the students to find the chart “The Stages of Gospel Formation” on page 40 of the student book. Ask the students the following questions to help them compare their stories of the event to the three stages in the formation of the Gospels:
- Who experienced the class’s event? Who experienced the events during the life of Jesus?
  - What was it like to tell the stories about the class event? What must it have been like to tell the stories about Jesus after his death and Resurrection?
  - What was it like to try to write down the stories about the class event? What must it have been like to try to write down all the stories about Jesus?
8. **Direct** the students to find the “Gospel Comparisons” chart on page 46 of the student book. Facilitate a conversation comparing the composition of the Gospels to the stories we share, using the following or similar words:
- Each of the Gospels was written for its own unique audience. How did the audience the Gospel was written for affect the theme or tone of the Gospel?
  - If we recount the details of an event we experienced, we most likely focus on some detail and skim over others depending on who we are telling the story to. Can you give an example from your own personal experience where your audience affected the theme or tone of your story?
  - The time in which the Gospels were written also affected the way the Gospel writers formulated their accounts of Jesus’ life, death, and Resurrection. When was each Gospel written in relation to the life, death, and Resurrection of Jesus? How do you think this affected the focus of each Gospel?
  - Can you give an example from your own personal experience when the time you related your story had an impact on the focus of your story? Did telling your story immediately following events that occurred lead to a story filled with more emotion? Did telling the story after some time had passed lead to some new knowledge or different perspective?
  - How can relating your own experiences to those of the Gospel writers help you to better understand the similarities and differences between the Gospels?

40 Chapter 2: Jesus Revealed

We believe that's how the Gospels of Matthew, Mark, Luke, and John came to be written, under the inspiration of the Holy Spirit. Though we do not know the exact date each Gospel was written, many scholars believe the Gospel of Mark was written first, around AD 70. The Gospels of Matthew and Luke were probably written late in the first century after Mark. It is possible that the Gospel of John was written around AD 100, nearly seventy years after Jesus' Resurrection. This third stage in the formation of the Gospels is the written tradition. Over time, the written Gospels were combined with the other writings now in the canon of Scripture, forming the New Testament.

Stage	Title	Description
1	The Life and Teaching of Jesus	Jesus lives and teaches among us until his Ascension.
2	The Oral Tradition	The Apostles based on what Jesus has said and done, in that later understanding brought about by the Resurrection of Christ and the guidance of the Holy Spirit.
3	The Written Tradition	The inspired authors write the four Gospels, selecting from what has been handed on in either oral or written form, to bring to the truth about Jesus.

written tradition ➤ The stage during the formation of the Gospels when the human authors, under the inspiration of the Holy Spirit, drew upon the oral tradition and other writings to create the four Gospels we have today in the Bible.

canon of Scripture ➤ The books of the Bible officially recognized by the Church as the inspired Word of God.

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Gospel	Date Written (Approximate)	Audience	Theme	Organization
Mark	AD 65-70	generalized Christians	Suffering and death lead to eternal life.	begins with baptism and public ministry; recounts acts of power and controversies with Pharisees.
Matthew	AD 85	primarily Jewish Christians	Jesus is the Messiah who fulfills the Jewish tradition.	begins with infancy narrative; structured around five long speeches; places Jesus in the context of the broader salvation history.
Luke	AD 80-90	Gentile Christians	God's covenant of love is universal.	begins with infancy narrative; includes genealogy going back to Adam; and structure the Gospel around a journey to Jerusalem, the center of Jewish faith.
John	AD 90-100	Jewish Christians community that may have included Gentiles and Samaritans	Jesus is the preexistent Word of God; salvation is available for all people who believe in him and accept that he is the Son of God.	prologue; Book of Signs; organized around seven great signs performed by Jesus; Book of Glory (organized around Jesus' death and Resurrection); epilogue.

HMMMAA... How might our faith be different if there were only one Gospel in the Bible?

Page 46



## Reflect

## LEARNING EXPERIENCE 6 (Chapter 2)

## Miracles in the Synoptics

Facilitate a lightning round of conversation between pairs of students to reflect on the differences in the miracle accounts in the synoptic Gospels. (U2, Q2, S7)

1. **Prepare** by ensuring that all the students have read article 8 in the student book prior to this learning experience and that they will have access to Bibles (print or digital) during class.
2. **Begin** by reminding the students how the miracle stories in the synoptic Gospels differ from the Gospel of John. Note John's emphasis on Jesus' divinity (recall the analogy of the camera from above in previous article) and John's use of the word *signs* instead of *miracles*.
3. **Tell** the students the following, using these or similar words:
  - Human beings are storytelling creatures. Telling stories about the things that happen to us helps us to understand their importance and meaning.
  - Think of a personal story that has meaning for you and that you don't mind sharing with others. Try to recall as many details of the story as possible.
4. **Arrange** the students into two groups, asking them to form two circles. The inner circle should face the outer circle. Each student should be face-to-face with a classmate. If you have an uneven number of students, two students can move together as one in the outer circle. Give the following directions, using these or similar words:
  - Now that you are facing your partner, those of you in the outer circle will have 1 minute to share your personal story with as many details as possible. When I call time, you must stop talking. When I say, "Begin," those of you in the inner circle will have exactly 1 minute to share your story with as many details as possible. When I call time, you must stop talking.
5. **Direct** the outer circle to rotate to the right after the first round. Repeat the storytelling process several more times. Do not rotate all the way around the circle. Three or four rounds of sharing stories is plenty for this exercise. Follow up with further directions, using these or similar words:
  - Please return to your seats. Get out a sheet of paper and something to write with.
  - Write the name of your first partner, the subject of their story, and as many details as you can remember. Repeat this step for all of your partners. You will have approximately 5 minutes to complete this portion of the activity.
6. **Process** with the students how they felt when trying to remember all of the major ideas and details about their partners' stories by saying the following:

Article 8  
The Synoptics: Similar but Not the Same

Earlier we noted that the Gospel of John has a unique perspective when compared to the Gospels of Matthew, Mark, and Luke. Remember John's view was more from "above" and the others were more from the "side." Let's explore this further.

Imagine asking three people who are standing together looking at a famous piece of artwork to each describe what they see. It is reasonable to assume that there would be some similarities and some differences among their responses. They would all give you the same general description of what is taking place in the picture, but one person might notice the lighting depicted in the painting and emphasize that, and another person might focus more on the interaction of the people in the painting. As we put all three descriptions together, our understanding of the artwork becomes more complex. The same is true of the Gospels of Matthew, Mark, and Luke. They all tell the same story from a similar perspective. Together we call them the synoptic Gospels. The word *synoptic* comes from a Greek word meaning "seeing together."



Different perspectives on the same piece of artwork are similar to the different perspectives the Gospels offer on the life and teachings of Jesus.

**Synoptic Gospels** ➤ From the Greek for "seeing together," the name given to the Gospels of Matthew, Mark, and Luke, because they are similar in style and content.

## Article 8



- How easy or difficult did you find it to remember the names of each partner in order—and also the main ideas of their stories and the supporting details?
  - Do you think it would have been easier to write the details as the person was speaking? Would you have preferred to use any other method to record their story to make it easier for you to remember the details?
  - Were you able to recall some or most of the details by writing them down after the fact?
  - Pair up with a classmate now to review the miracles in the synoptic Gospels. We are going to try to find the similarities and differences between them and perhaps discover why there are these differences.
7. **Use** the chart “Miracles That Appear in All Three Synoptic Gospels” on page 49 in the student book. Assign each set of partners a miracle, and tell them to review all three synoptic accounts of their assigned miracle. They must identify the different details contained in each Gospel account of their assigned miracle.
  8. **Ask** each pair to report to the class at least one detail that the three Gospel accounts covered differently
  9. **Conclude** by reminding the students that the Gospel writers wrote at different times and to different audiences. Help the students to connect their experience of recalling and writing down their classmates’ stories, to the work of the Gospel writers in capturing the essence of Jesus’ life and teachings in ways that would reach their particular audience. We can learn even more from the Gospels by studying the differences among them and identifying what they have chosen to focus on and what they have minimized or left out. You may wish to emphasize points like the following, using these or similar words:

- Remember how writing the details of your partner’s story helped you to remember it? The same is true of the Gospel writers. Writing those stories down helped them to understand the meaning even more deeply, because they chose the words carefully, emphasizing specific details.
- But how could they remember all of the stories? We struggle to remember just a few details if the story is told quickly or if we don’t have some way to record it. The human authors of the Gospels had an important influence in writing down the stories of Jesus’ life, death, and Resurrection: the Holy Spirit. The Holy Spirit inspired them and worked through them to tell those stories so that they revealed God’s saving message to us.
- So, why are the accounts somewhat different? Even though the four Gospels tell the same basic story about Jesus, the differences between them are important. The truths the Holy Spirit wishes to reveal are too deep for any one human perspective to capture them completely. So each human author, writing for a different audience, emphasizes a different aspect of Jesus’ saving work, giving us a more complete picture of God’s will for us when we read and study all four Gospels.

Chapter 2: Jesus Revealed 49

As we will learn later, the Gospel of John has only a few miracles but calls them signs. A miracle is a special manifestation of the power and presence of God. It is a sign of the Kingdom of God, partially present in human history and fully realized in Heaven. We have many examples of Jesus miraculously curing diseases, like blindness (see John, chapter 9) and leprosy (see Matthew 8:1-6). Jesus even brings his friend Lazarus back to life after he had been dead for three days (see John 11:1-44).

The miracles are not limited to healing. The synoptic Gospels also give us accounts of Jesus miraculously feeding thousands of people by multiplying a few fish and loaves of bread (see Matthew 14:13-21, Mark 6:34-44, Luke 9:10-17, John 6:1-13). Jesus even displays miraculous power over nature, calming a storm at sea (see Matthew 8:23-27, Mark 4:35-41). Perhaps the greatest miracle the synoptic Gospels all share is the Resurrection of Jesus Christ (see Matthew 28:1-10, Mark 16:1-8, Luke 24:1-44, John 20:1-29).

Miracle	Matthew	Mark	Luke
Cure of Simon's (Peter's) Mother-in-Law	8:14	5:29-31	4:38-41
The Cleansing of a Leper	8:1-4	1:40-45	5:12-16
The Healing of a Paralytic	9:1-8	2:1-12	5:17-26
A Man with a Withered Hand	12:9-14	3:1-6	6:6-11
The Calming of a Storm at Sea	8:23-27	4:35-41	8:22-25
The Healing of the Gerasene Demoniac	8:28-34	5:1-20	8:26-39
Jesus' Daughter and the Woman with a Hemorrhage	9:18-26	5:25-41	8:40-56
The Feeding of the Five Thousand	14:13-21	6:34-44	9:10-17
The Transfiguration of Jesus	17:1-13	9:2-8	9:28-36
The Healing of a Boy with a Demon	17:14-21	9:14-29	9:37-43
Blind Bartimaeus	20:29-34	10:46-52	18:35-41



## Puzzle Pieces of Scripture and Tradition

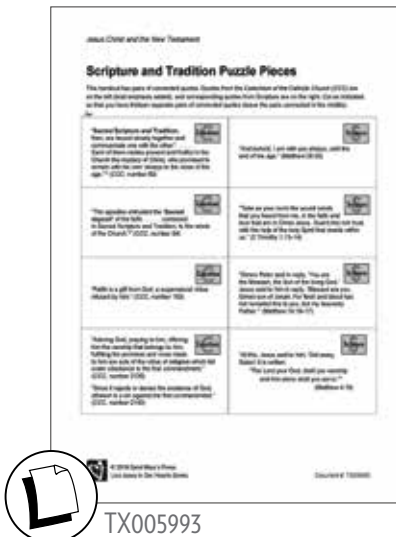
*Note: All the Catechism quotes refer to concepts or terms found in unit 1, chapters 1 and 2, of the student book.*

- 1. ■■ Prepare** by ensuring that all the students have read articles 9 and 10 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Photocopy or download and print the handout “Scripture and Tradition Puzzle Pieces” (TX005993), on pages 51–53, and cut apart the thirteen pairs of quotes. This learning experience also requires the following supplies:
  - thirteen pieces of cardstock or large index cards
  - several pairs of scissors
  - glue sticks or tape
  - a shoebox-size container to collect puzzle pieces
- 2. Allow** the students to pick a partner for the first step of this activity. It is important that this step be done in pairs. If you have an uneven number of students, you will need to step in and be a partner for step 4, or allow one student to work alone for this step only.
- 3. Hold** up a Bible and a copy of the *Catechism of the Catholic Church*. Explain that the *Catechism* is a reference book for the truths transmitted through Sacred Tradition which, along with Sacred Scripture, helps us know God’s will for us. Read this excerpt from article 9 in the student book:

- Some Christians rely on only Sacred Scripture to understand Divine Revelation. Catholics, however, recognize the authority of both Sacred Scripture and Sacred Tradition. It is through both that God is fully revealed and his truth is made known to us. Sacred Scripture and Sacred Tradition both come from God. They are not separate or contradictory; rather, they are two ways of transmitting Divine Revelation.

... Tradition and Scripture are inseparable. “Sacred Tradition and Sacred Scripture make up a single sacred deposit of the Word of God, which is entrusted to the Church” (*Dogmatic Constitution on Divine Revelation* [*Dei Verbum*, 1965], number 10).

4. **Distribute** the strips of paired quotes, cardstock, scissors, and glue or tape, one of each to each pair of students. If you have extra strips, just set them aside. Give the following instructions to the students, using these or similar words:
- Although Scripture and Tradition are inseparable, we are going to separate them temporarily for this activity. Cut your two quotes apart on the line between them, separating the *Catechism* quote from the Scripture quote next to it.



- Now, tape or glue the quotes side by side on the cardstock. Be sure to leave some space between them!
  - Finally, draw a jagged or curved line between the two pieces. You are making them into a two-piece puzzle. Cut the cardstock on the lines to create your two jigsaw puzzle pieces. When you finish cutting apart your puzzle pieces, separate them and put them in the container.
5. **Mix** up the puzzle pieces in the container. Then ask all the students to come up and pick one puzzle piece. If there is an odd number, set the piece aside in a visible place so that it can be found easily, showing the class the location in case they are the one who has picked the odd piece. After everyone has a puzzle piece, tell them that their task is to find the person who has the interlocking piece. When they find the person, they will sit down together to form a new partnership. If you have an odd number of students, one group of three is okay. The person with the odd piece can choose which partnership they want to join.
  6. **Tell** the students that their two puzzle pieces contain two connected truths from Divine Revelation. One is from Sacred Tradition (taught in the *Catechism*) and one is from Sacred Scripture. Ask them to read their quotes together and to discuss how they are connected and how they shed light on each other. Taken together, what is God telling us? Allow about 5 minutes for this discussion.
  7. **Ask** one pair to stand up. Have one member of the pair read the *Catechism* quote and the other member read the Scripture quote. Ask them to explain what God is saying to us through this pair of quotes, briefly stating how Sacred Scripture and Sacred Tradition work together to teach us about the concept. Repeat with the remaining pairs of students as time allows.

### TEACHER NOTE

You may want to post the reunited pieces in the classroom on a bulletin board, wall, or poster board.

8. **Conclude** by emphasizing these or other points, using the following or similar words:
  - The relationship between Sacred Tradition and Sacred Scripture is like the pieces of an interlocking puzzle. Together they reveal the full picture of Divine Revelation.
  - It is the responsibility of the Magisterium of the Church, the Pope together with the bishops of the world, to help us understand God's Revelation by teaching, interpreting, and defending Sacred Tradition and Sacred Scripture.

### TEACHER NOTE

Students can participate in self-assessments using several different types of Quizlet reviews for each chapter. These assist students in reviewing each chapter and receiving immediate feedback on the knowledge they have acquired. If you choose to administer the chapter 2 quiz (TX006216), do so now, before moving on to chapter 3. (See [www.smp.org/livejesus\\_newtestament](http://www.smp.org/livejesus_newtestament) to access both of these resources.)

Jesus Christ and the New Testament

Name \_\_\_\_\_


### Chapter 2 Quiz

Write the letter that corresponds to the best answer choice in the blank space provided.

1. What is the fulcrum of Divine Revelation?
  - a. Sacred Scripture
  - b. Sacred Tradition
  - c. Magisterium
  - d. Jesus
2. What is the Greek word for "Good News"?
  - a. Magisterium
  - b. Gospel
  - c. Jesus
  - d. Kerygma
3. Which of the following is NOT one of the stages of how the Gospels came to be?
  - a. oral tradition
  - b. life and message of Jesus
  - c. written tradition
  - d. Magisterium
4. Which Gospel was probably written first and provides many details of Jesus' life, but not his birth?
  - a. Matthew
  - b. Mark
  - c. Luke
  - d. John
5. Which of these Gospels is not a Synoptic Gospel?
  - a. Matthew
  - b. Mark
  - c. Luke
  - d. John
6. Which of these Gospels focuses on connections between Jesus and the Old Testament?
  - a. Matthew
  - b. Mark
  - c. Luke
  - d. John

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Document ID: TX006216



TX006216

Article 11  
True Man

A holy born in a manger. A twelve-year-old teaching in the Temple. A carpenter. A teacher. A friend to the sick and marginalized. A prophet who challenged the political and religious mores of his society. Suffering Servant. Messiah. Savior. Who is Jesus?

There are two dominant perspectives of Jesus Christ that we can use as our starting points in getting to know him: Jesus in the fullness of his human nature and Jesus in the fullness of his divine nature. It has been revealed through Scripture and Tradition that Jesus Christ is both true God and true man. This means that even though he is one Divine Person, he has two natures—his human nature and his divine nature. Christology is the study of Jesus Christ—the Son of God and the Second Divine Person of the Trinity—and his earthly ministry and eternal mission. In this chapter, we examine Christ's human nature and divine nature, and try to better understand how Jesus Christ is at all times one Divine Person with two distinct natures.

## TAKE TO GOD

God,  
Every day when I wake up, I try to be a good person and make good choices.  
Sometimes it seems as if I have failed at this before I even have my first breath.  
Thank you for loving me when I'm dead and shut myself out.  
Thank you for loving me when I call at my knees for no reason, or shut out my friends and family when I really want them close to me.  
Thank you for not condemning me when I fail to do what is just or right.  
Please give me the strength to be the person that you wish me to be, and help me to recognize that I don't have to be perfect to be deserving of your love.  
Amen.

Christology: Literally the study of Christ; the systematic statement of Christian beliefs about Jesus Christ, including his divine nature, and saving work on Earth.

## Articles 11–13

## Jesus Christ and the New Testament

Name \_\_\_\_\_

## Titles of Jesus

The following is a list of many of the titles given Jesus in Scripture. Indicate the titles you think emphasize Jesus' humanity by putting an H next to them. Indicate the titles you think emphasize his divinity by putting a D next to them. Put a question mark by any you are not sure about.

Lord	Christ
The Holy One	Good Shepherd
Prince of Life	Son of Abraham
Messiah	The Last Adam
Nazarene	Fruitful of All Creation
Prophet	The Way, the Truth, the Life
Teacher	Image of God
Redeemer	God
Son of God	The Anointed
Savior	Son of Joseph
Master	Lamb of God
Rick	Carpenter's Son
Son of David	Emanuel
Son of Man	High Priest
Bread of Life	Word of God

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Live Jesus in Our Hearts Series

Document # TX005994

TX005994

## Jesus Revealed

Jesus Christ and the New Testament  
Unit 1, Chapter 2

TX006204

## Perceive

## LEARNING EXPERIENCE 8 (Chapter 3)

## Jesus Christ: Fully Human and Fully Divine

Engage the students in finding examples of Jesus' humanity and of his divinity in Scripture. (U3, Q3, K1, K3, K8, S1, S8)

- Prepare** by ensuring that all the students have read articles 11–13 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Photocopy or download and print the handout “Titles of Jesus” (TX005994), on page 54, one for each student.
- Review** the main points from articles 11–13, using the following or similar words:
  - Jesus is truly human. That is, he had a true human nature. He had a physical body, a human brain, human emotions. He felt pain and joy. He was like us in all things but sin.
  - Jesus is also truly God. He is one of the three Divine Persons of the Holy Trinity. He has existed for eternity and shares in all the works of God. Even in his earthly ministry he demonstrated divine knowledge and power.
  - Jesus' divinity was recognized by others during his earthly life and after his Resurrection: a Roman guard, Peter, Thomas, the doubting Apostle.
  - Jesus is true God and true man, one Divine Person with two natures, his human nature and his divine nature. We call this mystery the Incarnation or the hypostatic union.

## TEACHER NOTE

You can also present the main chapter points using the PowerPoint presentation “Chapter 2 Overview: Jesus Revealed” (TX006204) (see [www.smp.org/livejesus\\_newtestament](http://www.smp.org/livejesus_newtestament)).

- Distribute** the handout. The students may work individually on the activity as homework or as an in-class activity, or they may work collaboratively in partnerships or small groups.
- Read** the instructions on the handout aloud, clarifying any questions from the students. This should not be a graded exercise but a tool for the students to reflect on the humanity and divinity of Jesus. Allow the students about 10 minutes to complete the handout.
- Project** a copy of the handout for all to see. For each title of Jesus, elicit feedback from the class about whether the title reflects his humanity or his divinity. Some of the titles will clearly be one or the other. For those that the students have marked differently or with a question mark, discuss until the class comes to consensus. If necessary, steer the students to the most correct answer.

6. **Explain** that this discussion of the titles of Jesus shows us that the Church, guided by the Holy Spirit, has understood from its earliest days that Jesus was more than just a human being. The Gospels recognize his divine nature, with the Gospel of John having the clearest expressions of his divinity.
7. **Conclude** by writing the terms *hypostatic union* and *Christology* on the board, asking for definitions from the class. Explain the following, using these or similar words:
  - Christology is the study of Jesus Christ—the Son of God and the Second Divine Person of the Trinity—and his earthly ministry and eternal mission.
  - The hypostatic union is a theological concept used to express the union of Jesus Christ's divine and human natures in one Divine Person. These two natures do not just sit alongside each other; they are joined so completely that Jesus' humanity and divinity are always both fully present.
  - Every time we stand and say the Nicene Creed, we affirm Jesus Christ as both human and divine: "I believe in Jesus Christ, true God and true man."

### Reflect

## LEARNING EXPERIENCE 9 (Chapter 3)

### The Incarnation: A Love Story

Explore with the students the meaning of the Incarnation through story and reflection about why God becoming human matters today. (U3, Q3, K3, S3, S8)

### TEACHER NOTE

Prepare for this activity by reviewing the story on the handout ahead of time. The story is a parable you can use to introduce the concept of the Incarnation. Decide whether to read the story aloud to the class or to improvise the story in your own words and with your own storytelling technique.

1. **Prepare** by ensuring that all the students have read articles 13 and 14 in the student book prior to this learning experience. Photocopy or download and print the handout "The Boy Who Loved a Fish" (TX005995), on pages 55–56, one for each student.
2. **Distribute** the handout. Then tell the story of "The Boy Who Loved a Fish" to the class as they read along.
3. **Allow** 10 minutes for the students to answer as many of the questions on the back of the handout as they can. They can finish the answers later in class or for homework if you wish to use the handout as an assignment.

70 Chapter 3: The Two Natures of Jesus


Article 13  
True God and True Man

Adam's family is Catholic. She attends church with her family on Sundays, and her family is actively involved in many parish activities. Adam's never questioned her religious beliefs until she met Ben. Ben confided in Adam that he isn't sure what he believes about God, but the idea that God would become man seems ridiculous to him. "Why would you become human if you are an almighty, all-powerful, all-knowing being?" he asked her. Ben's question sounded valid to her, and it made her question what she really believed about Jesus. Because Adam's dad liked to talk about religious things, she decided to talk to him about Ben's question.

CATHOLICS MAKING A DIFFERENCE

Saint Mother Teresa, as famous as she was, was committed to humility. She had a practical list of activities anyone can try in order to live humbly, and thus be close to Christ. Here are some of the things she tried to live by:

- Speak as little as possible about yourself.
- Keep busy with your own affairs and not those of others.
- Do not interfere in the affairs of others.
- Accept small imitations with good humor.
- Do not dwell on the faults of others.
- Accept insults and injuries.
- Be courteous and delicate even when provoked by someone.
- Do not seek to be admired and loved.
- Give in, in discussions, even when you are right.
- Choose always the more difficult task.



Articles 13–14

Jesus Christ and the New Testament

Article 14  
The Boy Who Loved a Fish

There was a young boy who desperately wanted a pet. The trouble was that his mother was allergic to most furry animals, his father didn't like rabbits, and they had loved geckos, guinea pigs, birds, and other small animals that all made a mess. His family talked them over and a fish. A goldfish.

The mother took the boy to the pet store in hopes of finding his latest request for a pet. When he was carrying home one goldfish, a little box of fish food, and a small glass bowl, he was excited to get to know his new pet. He filled the bowl with water, sprinkled a few flakes, and then decided to watch his goldfish that he named Sparky. If you have ever had a fish for a pet, caught one, or seen any in an aquarium, you know that fish don't usually look very happy. Their mouths are turned downward, their eyes bulge out, and their expressions don't change much at all. In fact, they look bored, or downright unhappy.

The boy was sure that his fish wasn't happy, unhappy, and he wondered what he could do about it. So he did some research, saved some money, and returned to the store. He brought a bigger bowl, some plastic trees, and one of those circles that fish are supposed to float on swimming in and out of. The boy watched his fish closely and expected that Sparky would around the circle, but never through it. He said didn't look like he was having much fun. Then, upon the day even more.

Back to the store a few weeks later, he not only brought a full aquarium with a pump, he purchased even more fish food—light, a small reef, and a ceramic ornament. The little boy was pretty sure that the more his fish had, the happier he was. Right? Or maybe not. His goldfish still seemed unhappy.

Then he had yet another idea. The boy decided that his fish needed a companion—another fish to hang around with. If there were two fish, they would both be happier than if they were alone. Again, he went back to the pet store, and this time he bought another fish goldfish, naming her Goldie. Now he watched Sparky and Goldie swim around and around, not having much to do with each other. But suddenly one morning there were two happy fish. Goldie? They seemed to be happy little fish family. Until the babies started to eat each other. Talk about eating misery.

The boy was really frustrated now. His mother said that he had to make his fish happy—giving them fish flakes, creating a beautiful world for them, making sure the water was everything they needed to live a happy fish life—they just weren't getting it. He was almost out of ideas when he thought of the perfect solution. If he could just become a fish for a short time, he could get in the aquarium and show them how to be happy. Now to lose one another as much as he loved them. When he told his mother his idea, she gently told him that a boy could not become a fish. That would be impossible.

After all, he wasn't God!



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TX005995



Jesus Christ and the New Testament

Name: \_\_\_\_\_

**Chapter 3 Quiz**

**Matching**

Put in the blank with the letter of the correct word to complete the sentence.

a. free will      b. hypocritical union      c. Christology      d. incarnation

1. The study of Jesus Christ and his earthly ministry and eternal mission is called \_\_\_\_\_.

2. Human beings' unique ability to know right from wrong and to intentionally choose along what is right is called \_\_\_\_\_.

3. The correct term for God taking on flesh and becoming human is called the \_\_\_\_\_.

4. The theological term for the mystery of the two natures in one Divine Person is called the \_\_\_\_\_.

**Humanity or Divinity Matching**

Do the following exercises from Jesus! His better illustrate his humanity or his divinity? Place the correct answer (a or b) in the blank.

a. humanity      b. divinity

5. Jesus grew in wisdom. \_\_\_\_\_

6. "This is my beloved Son." \_\_\_\_\_

7. Jesus knew that Judas was going to betray him. \_\_\_\_\_

8. Jesus shared meals with his friends. \_\_\_\_\_

9. Jesus wept. \_\_\_\_\_

10. Jesus walked on water. \_\_\_\_\_

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Chapter 4: It Comes Down to Faith 79

Article 15  
The Gift of Faith

Have you ever noticed people holding up signs at major sporting events that simply read, "John 3:16"? This is their way to remind people of the greatest gift in the world. John 3:16 states, "For God so loved the world that he gave his only Son, so that everyone who believes in him might not perish but might have eternal life." God's love is so great that he sent his only Son to die for us and offers us eternal life. What are we asked to return? To put our faith in Jesus Christ and believe his Gospel message.

**Faith Is a Gift**

Through faith, we come to accept and believe the truth God has revealed to us. God knows that believing in him can be challenging. None of us can maintain faith completely on our own. That is why faith is a supernatural gift, a grace that God freely offers to us. God's grace makes it possible for us to say yes to God with our mind, heart, and will. It helps us grow in our relationship with the Holy Trinity—Father, Son, and Holy Spirit. However, believing in and loving God is ultimately our choice. We cannot force someone to love us. Love has to be freely given. God has given us the gift of free will; he does not force us to believe in him or love him. The Holy Spirit is there to help us but does not contradict our human freedom. We must be willing to believe and trust in what Jesus teaches us about God, about ourselves, and about how we should live.

**We Don't Have to Understand Everything!**

Choosing to believe in God and to have faith does not mean that we have everything all figured out. Sometimes the truths of Revelation may not make complete sense to us. Having faith sometimes means that we must trust these truths because we trust the One who has revealed them. We regularly trust what others—friends, family members, or classmates—tell us. Shouldn't we also trust what God—the source of all life and love—tells us?

Often when we encounter truths that we struggle to accept, these are the very areas of our faith that God is calling us to dig deeper to understand. It would be easier to just throw up our hands and say, "I don't care" or "I just don't believe in this part of the faith." For example, although Jesus says he would never have an abortion himself, she's not sure that society has the right to tell other women what they can or can't do with their body. Jesus' youth minister

Articles 15–19

Articles 15–19

Jesus Christ and the New Testament

Name: \_\_\_\_\_

**Tweeting for Jesus: #ApostlePaul**

Create tweets (no more than 280 characters) based on the following passages. After reading each passage, use articles 17 and 18 in the student book to help you get the main idea of each passage. Post your tweets as per your teacher's instructions.

Group 1	Group 2
Galatians 2:1	Galatians 2:7
Galatians 1:6–12	Galatians 1:11–12
Galatians 3:1	Galatians 2:11–14
Galatians 4:15	Galatians 2:1–5
Galatians 14:7	Galatians 3:25–29
Group 3	Group 4
Ephesians 1:3–6	1 Corinthians 14:8
Ephesians 1:7–14	1 Corinthians 10:12
Ephesians 2:8	1 Corinthians 11:17–22
Ephesians 1:13	1 Corinthians 10:25–33
Ephesians 2:22	Ephesians 5:23–29

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- Discuss** the handout's questions as a class. Tell the students that this story is a parable. Just like Jesus' parables, it is meant to teach something about the Kingdom of God. Then begin discussing some of the simpler, more obvious questions on the handout, leading up to question 6: *"Why would God become human if he is an almighty, all-powerful, all-knowing being?"* After the students give their answers to the question, ask if they remember hearing it before. Direct them to the beginning of article 13, and read aloud the first two paragraphs. Ask the students how their answers to the question compare to Ashanti's dad's answer.
- Wrap up** by breaking away from the circle and having the students write down their responses to the final question on the handout: *"How does the Incarnation help us to live so that we can be happy in this life and supremely happy in the next?"* You may wish to use their answers to this question as an exit slip or assign it as a homework essay.

## TEACHER NOTE

Students can participate in self-assessments using several different types of Quizlet reviews for each chapter. These assist students in reviewing each chapter and receiving immediate feedback on the knowledge they have acquired. If you choose to administer the chapter 3 quiz (TX006218), do so now, before moving on to chapter 4. (See [www.smp.org/livejesus\\_newtestament](http://www.smp.org/livejesus_newtestament) to access both of these resources.)

## Apply

## LEARNING EXPERIENCE 10 (Chapter 4)

## Tweeting for Jesus: #ApostlePaul

Assist the students in reading the letters of Saint Paul by paraphrasing passages about happiness, holiness, unity and salvation. (U4, Q4, K9, S9)

- Prepare** by ensuring that all the students have read articles 15–19 in the student book prior to this learning experience and that they will have access to their student books (print or digital) during class. Photocopy or download and print the handout "Tweeting for Jesus: #ApostlePaul" (TX005996), on page 57, one for each student. The students will need their phones or computers for this activity. If those devices are not available, the students should use index cards or sticky notes to write their tweets.
- Distribute** the handouts. Arrange the students into four groups, and assign each group one of the boxes on the handout.
- Give** the students the following directions, using these or similar words:
  - Use the Bible to look up each Scripture passage in your box on the handout. The passages are from Saint Paul's Letters to the Galatians, the Ephesians, and the Corinthians.
  - After you read each passage, jot down its theme on your handout.

- As a group, work together to create a tweet for each of the Scripture passages listed in your box. Or each group member can select a Scripture verse to create a tweet for. The tweets should paraphrase Paul's thoughts and advice, using language and examples that people would understand today.
  - Post your tweets electronically in a format of your choosing, such as the class website or a Google Doc. You can also write your tweets on sticky notes or index cards to be posted on the board.
4. **Post** the tweets on the board or project them on a screen for everyone to view.
  5. **Follow** this activity with a class discussion about Paul's advice. Pose the following questions, using these or similar words:
    - Which of these messages from Paul hold true in our times?
    - Which of these passages did you find to have the most difficult pieces of advice to follow today?
    - Which of these passages seem to focus on happiness? holiness? unity? eternal salvation?
  6. **Assign** the students to write a short personal reflection—about a paragraph—answering the questions, based on what they have learned from the Letters of Saint Paul and chapter 4 of the student book:
    - Why should I have faith in Jesus?
    - What's in it for me?

### TEACHER NOTE

You may wish to present the main chapter points using the PowerPoint presentation “Chapter 4 Overview: It Comes Down to Faith” (TX006206), found at [www.smp.org/livejesus\\_newtestament](http://www.smp.org/livejesus_newtestament).



### Explain

### LEARNING EXPERIENCE 11 (Chapter 4)

## Paul's Letters Jeopardy Game

Review the key themes in some of the letters of Saint Paul related to having faith in Christ. (U4, Q4, K10, K11, S10, S11)

1. **Share** with the students the PowerPoint presentation “Learning Experience 11: Jeopardy Game” (TX006207), found at [www.smp.org/livejesus\\_newtestament](http://www.smp.org/livejesus_newtestament).
2. **Play** the game with the class playing as individuals or as teams, or select three students to play. Those three students can represent three different teams from the class. Consider rotating the students into the game from the teams. If a student gets a wrong answer, they sit down and another student from their team gets to play.
3. **Use** these points to emphasize the idea that faith in Jesus leads to happiness, holiness, unity, and salvation.



- Paul, inspired by the Holy Spirit, traveled over 10,000 miles to establish new Christian communities and guide the first Christians on matters of morality and faith.
- Paul encouraged those who were struggling to leave behind their former, sinful lifestyles. He encouraged them to take responsibility to spread the Good News.
- In an effort to clear the path for Gentiles to follow Jesus, Paul rejected the idea that they had to first convert to Judaism, following Jewish Law and being circumcised.
- Paul spoke clearly on the matter of justification—God’s act of bringing sinful human beings into right relationship with him—teaching that faith in Jesus is sufficient for justification.
- Paul didn’t shy away from uncomfortable issues. He wrote to the community in Ephesus, challenging them to live in peace and love, because there was sharp discord between the Jewish Christian community and the Gentile Christian community.
- Paul lived among those he was ministering to and teaching. He made a living as a tentmaker.
- As with the community in Corinth, many of the communities where Paul established fledgling groups of Christians fell back into their old beliefs and practices once he left. He wrote to them consistently, both encouraging and correcting.
- Faith is the belief in the existence of God. This implies having a relationship with God the Father, Son, and Holy Spirit.
- Faith and religion are so closely intertwined, that we cannot have one without the other.
- As Catholics, our most powerful way of worshipping God is through participation in the Mass.
- The Magisterium of the Church acts in union with the Pope to interpret and preserve the truths of the Church revealed in both Scripture and Tradition.

Jesus Christ and the New Testament

Name \_\_\_\_\_

**Chapter 4 Quiz**

**Matching**

Place the correct letter to match a term to its definition in the spaces provided:

a. justification	d. grace
b. faith	e. salvation
c. salvation	f. religion

1. The free and unearned gift that God gives us to empower us to respond to his call and to live as his adopted sons and daughters.
2. Refers to the forgiveness of sins and assurance of permanent union with God, obtained for us through the Paschal Mystery.
3. The belief in the existence of God. For Christians, the gift of God by which one freely accepts God's full Revelation in Jesus Christ.
4. The prayerful acknowledgment that God is God and Creator of all that is.
5. A word Paul uses to explain how faith in Christ saves us from sin and death. It refers to God's act of bringing sinful human beings into right relationship with him.

**Multiple Choice**

Write the letter that corresponds to the best answer choice in the blank space provided.

6. What do Saint Paul's letters to the Galatians, Ephesians, and Colossians all emphasize?
  - a. that Christians should not eat non-kosher meat
  - b. the need for all Christians to be circumcised according to Jewish Law
  - c. the need for all Christians to live in unity with each other
  - d. the need for all Christians to live according to their ability

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Document #: TX006220



TX006220

## TEACHER NOTE

Students can participate in self-assessments using several different types of Quizlet reviews for each chapter. These assist students in reviewing each chapter and receiving immediate feedback on the knowledge they have acquired. If you choose to administer the chapter 4 quiz (TX006220), do so now, before moving on to “Concluding the Unit.” (See [www.smp.org/livejesus\\_newtestament](http://www.smp.org/livejesus_newtestament) to access both of these resources.)



# CONCLUDING THE UNIT

## Using the Student Book “Unit 1 Highlights”

In the student book, the unit ends with a review section. In this section, the students can review graphic organizers that cover most main points in each chapter. In student testing, high school students noted that they would use these graphic organizers in the following ways:

- to study for quizzes and tests
- as a guide for writing summaries
- to assist with homework assignments
- to check their notes
- to review with peers
- to check for understanding
- to create flashcards

You may wish to review these pages with the students prior to the unit assessment or suggest that they use the graphic organizers in any of the ways other students suggested in the list above.

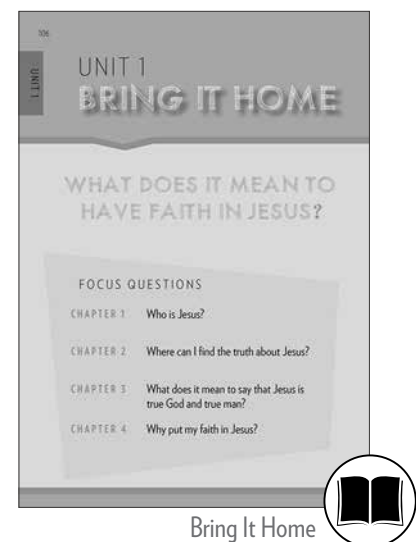
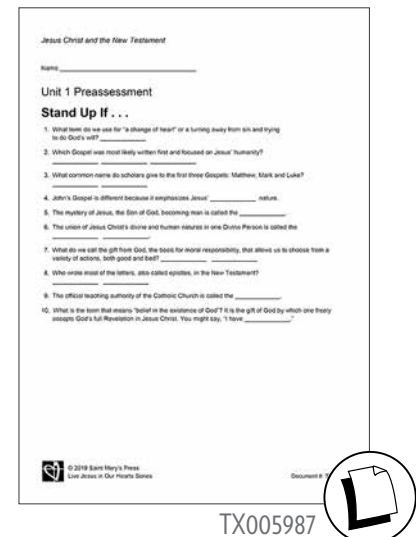
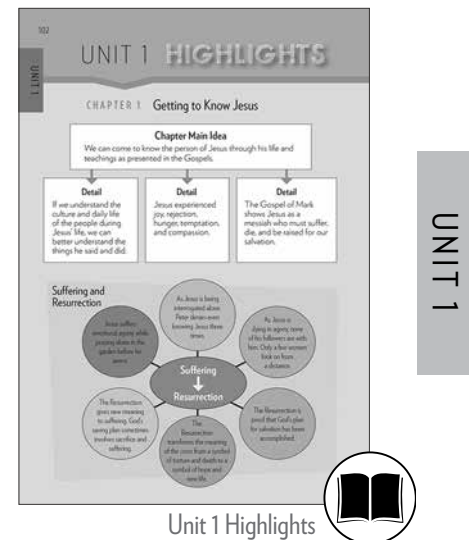
## Using the Preassessment

Consider spending some portion of a class period near the end of the unit to return to the vocabulary words on the “Unit 1 Preassessment” (TX005987) handout, on page 40, with which you began the unit. Consider the following possibilities:

- Have the students retake the quiz. Direct them to compare these results with their original results. What have they learned?
- Ask the students to write a four-paragraph paper summarizing the main points of the four chapters in the unit. They must use all ten words or phrases from the preassessment quiz in their paper.
- Invite the students to voice questions about the content of this unit that remain in their hearts and minds. Just because the unit is nearly over does not mean that their exploration of these topics will cease. What questions or topics are still compelling, stimulating, challenging, or thought-provoking for them?

## Using the Student Book “Bring It Home” Section

To conclude, remind the students of this unit’s focus question: *What does it mean to have faith in Jesus?* Having nearly concluded this unit, ask the students how they would answer this question. You may invite them to journal quietly about this or to engage in conversation with a partner or small group.



# Answer Keys for Double-Check Questions

Each chapter in the student book ends with seven to ten double-check questions. Here are the answer keys for those questions.

## Answer Key for Chapter 1 Double-Check Questions

1. *What is the one aspect about Paul's conversion that makes it such a powerful example to others?*

Paul was a Pharisee who zealously protected and interpreted Jewish Law. His conversion brought about a radical change in his beliefs and behavior.

2. *What type of messiah were some people expecting during Jesus' time?*

Many wrongly thought the messiah would be an earthly military or political ruler, like King David.

3. *Name one of the religious groups Jesus encountered and explain its philosophy.*

**Pharisees:** This group of Jews was known for their strict adherence to all the laws of the Old Testament. They believed in resurrection.

**Sadducees:** This group of Jews was largely made up of the elite, wealthy class and had close ties to the chief priests. They did not believe in resurrection.

**Scribes:** These people were scholars and teachers of the Jewish Law and Scripture. They were associated with both the chief priests and the Pharisees.

**Zealots:** These people believed that God wanted Israel to be an independent nation again, free from foreign rule. They preached a violent overthrow of the Roman occupiers.

4. *Give three examples showing how Jesus' followers abandoned him when things got tough.*

The Apostles fall asleep when Jesus asks them to pray with him. Peter denies that he knows Jesus three times after Jesus' arrest. As Jesus is in agony, dying on the cross, none of his followers are there. Only a few women watch from a distance.

5. *How does Jesus' Resurrection transform the meaning of the cross?*

Before Jesus' Resurrection, it was a means of torture and humiliation. Now it has become a symbol of hope in the Resurrection and life after death. Through his death on the cross, Jesus Christ saves us from sin and death.

6. *Why does Mark specifically focus on Jesus' challenges and suffering?*

The Christians Mark was writing for were suffering from persecution, and some were tempted to deny their faith. Mark's focus on Jesus' challenges and suffering help these early Christians understand and

identify with Jesus' human nature and encourage them to make the sacrifices needed in taking on their own crosses.

7. *In the Gospel of Mark, Jesus says that whoever wants to be a disciple must "take up his cross, and follow me" (8:34). Why does Jesus say this?*

Jesus wants his followers to know that following him does not mean a life free of all sacrifice; rather, following him will require sacrifice, but it is a sacrifice leading to salvation and fullness of life.

## Answer Key for Chapter 2 Double-Check Questions

1. *When questions of accuracy arose during the time of the oral tradition, to whom did the community turn for clarification?*

They turned to the eyewitnesses, the Apostles.

2. *What makes the Gospel of Mark like the camera on the sideline of a game?*

It provides the highlights with the most graphic details. It emphasizes the dramatic moments of Jesus' life, and it zooms in on his suffering.

3. *Why is the Gospel of John similar to the camera up on a wire above the playing field?*

It provides the heavenly view of Jesus as God's Divine Son, and it zooms in for detail on events like the Last Supper.

4. *Why are the Gospels the "heart" of the New Testament?*

They describe the life of Jesus, who is God's Ultimate Revelation.

5. *What is the difference between Tradition and tradition?*

*Tradition* with a capital *T* refers to Sacred Tradition. It is the process of sharing God's authoritative Revelation in the Church. Its truths never change, but new generations always need to hear the Gospel message, so it is an ongoing, living process. In contrast, *tradition* with a lower-case *t* refers to a custom or spiritual practice that exists for a particular time and place and can change or end when its purpose has been served.

6. *How are Sacred Scripture and Sacred Tradition connected?*

Scripture and Tradition are two ways Divine Revelation is communicated to us. They cannot contradict each other, and they support and shed light on each other.

7. *To whom does Jesus entrust the preaching of the Gospel message? Whom do they hand it on to?*

Jesus entrusts the preaching of the Gospel message to the Apostles. The Apostles hand it on to the popes and bishops who succeed them so that the teaching will be handed down to all generations until Christ comes again in glory.

8. *When are a pope's statements taken to be infallible?*

A pope's statements are infallible when he teaches a doctrine related to faith and morals.

### Answer Key for Chapter 3 Double-Check Questions

1. *What is Christology?*

Christology is the study of the divinity of Jesus Christ, the Son of God and the Second Divine Person of the Trinity, and his earthly ministry and eternal mission.

2. *Explain the problems that can arise if we overemphasize either Jesus' divine nature or his human nature.*

If we overemphasize Jesus' human nature, we run the risk of reducing him to just another good moral man or great teacher. If we overemphasize Jesus' divine nature, we might struggle to believe that Jesus offers salvation to those who are struggling or weak. Without the relatability of Jesus' human nature, it could be difficult to believe the message of salvation.

3. *In what ways does Jesus show his divine knowledge in the Gospels?*

He showed foreknowledge of situations. He reads people hearts and minds. He shares knowledge about God the Father.

4. *Where does the word incarnation come from?*

It comes from the Greek word *carne*, meaning "flesh," so it means "taking on of the flesh." It is the mystery of Jesus Christ, the Divine Son of God, becoming man. In the Incarnation, Jesus Christ became truly man while remaining truly God.

5. *What do we mean when we use the term hypostatic union?*

It refers to the union of the divine and human natures in one divine person of Jesus Christ, the Son of God.

6. *Explain why God would humble himself to take on flesh and live among us.*

God humbles himself to take on flesh in order for us to be able to relate to him and understand him framed by our own perspective and experience. He humbles himself to offer us salvation.

7. *What difference does it make that Jesus is true God and true man?*

Understanding that Jesus is "true man" helps to guide us to do that which is right and just. Understanding that Jesus is "true God" means that Jesus is more than a great teacher or prophet. Because Jesus is "true God," we are able to see him as Jesus Christ, Messiah and Savior, who offers us the gift of salvation.

### Answer Key for Chapter 4 Double-Check Questions

1. *How does faith in Christ help us to make choices that are right and just?*

Through faith, we learn to listen to the Holy Spirit as it gently guides us toward holiness.

2. *Why do we need both faith and religion in order to grow a deep and intimate relationship with God?*

If we try to sustain our faith without expressing it through religion, it will eventually lose its power in our life and fade away. If we participate in religious practices without having real faith, religion loses its power to transform our life. Religion becomes an empty ritual.

3. *What makes Paul's letters different from ordinary letters?*

They were written under the inspiration of the Holy Spirit.

4. *What is the Magisterium, and what is its role in the Catholic Church?*

The Magisterium refers to the Church's living teaching office, which consists of all bishops in communion with the Pope, who have the collegial responsibility of preserving and teaching the Gospel.

5. *What role does the Galatians' initial conversion experience play in Paul's attempts to help them make a U-turn?*

Their experience of the power of the Holy Spirit in their lives after putting their faith in Christ is the first thing that Paul draws upon to help them see the error in following the teaching of the new missionaries.

6. *According to the Letter to the Ephesians, what two ways are believers a sign of unity?*

Believers are a sign of unity that exists between God and humanity through Christ and a sign of unity between all people that God desires.

7. *How does Paul make a living? Why is that job particularly useful in Corinth?*

Paul is a tentmaker. Corinth is a seaport city with many travelers who need tents for their lodging, giving Paul work and a chance to share the Gospel with message with travelers from around the known world.

8. *In First Corinthians, what does Paul say about Christians eating meat that has been sacrificed to idols?*

Christians can eat it if it does not harm the faith of other Christians, particularly those of weaker faith.

Name \_\_\_\_\_

**Unit 1 Preassessment****Stand Up If . . .**

1. What term do we use for “a change of heart” or a turning away from sin and trying to do God’s will? \_\_\_\_\_
2. Which Gospel was most likely written first and focused on Jesus’ humanity?  
\_\_\_\_\_
3. What common name do scholars give to the first three Gospels: Matthew, Mark and Luke?  
\_\_\_\_\_
4. John’s Gospel is different because it emphasizes Jesus’ \_\_\_\_\_ nature.
5. The mystery of Jesus, the Son of God, becoming man is called the \_\_\_\_\_.
6. The union of Jesus Christ’s divine and human natures in one Divine Person is called the  
\_\_\_\_\_.
7. What do we call the gift from God, the basis for moral responsibility, that allows us to choose from a variety of actions, both good and bad? \_\_\_\_\_
8. Who wrote most of the letters, also called epistles, in the New Testament?  
\_\_\_\_\_
9. The official teaching authority of the Catholic Church is called the \_\_\_\_\_.
10. What is the term that means “belief in the existence of God”? It is the gift of God by which one freely accepts God’s full Revelation in Jesus Christ. You might say, “I have \_\_\_\_\_.”



## Unit 1 Preassessment Answer Key

### Stand Up If . . .

1. conversion
2. Gospel of Mark
3. synoptic Gospels
4. divine
5. Incarnation
6. hypostatic union
7. free will
8. Saint Paul
9. Magisterium
10. faith



Name \_\_\_\_\_

# Unit 1 Vocabulary

## Terms for Mastery

### A

**adoration** The prayerful acknowledgment that God is God and creator of all that is.

**apostate** One who denies or renounces one's faith.

**Apostolic Succession** The uninterrupted passing on of authority from the Apostles directly to all bishops. It is accomplished through the laying on of hands when a bishop is ordained in the Sacrament of Holy Orders as instituted by Christ.

### C

**chief priest** This person led the religious services and conducted animal sacrifices held at the Temple in Jerusalem.

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

**conversion** A profound change of heart, turning away from sin and toward God.

### D

**Deposit of Faith** The heritage of faith contained in Sacred Scripture and Sacred Tradition. It has been passed on from the time of the Apostles. The Magisterium takes from it all that it teaches as revealed truth.

**disciple** Follower of Jesus.

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

### E

**elites** A select group that has the most power and influence in a society, typically because of wealth and social status.

### F

**faith** In general, the belief in the existence of God. For Christians, the gift of God by which one freely accepts his full Revelation in Jesus Christ. It is a matter of the both the head (acceptance of Church teaching regarding the Revelation of God) and the heart (love of God and neighbor as a response to God's first loving us); also, one of the three Theological Virtues.

**free will** The gift from God that allows human beings to choose from among various actions, for which we are held accountable. It is the basis for moral responsibility.

### G

**Gentile** A non-Jewish person. In Sacred Scripture, the Gentiles were the uncircumcised, those who did not honor the God of the Torah. Saint Paul and other evangelists reached out to the Gentiles, baptizing them into the family of God.

**genuflect** To kneel on one knee as a sign of reverence for the Blessed Sacrament.

**Gospel** Most basically, the "Good News" of the Resurrection of God in and through Jesus Christ, proclaimed initially by him, then by the Apostles, and now by the Church; also refers to those four books of the New Testament that focus on the person, life, teachings, suffering, death, and Resurrection of Jesus.





## Unit 1 Vocabulary

**grace** The free and undeserved gift that God gives us to empower 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.

**H**

**High Priest** This person led the religious services and conducted animal sacrifices held at the Temple in Jerusalem. The High Priest was appointed by the Jewish king with the approval of the Roman governor.

**hypostatic union** The union of Jesus Christ's divine and human natures in one Divine Person.

**I**

**Incarnation** From the Latin, meaning "to become flesh," referring to the mystery of Jesus Christ, the Divine Son of God, becoming man. In the Incarnation, Jesus Christ became truly man while remaining truly God.

**indentured servant** A person who is under contract to work for another person for a period of time, usually without pay; often considered a form of slavery.

**inspired** Written by human beings with the guidance of the Holy Spirit to teach faithfully and without error the saving truth that God willed to give us.

**J**

**justification** God's act of bringing a sinful human being into right relationship with him. It involves removal of sin and the gift of God's sanctifying grace to renew holiness.

**M**

**Magisterium** The Church's living teaching office, which consists of all bishops, in communion with the Pope, the bishop of Rome. Their task is to interpret and preserve the truths revealed in both Sacred Scripture and Sacred Tradition.

**martyr** A person who voluntarily suffers death because of his or her beliefs. The Church has canonized many martyrs as saints.

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

**miracle** A special manifestation, or sign, of the presence and power of God active in human history.

**missionary** A person sent to preach the Gospel, or help strengthen the faith already professed, among people in a given place or region.

**N**

**natural law** The moral law that can be understood by all people through the use of human reason. It is our God-given ability to understand what it means to be in right relationship with God, other people, the world, and ourselves. The basis for natural law is our participation in God's wisdom and goodness because we are created in the divine likeness.

**New Testament** The twenty-seven books of the Bible, which have the life, teachings, Passion, death, Resurrection, and Ascension of Jesus Christ and the beginnings of the Church as their central theme.



**P**

**parable** Generally a short story that uses everyday images to communicate religious messages. Jesus used parables frequently in his teaching as a way of presenting the Good News of salvation.

**Paschal Mystery** The work of salvation accomplished by Jesus Christ mainly through his Passion, death, Resurrection, and Ascension.

**Passion** The suffering and death of Jesus during the final days of his life: his agony in the garden at Gethsemane, his trial, and his Crucifixion.

**patriarchal** Describes a society, government, or religion in which the positions of power are held by men and important decisions are made by men.

**Pharisees** This group of Jews was well-known for its strict adherence to all the laws of the Old Testament. The Pharisees believed in the resurrection of the dead.

**R**

**redemption** From the Latin *redemptio*, meaning “a buying back,” referring, in the Old Testament, to Yahweh’s deliverance of Israel and, in the New Testament, to Christ’s deliverance of all Christians from the forces of sin. As the agent of redemption, Jesus is called the Redeemer.

**Resurrection** The bodily rising of Jesus from the dead on the third day after his death on the cross; the heart of the Paschal Mystery and the basis of our hope in the resurrection of the dead.

**S**

**Sacred 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 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.

**Sadducees** This group of Jews consisted largely of the elite, wealthy class; many were chief priests. They did not believe in the resurrection of the dead.

**salvation** From the Latin *salvare*, meaning “to save,” referring to the forgiveness of sins and assurance of permanent union with God, attained for us through the Paschal Mystery—Christ’s work of redemption accomplished through his Passion, death, Resurrection, and Ascension. Only at the time of judgment can a person be certain of salvation, which is a gift of God.

**scribes** These people were scholars and teachers of the Jewish Law and Scripture. They were associated with both the chief priests and the Pharisees.

**synoptic Gospels** From the Greek for “seeing the whole together,” the name given to the Gospels of Matthew, Mark, and Luke, because they are similar in style and content.

**T**

**tenant farmer** A farmer who works someone else’s land, paying the landowner a percentage of the crops or animals raised.

**Z**

**Zealots** These people believed that God wanted Israel to be an independent nation again, free from foreign rule. They preached a violent overthrow of the Roman occupiers.



## Terms Introduced for Later Mastery

**Ecumenical Council** A gathering of the Church's bishops from around the world convened by the Pope or approved by him to address pressing issues in the Church and in the world.

**infallibility** The gift given by the Holy Spirit to the Church whereby the Magisterium of the Church, the Pope, and the bishops in union with him, can definitively proclaim a doctrine of faith and morals without error.

**interreligious dialogue** The efforts to build cooperative and constructive interaction with other world religions.

## Terms Previously Mastered or for General Knowledge

**canon of Scripture** The books of the Bible officially recognized by the Church as the inspired Word of God.

**Divine Revelation** God's self-communication through which he makes known the mystery of his divine plan. Divine Revelation is a gift accomplished by the Father, Son, and Holy Spirit through the words and deeds of salvation history. It is most fully realized in the Passion, death, Resurrection, and Ascension of Jesus Christ.

**Heaven** A state of eternal life and union with God, in which one experiences full happiness and the satisfaction of the deepest human longings.

**Old Law** Divine Law revealed in the Old Testament, summarized in the Ten Commandments. Also called the Law of Moses.

**oral tradition** The stage in the formation of the Gospels by which the Good News was spread by "word of mouth" prior to being written down.

**Promised Land** In the Bible, the land of Canaan, which was promised to Abraham and his descendants.

**Sabbath** A day of religious observance and abstinence from work, kept by Jews from Friday evening to Saturday evening, and by most Christians on Sunday.

**synagogue** The building where a Jewish assembly or congregation meets for religious worship and instruction.

**Torah** A Hebrew word meaning "law," referring to the first five books of the Old Testament.

**universality** Jesus' offer of salvation is extended to all people, especially the outcast and marginalized.

**written tradition** The stage during the formation of the Gospels when the human authors, under the inspiration of the Holy Spirit, drew upon the oral tradition and earlier writings to create the four Gospels we have today in the Bible.



Name \_\_\_\_\_

## Gospel of Mark Scavenger Hunt

Using your Bible, find the following information in the Gospel of Mark. With your teacher's permission, you may also use the internet and an online Bible to search for information.

Category	Tasks to be completed	Points
<b>Powerful People</b>	Find and write down one passage from Mark's Gospel where the following are mentioned:  chief priests _____  Pharisees _____  Sadducees _____  High Priest _____  tax collectors _____	10
<b>Miracles</b>	Find and write the passage in Mark when Jesus heals a:  leper _____  paralytic _____  deaf mute _____  withered hand _____  severed ear _____  Find and write the passage when Jesus shows his power over nature in Mark's Gospel:  calms a storm _____  walks on water _____  feeds five thousand people _____  raises a girl from the dead _____	20



## Gospel of Mark Scavenger Hunt

Category	Tasks to be completed	Points
<b>Parables</b>	<p>Find the parables in Mark's Gospel. Make a list of at least ten items or images Jesus used that were familiar to people in Jesus' time.</p> <p>1. _____ 6. _____</p> <p>2. _____ 7. _____</p> <p>3. _____ 8. _____</p> <p>4. _____ 9. _____</p> <p>5. _____ 10. _____</p>	20
<b>Women</b>	<p>How many women (real or fictional) are mentioned in the Gospel of Mark? Make a list of at least ten women.</p> <p>1. _____ 6. _____</p> <p>2. _____ 7. _____</p> <p>3. _____ 8. _____</p> <p>4. _____ 9. _____</p> <p>5. _____ 10. _____</p>	20



## UNIT 1

Category	Tasks to be completed	Points
<b>Powerful People</b>	Find and write down one passage from Mark's Gospel where the following are mentioned.  chief priests <u>Multiple possible answers</u> Pharisees <u>Multiple possible answers</u> Sadducees <u>12:18</u> High Priest <u>14:53–66</u> tax collectors <u>2:14–17</u>	10
<b>Miracles</b>	Find and write the passage in Mark when Jesus heals a:  leper <u>1:40–45</u> paralytic <u>2:3–5</u> deaf mute <u>7:31–37</u> withered hand <u>3:1–6</u> severed ear <u>14:47</u>  calms a storm <u>4:35–41</u> walks on water <u>6:45–52</u> feeds five thousand people <u>6:32–44 (feeds four thousand 8:1–10)</u> raises a girl from the dead <u>5:35–43</u>	20
<b>Parables</b>	Find the parables in Mark's Gospel. Make a list of at least ten items or images Jesus used that were familiar to people in Jesus' time.  <i>Answers will vary and may include:</i> 1. farmer or sower      6. trees                      11. rocky soil              16. grain 2. seeds                      7. shrubs                    12. roots                    17. sickle 3. lamp                      8. branches                13. thorns                   18. harvest 4. bushel basket          9. birds                      14. wheat 5. mustard seed          10. nests                    15. good ground	20
<b>Women</b>	How many women (real or fictional) are mentioned in the Gospel of Mark? Make a list of at least ten women.  <i>Answers will vary and may include:</i> 1. Simon's mother-in-law                      8. women who go to see Jesus buried 2. Jairus's daughter                              9. women who go to the tomb 3. woman with a hemorrhage/flow of blood    10. women that Jesus appears to (including Mary Magdalene) 4. Herodias and her daughter                   11. The mother and sisters of Jesus are mentioned, and Jesus is referred to as the Son of Mary (the only time her name appears in Mark's Gospel). 5. woman who anoints Jesus at Bethany 6. serving girl who encounters Peter in the courtyard 7. women at the cross (Mary Magdalene, Mary the Mother of James and John, Salome)    12. Parables include the widow's mite and the woman with seven husbands.	20



## Jesus Christ and the New Testament

Name \_\_\_\_\_

# So Much Has Changed. . . . How Much Has Stayed the Same?

Compare the information about first-century Palestine on the left to our society today. Note similarities or differences in the second column. Take time to look up answers that you don't know for sure, as you will have to answer some questions in the large group following this activity.

First-Century Palestine	Modern Day
EMPLOYMENT	
Women's work was domestic: <ul style="list-style-type: none"> <li>• getting water</li> <li>• cooking food</li> <li>• making clothes</li> <li>• caring for children</li> </ul>	
Men's work was mostly agricultural: <ul style="list-style-type: none"> <li>• farming</li> <li>• growing crops</li> <li>• raising animals</li> <li>• fishing</li> </ul>	
Many men worked as tenant farmers because they couldn't afford to own their own land.	
Some men were craftsmen or worked for the government.	
TECHNOLOGY AND MACHINES	
No electricity: <ul style="list-style-type: none"> <li>• no electric lights</li> <li>• no refrigeration</li> <li>• no air conditioning/heating</li> <li>• no washing machines/dryers</li> </ul>	
Communication was by word of mouth or courier.	
Most people couldn't read or write.	
There was no indoor plumbing / running water.	



## So Much Has Changed. . . . How Much Has Stayed the Same?

First-Century Palestine	Modern Day
<b>PATRIARCHAL SOCIETY</b>	
Men held political power.	
Men controlled economic power.	
Men controlled religious power.	
Men were solely responsible for the economic livelihood of their families.	
Men made all important family decisions, including arranging the marriage of their daughters.	
Unmarried women remained living with their parents.	
Widowed women returned to their parents, married their husband's brother in order to be provided for, or became beggars.	
Women were not permitted to interact with men they were not related to and were not permitted to speak in public to any man.	
<b>CULTURAL PRIORITIES</b>	
Commitment to family: <ul style="list-style-type: none"> <li>• Most families lived in the same village.</li> <li>• You would be as close to your aunts, uncles, cousins, and grandparents as you were to your own parents and siblings.</li> <li>• You would never do anything that your family would disapprove of or be embarrassed by.</li> </ul>	
<b>SOCIAL CLASS</b>	
Most people would be considered poor by our standards today: <ul style="list-style-type: none"> <li>• They lived in homes built of stone or dried mud and straw.</li> <li>• They often sold themselves as indentured servants to the wealthy in order to make enough money to survive.</li> </ul>	
A small percentage of the population was wealthy. They were called elites. <ul style="list-style-type: none"> <li>• They owned large, beautiful homes.</li> <li>• They had indoor plumbing.</li> <li>• They had enough room and funds for entertaining.</li> <li>• They owned the majority of the land, which they leased out to tenant farmers.</li> <li>• They ate and drank expensive food and wine.</li> <li>• They took advantage of the poor through low wages and heavy taxation.</li> </ul>	























## Scripture and Tradition Puzzle Pieces

This handout has pairs of connected quotes. Quotes from the *Catechism of the Catholic Church* (CCC) are on the left (bold emphasis added), and corresponding quotes from Scripture are on the right. Cut as indicated so that you have thirteen separate pairs of connected quotes (leave the pairs connected in the middle).











<p><b>“Sacred Scripture and Tradition,</b> then, are bound closely together and communicate one with the other<sup>1</sup>. . . . Each of them makes present and fruitful in the Church the mystery of Christ, who promised to remain with his own ‘always to the close of the age.’”<sup>2</sup> (CCC, number 80)</p> <p></p>	<p></p> <p>“And behold, I am with you always, until the end of the age.” (Matthew 28:20)</p>
<p></p> <p>“The apostles entrusted the <b>‘Sacred deposit’</b> of the faith . . . , contained in Sacred Scripture and Tradition, to the whole of the Church.”<sup>3</sup> (CCC, number 84)</p>	<p></p> <p>“Take as your norm the sound words that you heard from me, in the faith and love that are in Christ Jesus. Guard this rich trust with the help of the holy Spirit that dwells within us.” (2 Timothy 1:13–14)</p>
<p></p> <p><b>“Faith</b> is a gift from God, a supernatural virtue infused by him.” (CCC, number 153)</p>	<p></p> <p>“Simon Peter said in reply, ‘You are the Messiah, the Son of the living God.’ Jesus said to him in reply, ‘Blessed are you, Simon son of Jonah. For flesh and blood has not revealed this to you, but my heavenly Father.’” (Matthew 16:16–17)</p>
<p></p> <p>“Adoring God, praying to him, offering him the worship that belongs to him, fulfilling the promises and vows made to him are acts of the virtue of <b>religion</b> which fall under obedience to the first commandment.” (CCC, number 2135)</p> <p>“Since it rejects or denies the existence of God, atheism is a sin against the first commandment.” (CCC, number 2140)</p>	<p></p> <p>“At this, Jesus said to him, ‘Get away, Satan! It is written:</p> <p>“The Lord your God, shall you worship and him alone shall you serve.””</p> <p>(Matthew 4:10)</p>



<p>“From the beginning, Jesus associated his <b>disciples</b> with his own life, revealed the mystery of the Kingdom to them, and gave them a share in his mission, joy, and sufferings.”<sup>4</sup> (CCC, number 787)</p> <p> Catechism</p>	<p>“Whoever does not carry his own cross and come after me cannot be my disciple.” (Luke 14:27)</p> <p> Scripture</p>
<p>“The Church thus confesses that Jesus is inseparably <b>true God and true man</b>.” (CCC, number 469)</p> <p> Catechism</p>	<p>“But these are written that you may [come to] believe that Jesus is the Messiah, the Son of God, and that through his belief you may have life in his name.” (John 20:31)</p> <p> Scripture</p>
<p>“The Church calls ‘<b>Incarnation</b>’ the fact that the Son of God assumed a human nature in order to accomplish our salvation.” (CCC, number 461)</p> <p> Catechism</p>	<p>“For God so loved the world that he gave his only Son, so that everyone who believes in him might not perish but might have eternal life.” (John 3:16)</p> <p> Scripture</p>
<p>“As a result the Church, to whom the transmission and interpretation of Revelation is entrusted, ‘does not derive her certainty about all revealed truths from the holy Scriptures alone. Both Scripture and Tradition must be accepted and honored with equal sentiments of devotion and reverence.’”<sup>5</sup> (CCC, number 82)</p> <p> Catechism</p>	<p>“Then Jesus approached and said to them, ‘All power in heaven and on earth has been given to me. Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, until the end of the age.’” (Matthew 28:18–20)</p> <p> Scripture</p>
<p>“[The Pope], Peter’s <b>successor, and the bishops are the bishops, the successors of the apostles</b> are related with and united to one another.”<sup>6</sup> (CCC, number 880)</p> <p>“The Lord made St. Peter the visible foundation of his Church.” (CCC, number 936)</p> <p> Catechism</p>	<p>“And so I say to you, you are Peter, and upon this rock I will build my church, and the gates of the nether-world shall not prevail against it. I will give you the keys to kingdom of heaven. Whatever you bind on earth shall be bound in heaven; and whatever you loose on earth shall be loosed in heaven.” (Matthew 16:18–19)</p> <p> Scripture</p>



## Scripture and Tradition Puzzle Pieces

<p>“Concern for achieving unity . . . ‘—the reconciliation of all Christians in the unity of the one and only Church of Christ—transcends human powers and gifts.”<sup>7</sup> (CCC, number 822)</p> <p> Catechism</p>	<p>“I pray not only for them, but also for those who will believe in me through their word, so that they may all be one, as you, Father, are in me and I in you, that they also may be in us, that the world may believe that you sent me.” (John 17:20–21)</p> <p> Scripture</p>
<p>“The grace of the Holy Spirit has the power to <b>justify us</b>, that is, to cleanse us from our sins and to communicate to us, ‘the righteousness of God through faith in Jesus Christ’ and through baptism.”<sup>8</sup> (CCC, number 1987)</p> <p> Catechism</p>	<p>“But it was not for him alone that it was written that ‘it was credited to him’; it was also for us, to whom it will be credited, who believe in the one who raised Jesus our Lord from the dead, who was handed over for our transgressions and was raised for our justification.” (Romans 4:23–25)</p> <p> Scripture</p>
<p>“By <b>free will</b> [the human person] is capable of directing himself toward his true good.” (CCC, number 1704)</p> <p> Catechism</p>	<p>“God created mankind in his image; in the image of God he created them; male and female he created them. . . . God looked at everything he had made, and found it very good.” (Genesis 1:27,31)</p> <p> Scripture</p>
<p>“The <b>Beatitudes</b> are at the heart of Jesus’ preaching.” (CCC, number 1716)</p> <p>“The Beatitudes respond to the natural desire for happiness.” (CCC, number 1718)</p> <p> Catechism</p>	<p>“Blessed are the poor in spirit, for theirs is the kingdom of heaven. . . . Rejoice and be glad, for your reward will be great in heaven.” (Matthew 5:3,12)</p> <p> Scripture</p>

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Endnotes cited in quotations from the *Catechism of the Catholic Church*, Second Edition

1. *Dei Verbum* 9.
2. Matthew 28:20.
3. *Dei Verbum* 10 § 1; cf. 1 Timothy 6:20; 2 Timothy 1:12–14 (Vulg.).
4. Cf. Mk 1:16–20, 3:13–19; Mt 13:10–17; Lk 10:17–20, 22:28–30.
5. *Dei Verbum* 9.
6. *Lumen Gentium* 22; cf. Codex Iuris Canonici, can. 330.
7. *Unitatis Redintegratio* 24 § 2.
8. Romans 3:22; cf. 6:3–4.



## Jesus Christ and the New Testament

Name \_\_\_\_\_

### UNIT 1

## Titles of Jesus

The following is a list of many of the titles given Jesus in Scripture. Indicate the titles you think emphasize Jesus' humanity by putting an **H** next to them. Indicate the titles you think emphasize his divinity by putting a **D** next to them. Put a question mark by any you are not sure about.

- |                      |                                    |
|----------------------|------------------------------------|
| _____ Lord           | _____ Christ                       |
| _____ The Holy One   | _____ Good Shepherd                |
| _____ Prince of Life | _____ Son of Abraham               |
| _____ Messiah        | _____ The Last Adam                |
| _____ Nazarene       | _____ Firstborn of All Creation    |
| _____ Prophet        | _____ The Way, the Truth, the Life |
| _____ Teacher        | _____ Image of God                 |
| _____ Redeemer       | _____ God                          |
| _____ Son of God     | _____ The Anointed                 |
| _____ Savior         | _____ Son of Joseph                |
| _____ Master         | _____ Lamb of God                  |
| _____ Rabbi          | _____ Carpenter's Son              |
| _____ Son of David   | _____ Emmanuel                     |
| _____ Son of Man     | _____ High Priest                  |
| _____ Bread of Life  | _____ Word of God                  |



Name: \_\_\_\_\_

## The Boy Who Loved a Fish

There was a young boy who desperately wanted a pet. The trouble was that his mother was allergic to most furry animals, his father didn't like rabbits, and they had tried gerbils, guinea pigs, birds, and other caged animals that all made a mess. He finally talked them into a fish. A goldfish.

The mother took the boy to the pet store in hopes of fulfilling his latest request for a pet. Soon he was carrying home one goldfish, a little box of fish food, and a small glass bowl. He was excited to get to know his new pet. He filled the bowl with water, sprinkled a few flakes, and then stood by to watch his goldfish that he named Sparky. If you have ever had a fish for a pet, caught one, or seen any in an aquarium, you know that fish don't usually look very happy. Their mouths turn downward, their eyes bug out, and their expressions don't change much at all. In fact, they look bored, or downright unhappy.

The boy was sad that his fish seemed unhappy, and he wondered what he could do about it. So, he did some chores, saved some money, and returned to the store. He bought a bigger bowl, some plastic trees, and one of those castles that fish are supposed to have fun swimming in and out of. The boy watched his fish closely and realized that Sparky swam around the castle, but never through it. He still didn't look like he was having much fun. That upset the boy even more.

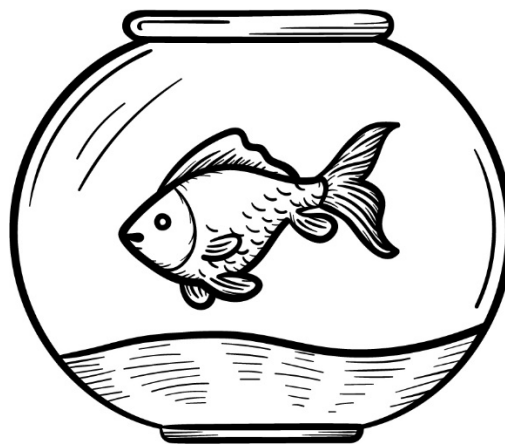
Back to the store a few weeks later, he not only bought a full aquarium with a pump, he purchased even more fish stuff—a light, a coral reef, and a ceramic mermaid. The little boy was pretty sure that the more toys you have, the happier you are, right? Or maybe not. His goldfish still seemed unhappy.

Then he had yet another idea. The boy decided that the fish needed a companion—another fish to hang around with. If there were two fish, they would both be happier than if they were alone. Again, he went back to the pet store, and this time he bought another little goldfish, naming her Goldie. Now he watched Sparky and Goldie swim around and around, not having much to do with each other. But suddenly one morning there were baby fish! Oh, yay! They would be a happy little fish family. Until the babies started to eat each other. Talk about sibling rivalry.

The boy was *really* frustrated now. No matter how hard he tried to make his fish happy—giving them fish flakes, creating a beautiful world for them, making sure he gave them everything they needed to live a happy fish life—they just weren't getting it. He was almost out of ideas when he thought of the perfect solution. If he could just become a fish for a short time, he could get in the aquarium and *show* them how to be happy; how to love one another as much as he loved them.

When he told his mother his idea, she gently told him that a boy could not become a fish. That would be impossible.

After all, he wasn't God.



## Reflection and Discussion Questions

1. Make a list of some of the ways the boy tried to make his fish happy.
2. How do the things the boy did in the story relate to God's efforts to make the people he created happy? For example, what were some things God did in the Old Testament that were supposed to make his people happy?
3. What are some examples of how God's people reacted to his efforts?
4. What are some stories in the Old Testament that show God's frustration with his people?
5. What are some ways God tried to get the attention of his people when they didn't "get it"?
6. How would you answer the question, "Why would God become human if he is an almighty, all-powerful, all-knowing being?"

## Final Question

How does the Incarnation help us to live so that we can be happy in this life and supremely happy in the next? Give several specific examples from Jesus' life, applying them to your own life.



Name: \_\_\_\_\_

## **Tweeting for Jesus: #ApostlePaul**

Create tweets (no more than 280 characters) based on the following passages. After reading each passage, use articles 17 and 18 in the student book to help you get the main idea of each passage. Post your tweets as per your teacher's instructions.

<b>Group 1</b>	<b>Group 2</b>
Galatians 3:1 Galatians 1:6–12 Galatians 3:5 Galatians 4:15 Galatians 1:6–7	Galatians 5:7 Galatians 1:11–12 Galatians 2:11–14 Galatians 3:1–5 Galatians 3:7–14
<b>Group 3</b>	<b>Group 4</b>
Ephesians 1:3–6 Ephesians 1:7–14 Ephesians 2:8–10 Ephesians 1:13 Ephesians 2:22	1 Corinthians 1:4–9 1 Corinthians 10:13 1 Corinthians 11:17–22 1 Corinthians 10:23–33 Galatians 4:1–6





Name \_\_\_\_\_

## Unit 1 Final Performance Task Options

The following is a list of the enduring understandings for unit 1. Demonstrating your grasp of these understandings will be essential to completing your chosen final performance task successfully. See the descriptions below to understand the specific elements that will be required for each final performance task option.

- The Gospel of Mark reveals Jesus as the human face of God who reveals God's love, and as the Divine Mystery who invites us to put our faith in him.
- The truth about Jesus can be found in his life and message as revealed in both Scripture and Sacred Tradition.
- Jesus is one Divine Person with two distinct natures. Because Jesus is truly human, he can identify with our sufferings, challenges, and joys. Because he is truly God, Christ is the unique mediator between God and human beings, making God's saving grace available to all.
- Faith in Jesus Christ leads to happiness, holiness, unity, and eternal salvation.

### Option 1: Who Do You Say I Am? Visual Presentation

For this option, imagine that friends who practice a different faith ask you to make a 10-minute presentation about Jesus to a group of peers from their synagogue, mosque, or temple.

- Create a PowerPoint presentation (or another teacher-approved visual presentation) or a series of small posters—the type that might be displayed on an easel—as the visual component of your presentation.
- Use up to ten different images of Jesus that are culturally diverse as well as varied in artistic style.
- Use minimal words on the slides (just short captions, headings, and citations for images).
- Use the *Notes* feature with each slide, and write down what you will say about each slide.
- If you are using small posters, write a script or note cards to accompany the posters.
- Incorporate information from at least three of the enduring understandings for this unit.
- Use at least five paraphrased or actual quotes from the student book and five quotes from the New Testament. Cite these references in parentheses using student book page numbers and proper biblical citations.
- Be prepared to present your work to your teacher or to the class, as per your teacher's instructions.



## Option 2: A Conversation with God

In article 13 of the student book, there is a short story in which someone's non-religious friend asks this about Jesus, "Why would you become human if you are an almighty, all-powerful, all-knowing being?" This person goes to her dad for help in answering the question. What if you had the chance to ask God this question?

For this option, write a script of an imaginary conversation between you and God starting with this question: "Why would Jesus become human if he is an almighty, all-powerful, all-knowing being?"

- The conversation should cover the Incarnation and other topics related to at least three of the enduring understandings for this unit.
- Your script should be the equivalent of a 5- to 10-minute conversation that could be performed in a role-play by you and another member of your class.
- The first question should lead to other questions and answers that are found throughout the unit.
- Use at least five paraphrased or actual quotes from the student book and five quotes from the New Testament. Cite these references in parenthesis using student book page numbers and proper biblical citations.
- Be creative and respectful with language and the imaginary portrayal of God's personality and appearance. Humor can enhance your conversation if used appropriately.
- Include instructions to the performers about the setting, props, posture, body language, and other details that will help make this conversation informative, creative, and engaging.



## Jesus Christ and the New Testament

Name \_\_\_\_\_

# Unit 1 Final Performance Task Rubrics

Option 1				
Criteria	4	3	2	1
<b>Presentation demonstrates comprehension of enduring understandings for unit.</b>	Presentation is coherent, insightful, and demonstrates all enduring understandings for unit.	Presentation is coherent and demonstrates three enduring understandings for unit.	Presentation is not always coherent and demonstrates only two enduring understandings for unit.	Presentation demonstrates limited comprehension of enduring understandings for unit.
<b>Presentation includes required number of quotes and Scripture passages with proper parenthetical citations, and demonstrates connections to unit content.</b>	<ul style="list-style-type: none"> <li>Presentation includes five or more quotes from student book, five or more Scripture references, and use of proper citations.</li> <li>Quotes and references demonstrate clear connection to content of unit.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation includes three or four quotes from student book, three or more Scripture references, and proper citations.</li> <li>Quotes and references demonstrate relationship to unit content.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation does not include required number of Scripture passages or a clear connection to unit content.</li> <li>Citations are not present or are written incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation includes few references to unit quotes and Scripture passages, or references do not demonstrate understanding of connection to unit content.</li> <li>Citations are not present or are written incorrectly.</li> </ul>
<b>Presentation is formatted and organized well.</b>	<ul style="list-style-type: none"> <li>Presentation includes well-organized images.</li> <li>Text is well placed.</li> <li>Notes clearly explain images and engage audience.</li> <li>No errors in spelling, grammar, or citations.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation includes well-organized images. Text is well placed.</li> <li>Notes explain images and are adequate for general presentation.</li> <li>One to two errors in spelling, grammar, or citations.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation includes organized images. Text is too wordy or poorly placed.</li> <li>Images not clearly explained.</li> <li>Three or four errors in spelling, grammar, or citations.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation includes poor organization of images.</li> <li>Text is not used or is poorly placed.</li> <li>Notes are not present or are minimal.</li> <li>More than five errors in spelling, grammar, or citations.</li> </ul>
<b>Presentation is creative.</b>	<ul style="list-style-type: none"> <li>Images are varied and engaging, demonstrating more than superficial research.</li> <li>Presentation includes ten images.</li> <li>Presentation has extra elements, such as music or animation.</li> </ul>	<ul style="list-style-type: none"> <li>Images are varied and interesting.</li> <li>Presentation includes seven to nine images.</li> <li>Presentation has some extra elements that are likely to keep most audience members' interest.</li> </ul>	<ul style="list-style-type: none"> <li>Images are basic and do not show much diversity or research.</li> <li>Presentation includes four to seven images.</li> <li>Presentation lacks extra elements to keep audience's attention.</li> </ul>	<ul style="list-style-type: none"> <li>Images are present but not varied.</li> <li>Presentation includes less than four images.</li> <li>Presentation is plain and does not keep audience's attention.</li> </ul>



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Document #: TX005998

# UNIT 1

## Unit 1 Final Performance Task Rubrics

Option 2				
Criteria	4	3	2	1
<b>Script demonstrates comprehension of enduring understandings for unit.</b>	Script demonstrates coherent, insightful, and clear comprehension of one or more enduring understandings for unit.	Script demonstrates inconsistent comprehension of enduring understandings for unit.	Script is not always coherent and does not demonstrate clear comprehension of enduring understandings for unit.	Script includes limited or no relevant demonstration of at least one enduring understanding for unit.
<b>Script includes required number of quotes from unit and Scripture references with proper parenthetical citations, and demonstrates connections to unit content.</b>	<ul style="list-style-type: none"> <li>Script includes five or more paraphrased or actual quotes from unit, five or more Scripture references, and proper citations.</li> <li>Quotes and Scripture references demonstrate depth of thought and clear connection to visuals and unit content.</li> </ul>	<ul style="list-style-type: none"> <li>Script includes three or four paraphrased or actual quotes from unit, three or four Scripture references, and proper citations.</li> <li>Quotes and Scripture references demonstrate understanding and relationship to unit content.</li> </ul>	<ul style="list-style-type: none"> <li>Script does not have required number of quotes from unit and/or Scripture references, and citations are not present or are written incorrectly.</li> <li>Quotes and Scripture references do not demonstrate understanding of connection to unit content.</li> </ul>	<ul style="list-style-type: none"> <li>Script includes few or no Scripture quotes from unit, Scripture references are limited or not included, and citations are not present or are written incorrectly.</li> <li>Quotes and Scripture references do not demonstrate understanding of connection to unit content.</li> </ul>
<b>Script is well written and organized.</b>	<ul style="list-style-type: none"> <li>Script is well written and organized.</li> <li>Dialogue flows well.</li> <li>Instructions to actors are clear and provide interest.</li> <li>No errors in spelling, grammar, or citations.</li> </ul>	<ul style="list-style-type: none"> <li>Script is well written and organized.</li> <li>Instructions to actors are basic.</li> <li>One to two errors in spelling, grammar, or citations.</li> </ul>	<ul style="list-style-type: none"> <li>Script is adequately written but lacks some elements of organization.</li> <li>Instructions to actors are lacking or uninteresting.</li> <li>Three or four errors in spelling, grammar, or citations.</li> </ul>	<ul style="list-style-type: none"> <li>Script is poorly written and disorganized.</li> <li>Instructions to actors are missing.</li> <li>Four or five errors in spelling, grammar, or citations.</li> </ul>
<b>Script is creative.</b>	<ul style="list-style-type: none"> <li>Script is likely to engage audience with humor, interesting lines, props, and suggestions to actors.</li> </ul>	<ul style="list-style-type: none"> <li>Script is likely to keep interest of audience.</li> <li>Script has some elements of humor or interesting lines.</li> <li>Few or no props; suggestions to actors are adequate.</li> </ul>	<ul style="list-style-type: none"> <li>Script conveys basic information but not likely to engage or keep interest of audience.</li> <li>No props; suggestions to actors are lacking.</li> </ul>	<ul style="list-style-type: none"> <li>Script does not convey basic information adequately.</li> <li>Script does not use interesting elements such as humor, props, or suggestions to actors.</li> <li>Audience is likely to be bored.</li> </ul>



Name \_\_\_\_\_

## Unit 1 Test

# Who Is Jesus?

### Multiple Choice

Write the letter of the best or most appropriate answer in the space provided before each question

- \_\_\_\_\_ 1. What is another name Saint Paul was also known by?
- a. Stephen
  - b. Saul
  - c. Barnabus
  - d. Titus
- \_\_\_\_\_ 2. What is God's grace?
- a. helps us not to sin and to live like Jesus
  - b. like an addiction to God
  - c. helps us to stay away from sinners
  - d. all of the above
- \_\_\_\_\_ 3. Which of the following was a result of the culture in Jesus' time being very patriarchal?
- a. Men held the political, economic, and religious power.
  - b. Women were the leaders of the family.
  - c. Jesus paid little attention to women.
  - d. Mothers decided who their daughters would marry.
- \_\_\_\_\_ 4. When does Paul have his conversion moment?
- a. when he sees that Stephen has been stoned to death
  - b. when he considers his past actions
  - c. when he is confronted by Peter
  - d. when he has a vision of Jesus on the way to Damascus
- \_\_\_\_\_ 5. Which of the following is attributed to Emperor Nero?
- a. blaming the fire that destroyed much of Rome on the Christians
  - b. persecuting the Christians
  - c. burning Christians on crosses
  - d. all of the above



## Unit 1 Test

- \_\_\_\_\_ 6. Why does it take some time for the early Christians to write down their accounts of Jesus' life and teachings?
- They are afraid.
  - They are confused about his teachings.
  - They do not know how to write.
  - They believed that Jesus would soon return for the Last Judgment.
- \_\_\_\_\_ 7. Who is Jesus sometimes compared to?
- John the Baptist
  - Elijah
  - the prophets
  - all of the above
- \_\_\_\_\_ 8. During Jesus' time, whom do many Jews believe the Messiah will be?
- a peaceful king
  - an earthly military or political ruler
  - an unknown prophet
  - like the New Adam
- \_\_\_\_\_ 9. What is Jesus' shocking statement about the Messiah?
- He must suffer and die.
  - He will conquer the Romans.
  - He will overcome the Jewish leaders.
  - He will lead people away from God.
- \_\_\_\_\_ 10. How do Jesus' disciples think about his role and mission?
- They are able to foresee his role and mission.
  - They often misunderstand his role and mission.
  - They often lie about his role and mission.
  - They have to guess about his role and mission.
- \_\_\_\_\_ 11. In Mark's Gospel, who is the first to discover that Jesus is resurrected?
- Mary Magdalene and the women
  - John
  - Peter
  - Thomas
- \_\_\_\_\_ 12. What is the mystery of the two natures in one Divine Person of Jesus Christ called?
- Sacred Tradition
  - hypostatic union
  - Paschal Mystery
  - Messiah



- \_\_\_\_\_ 13. Where is the fullness of God's Divine Revelation found?
- in the Bible
  - in the Gospels
  - in Jesus Christ
  - in the Church
- \_\_\_\_\_ 14. Why do the four Gospels each offer a unique perspective?
- They were written by different authors.
  - They were written for different audiences.
  - They were written in different historical situations.
  - all of the above
- \_\_\_\_\_ 15. Which of the following are the synoptic Gospels?
- Matthew, Luke, and John
  - Mark, Luke, and John
  - Matthew, Mark, and John
  - Matthew, Mark, and Luke
- \_\_\_\_\_ 16. What images do parables use to communicate religious messages?
- religious images
  - everyday images
  - Old Testament images
  - Greek images
- \_\_\_\_\_ 17. What are the two ways of transmitting Divine Revelation?
- through sacred Scripture and the Church
  - through the Church and Sacred Tradition
  - through Sacred Scripture and Sacred Tradition
  - through the Apostles and the Church
- \_\_\_\_\_ 18. Which of the following statements is true regarding the natures of Jesus Christ?
- Jesus is one Person with a human nature and a divine nature.
  - Jesus is one Person who is divine but only appears to be human.
  - Jesus is one Person who is truly just a human but is very holy like God.
  - Jesus is one Person who is mostly human and a little divine.
- \_\_\_\_\_ 19. How does Jesus identify his relationship with God the Father?
- He says, "The Father and I are related."
  - He says, "The Father and I are one."
  - He says, "The Father and I are similar."
  - He says, "The Father and I are family."





## Unit 1 Test

- \_\_\_\_\_ 20. Throughout the Gospels, what types of powers does Jesus display?
- a. the power that only prophets possess
  - b. the power that only holy men possess
  - c. the power that only God possesses
  - d. the power that only angels possess
- \_\_\_\_\_ 21. What is the primary cultural value that defined life in first-century Palestine?
- a. keeping the Roman authorities happy
  - b. making a living
  - c. being committed to family
  - d. accumulating wealth
- \_\_\_\_\_ 22. What must a disciple of Christ be willing to do?
- a. memorize the Law
  - b. follow directions
  - c. know the mind of God
  - d. suffer to follow God's will
- \_\_\_\_\_ 23. Why is the ending of Mark's Gospel unique?
- a. It has no report of Jesus' Ascension.
  - b. It has an account of Saint Paul's early travels.
  - c. It has two endings.
  - d. It has another account of Jesus walking on water.
- \_\_\_\_\_ 24. What are Jesus' manifestations of God's power and signs of the Kingdom of God called in the synoptic Gospels?
- a. miracles
  - b. parables
  - c. followers
  - d. teachings
- \_\_\_\_\_ 25. Why does God take on human form?
- a. God knows he is difficult for us to grasp.
  - b. God knows he has to approach us in a way that we can understand.
  - c. God wants to be sure that we understand his message of salvation.
  - d. all of the above



## Matching

Match the description in column A with the word or phrase in column B by writing the letter of the correct answer in the space provided.

### Column A

- \_\_\_\_\_ 26. Responding to Jesus' offer of love by turning away from sin and its effects and actively seeking to do God's will.
- \_\_\_\_\_ 27. This helps us in our efforts to avoid sin and live our lives as Jesus teaches, as well as to discover and follow God's plan for our lives.
- \_\_\_\_\_ 28. The work of salvation accomplished by Jesus Christ mainly through his Passion, death, Resurrection, and Ascension.
- \_\_\_\_\_ 29. The living transmission of the Gospel.
- \_\_\_\_\_ 30. The official teaching authority of the Church made up of the Pope, in communion with the bishops of the Church.
- \_\_\_\_\_ 31. The uninterrupted passing on of authority from the Apostles directly to all bishops.
- \_\_\_\_\_ 32. The gift from God that allows human beings to choose from among various actions, for which we are held accountable.
- \_\_\_\_\_ 33. The mystery of Jesus Christ, the Divine Son of God, becoming man.
- \_\_\_\_\_ 34. The process by which one is brought back from slavery to sin into right relationship with God.
- \_\_\_\_\_ 35. Referring to the forgiveness of sins and assurance of permanent union with God.

### Column B

- a. Incarnation
- b. Magisterium
- c. redemption
- d. conversion
- e. salvation
- f. Apostolic Succession
- g. free will
- h. Paschal Mystery
- i. grace
- j. Sacred Tradition



## Unit 1 Test

**Fill in the Blank**

Complete the sentences by writing the best or most appropriate answer from the word bank below in the blank space. There is one extra term provided.

- |                  |             |              |
|------------------|-------------|--------------|
| a. Sadducees     | c. Zealots  | e. scribes   |
| b. chief priests | d. Gentiles | f. Pharisees |

- \_\_\_\_\_ 36. The \_\_\_\_\_ lead the religious services and conduct the animal sacrifices at the Temple in Jerusalem. They benefit from the Roman rule and are seen by many as collaborators with Rome.
- \_\_\_\_\_ 37. The \_\_\_\_\_ strictly adhere to all the laws of the Old Testament and their belief in the Resurrection.
- \_\_\_\_\_ 38. The \_\_\_\_\_ consist largely of the wealthy class and have close ties to the chief priests.
- \_\_\_\_\_ 39. The scholars and teachers of the Jewish Law and Scripture are called the \_\_\_\_\_.
- \_\_\_\_\_ 40. The \_\_\_\_\_ believe that God wants Israel to be an independent nation again and preach a violent overthrow of the Roman occupiers.

**Essay**

Respond to one of the following questions in complete sentences.

- A. What do God's will and free will have to do with each other?
- B. What does Saint Paul mean when he says that faith in Jesus Christ is sufficient for justification?
- C. In the Gospel of Mark, Jesus says that whoever wants to be a disciple must "take up his cross, and follow me" (8:34). Why does he say this?

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## Unit 1 Test Answer Key

### Who Is Jesus?

#### Multiple Choice

- |      |       |       |       |
|------|-------|-------|-------|
| 1. b | 8. b  | 15. d | 22. d |
| 2. a | 9. a  | 16. b | 23. c |
| 3. a | 10. b | 17. c | 24. a |
| 4. d | 11. a | 18. a | 25. d |
| 5. d | 12. b | 19. b |       |
| 6. d | 13. c | 20. c |       |
| 7. d | 14. d | 21. c |       |

#### Matching

- |       |       |
|-------|-------|
| 26. d | 31. f |
| 27. i | 32. g |
| 28. h | 33. a |
| 29. j | 34. c |
| 30. b | 35. e |

#### Fill in the Blank

36. b  
37. f  
38. a  
39. e  
40. c

#### Essay

*Responses will vary and should include at least three of the following points:*

- A. What do God's will and free will have to do with each other?
- We cannot force someone to love us. Love has to be freely given, otherwise it is not truly love.
  - God has given us the gift of free will; he does not force us to believe in him or love him. It is our choice.
  - Through faith, we come to accept and believe the truth God has revealed to us.
  - God's grace makes it possible for us to say yes to God with our mind, heart, and will. We must be willing to believe and trust in what Jesus teaches us about God, about ourselves, and about how we should live.



## Unit 1 Test Answer Key

- A life of faith means trusting that God wants what is best for us. Some people call this “surrendering to God’s will.”
- God also gives us the freedom to make our own choices. He wants us to use that freedom to make choices that will lead to our true happiness and the happiness of others.
- When we have faith, we trust that God knows what is best for us. We continually strive to surrender ourselves to God’s will and allow God’s truth to direct our lives and to guide our choices.
- Our free will allows us to follow God’s will.

B. What does Saint Paul mean when he says that faith in Jesus Christ is sufficient for justification?

- *Justification* is a word Paul uses to explain how faith in Christ saves us from sin and death.
- It refers to God’s act of bringing sinful human beings into right relationship with him.
- Justification flows from God’s forgiveness of our sin and the gift of God’s sanctifying grace to renew our holiness.
- Paul said that some had been deceived into believing they can be justified with God by following the Old Law. Paul proclaimed that the Old Law only brought judgment.
- Only faith in Jesus Christ can bring justification and our salvation.

C. In the Gospel of Mark, Jesus says that whoever wants to be a disciple must “take up his cross and follow me” (8:34). Why does he say this?

- At the time, many Jews believed the messiah would be an earthly military or political ruler who would overthrow Rome’s rule and return the Promised Land to the Jewish People.
- However, Jesus explained that the Messiah must suffer, die, and be raised from the dead in order to save the world from sin and death.
- Because Jesus is a different type of messiah, it makes sense that he requires a different type of follower, or disciple.
- If Jesus, the Messiah, is willing to suffer, then his followers must be willing to suffer as well.
- Though we may not want ourselves or our loved ones to experience the sacrifice that comes with being a disciple of Christ, sharing in Jesus’ mission means accepting that sacrifice is sometimes part of that mission.
- We are called to accept the sacrifices we need to make, trusting that it will lead to healing in this life and eternal life with God after death.
- To truly live as one of Jesus’ disciples we must accept our crosses—the hardships and sacrifices that can come with being faithful to God’s will.
- If we remain faithful, our Messiah will save us from our sins and deliver us from death.

