

# UNIT 3

## The Paschal Mystery: Christ's Saving Work

Why should I believe in  
life after death?

### OVERVIEW

#### Unit Summary

In this unit, the students will explore the implications of the Paschal Mystery, particularly how God empowers us to participate in our redemption and salvation. Through reflection on Scripture—especially the epistles of Saint Paul—the students will deepen their understanding of what we are saved *from* and what we are saved *for* and come to know God's plan for our full communion with him in Heaven.

#### Learning Objectives

DESIRED RESULTS	
TRANSFER	ESTABLISHED GOALS
<i>Students will be able to independently use their learning to . . .</i>	
Express the implications of the Paschal Mystery for people of faith, as it affirms and invites our participation in our own redemption and salvation.	<b>USCCB Framework</b> The Mission of Jesus Christ (The Paschal Mystery): III.C; V.A

MEANING MAKING	
ENDURING UNDERSTANDINGS <i>Students will understand that . . .</i>	ESSENTIAL QUESTIONS <i>Students will keep considering . . .</i>
<p>U1. The transforming power of God in the Paschal Mystery is experienced in our daily life, invites us to participate with God's grace, and is the foundation of our belief in the resurrection of the dead.</p> <p>U2. We are saved from the damage and isolation of sin and death and saved for true happiness and communion in our earthly life and complete happiness and union with God after death.</p>	<p>Q1. How does Jesus' death and Resurrection affect our lives?</p> <p>Q2. What happens after we die?</p>
ACQUISITION	
KNOWLEDGE <i>Students will know . . .</i>	SKILLS <i>Students will be able to . . .</i>
<p>K1. Jesus demonstrates using power with love, for the good of others, which is most fully seen in the Paschal Mystery.</p> <p>K2. Throughout his epistles, Saint Paul explains, clarifies, and teaches about the meaning and implications of the Paschal Mystery.</p> <p>K3. Saint Paul's explanation of the paradox of the cross affirms the power of God's loving sacrifice.</p> <p>K4. God empowers us to participate in our salvation.</p> <p>K5. Saint Paul's explanation of the resurrection of the body in 1 Corinthians, chapter 15, affirms that this belief is an essential element of Christian faith.</p> <p>K6. Empathy develops our sense of unity in the Body of Christ.</p> <p>K7. We are saved from the consequences of Original Sin and personal sin: guilt and shame, loneliness and despair, addictions and attachment, and both physical death and the death of relationships.</p> <p>K8. We are saved for true happiness in this life and union with God in the next life: forgiveness and healing, freedom, joy, and eternal life.</p> <p>K9. At our Particular Judgment, whether we enter Heaven or Hell will depend on how we respond to God's grace and his invitation to put our faith in him.</p>	<p>S1. Analyze the use of power in human trafficking.</p> <p>S2. Connect the practice of virtues with the gift of God's grace to participate in our salvation.</p> <p>S3. Utilize Scripture and the <i>Catechism</i> as resources to answer frequently asked questions about the resurrection of the dead.</p> <p>S4. Cultivate empathy through a guided meditation.</p> <p>S5. Compose and pray a litany.</p> <p>S6. Reflect on Particular Judgment using one's religious imagination.</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 3 Vocabulary” (TX006378), on page 172, one for each student.

## Terms for Mastery

- justification
- Last Judgment
- Parousia
- Particular Judgment
- Purgatory
- sanctifying grace
- soul
- transgression
- virtues

## Terms Introduced for Later Mastery

- Cardinal Virtues
- Theological Virtues

## Terms Previously Mastered or for General Knowledge

- corruptible
- Hell
- polytheistic

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**Unit 3 Vocabulary**

**Terms for Mastery**

**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 renewed holiness.

**Last Judgment** The judgment of the human race by Jesus Christ at his second coming. It is also called the Final Judgment.

**Parousia** The second coming of Christ as judge of all the living and the dead, at the end of time, when the Kingdom of God will be fulfilled.

**Particular Judgment** The judgment that occurs immediately at the time of our death, when our immortal souls will be judged as worthy or unworthy of Heaven.

**Purgatory** A state of final purification or cleansing, which one may need to enter following death and before entering Heaven.

**Terms Introduced for Later Mastery**

**Cardinal Virtues** Based on the Latin word *virtus*, meaning "power." Four virtues that are viewed as pivotal or essential for full Christian living: prudence, justice, fortitude, and temperance.

**Terms Previously Mastered or for General Knowledge**

**corruptible** Something that can be spoiled, contaminated, or made rotten.

**Hell** Refers to the state of definitive separation from God and the saints, and so is a state of eternal punishment.


**polytheistic** Believing in many gods.

**sanctifying grace** The grace that heals our human nature wounded by sin and restores us to friendship with God by giving us a share in the divine life of the Trinity. It is a supernatural gift of God, infused into our souls by the Holy Spirit, that continues the work of making us holy.


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

**transgression** An act that goes against a law, rule, or code of conduct; sin.

**virtues** A habitual and firm disposition to do good.

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## Student Book Chapters

This unit draws on material from the *Paschal Mystery and the Gospels* student book and incorporates it into the unit instruction. The chapters covered in the unit are as follows:

### Chapter 7: Redeemed by God (pp. 212–237)

- Article 28: The Power of Love
  - Pre-read: The Letter to Philemon
- Article 29: Paul's Theology of the Cross
  - Pre-read: 1 Corinthians 1:18–25
  - Pre-read: 1 Corinthians 4:10–16
  - Pre-read: Romans, chapter 6
  - Pre-read: Philippians 2:5–11
- Article 30: Resurrection of the Dead
  - Pre-read: 1 Corinthians 15:1–58
- Article 31: Becoming One
  - Pre-read: 1 Corinthians, chapter 12
  - Pre-read: John 17:20–26

### Chapter 8: Our Salvation (pp. 238–255)

- Article 32: Saved *from* What?
  - Pre-read: Ephesians 2:1–10
- Article 33: Saved *for* What?
  - Pre-read: Romans 8:18–39
- Article 34: Judgment Day
  - Pre-read: Matthew 25:31–46
- Article 35: Where Do We Go after Death?
  - Pre-read: Revelation 21:1–4, 22:1–5

## Additional Online Resources for Teaching This Unit

Visit [www.smp.org/livejesus\\_paschalmystery](http://www.smp.org/livejesus_paschalmystery) 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 these 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 3 Preassessment” (TX006377), on page 171
- handout “Unit 3 Vocabulary” (TX006378), on page 172
- handout “Unit 3 Final Performance Task Options” (TX006383), on page 181
- handout “Unit 3 Final Performance Task Rubrics” (TX006384), on pages 182–1832
- handout “Unit 3 Test” (TX006385), on pages 184–189
- handout “Unit 3 Test Answer Key” (TX006386), on pages 190–191
- downloadable quizzes for each chapter  
(see [www.smp.org/livejesus\\_paschalmystery](http://www.smp.org/livejesus_paschalmystery))

## 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 the Paschal Mystery and the Gospels. 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 3

#### Explain

#### LEARNING EXPERIENCE 1: Preassessment

Preassess what the students already know about our redemption and salvation to assist you in identifying key points to emphasize in this unit.

#### Apply

#### LEARNING EXPERIENCE 2: Final Performance Task Preview

Preview the final performance tasks and their rubrics.

### CHAPTER 7

#### Apply

#### LEARNING EXPERIENCE 3: Sources and Uses of Power

Understand the different sources and uses of power by applying these concepts to human trafficking, and understand what participating in our salvation looks like in light of this situation. (U1, Q1, K1, K2, K3, K4, S1, S2)

#### Perceive

#### LEARNING EXPERIENCE 4: Resurrection of the Dead FAQs

Using 1 Corinthians, chapter 15, and the *Catechism*, help the students examine and discuss the resurrection of the dead and develop a list of ten frequently asked questions that teens might have about this essential teaching and provide the corresponding answers. (U1, Q1, K5, S3)

**Empathize****LEARNING EXPERIENCE 5: Practicing Empathy**

Imagine seeing life through someone else's eyes to help cultivate empathy for others. (U1, Q1, K6, S4)

**CHAPTER 8****Reflect****LEARNING EXPERIENCE 6: A Paschal Mystery Litany**

Guide the students in composing and praying a litany based on a reflection of their own personal struggles and joys. (U2, Q2, K7, K8, S5)

**Interpret****LEARNING EXPERIENCE 7: Religious Imagination and Particular Judgment**

Encourage the students to engage their religious imaginations to compose a dialogue dramatizing Particular Judgment. (U2, Q2, K9, S6)

# 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\\_paschalmystery](http://www.smp.org/livejesus_paschalmystery).

## Explain

### LEARNING EXPERIENCE 1 (Unit) Preassessment

Preassess what the students already know about our redemption and salvation to assist you in identifying key points to emphasize in this unit.

1. **Prepare** by photocopying or downloading and printing the handouts “Unit 3 Preassessment” (TX006377), on page 171, and “Unit 3 Vocabulary” (TX006378), on page 172, one of each for each student.
2. **Distribute** the handout “Unit 3 Preassessment.” The preassessment is a word splash, with important words and phrases from the unit arranged loosely around the central concept of the course: the Paschal Mystery. Instruct the students to take a few moments to read the words and phrases in the word splash.
3. **Direct** the students to do the following:
  - Circle the words or concepts that are familiar.
  - Underline the words or concepts that are unfamiliar.
4. **Tell** the students to write on the handout a one-sentence summary of what they believe the content of the unit is about based on the words in the word splash. Invite the students to share their summaries with the class.
5. **Distribute** the handout “Unit 3 Vocabulary.” Direct the students to reference the concepts on the word splash that they were unfamiliar with. Then discuss the definitions of those underlined terms. Provide definitions for any new words from the word splash that still need clarification.
6. **Conclude** by affirming the students’ open-mindedness, curiosity, and willingness to engage both their hearts and minds in the material of this unit. Direct them to keep their handouts so they can refer back to them later in the unit.

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#### Unit 3 Preassessment

redemption  
Last Judgment  
penance of the cross  
sanctifying grace  
epistle  
Particular Judgment  
Hell  
Purgatory  
**Paschal Mystery**  
Heaven  
salvation  
faith  
Parousia  
hope  
justification  
virtue

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#### Unit 3 Vocabulary

##### Terms for Mastery

**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.

**Last Judgment** The judgment of the human race by Jesus Christ at the second coming. It is also called the Final Judgment.

**Penance** The second coming of Christ as judge of all the living and the dead, at the end of time, when the Kingdom of God will be fulfilled.

**Particular Judgment** The judgment that occurs immediately at the time of our death, when our immortal souls will be judged as worthy or unworthy of Heaven.

**Purgatory** A state of final purification or cleansing, which one may need to enter following death and before entering Heaven.

##### Terms Introduced for Later Mastery

**Cardinal Virtues** Based on the Latin word *cardini*, meaning “pivot,” four virtues that are viewed as pivotal or essential for all Christian living: prudence, justice, fortitude, and temperance.

##### Terms Previously Mastered or for General Knowledge

**corruptible** Something that can be spoiled, contaminated, or made rotten.

**Hell** Refers to the state of definitive separation from God and the saints, and so is a state of eternal punishment.

**polytheistic** Believing in many gods.

**sanctifying grace** The grace that heals our human nature wounded by sin and restores us to friendship with God by giving us a share in the divine life of the Trinity. It is a supernatural gift of God, infused into our souls by the Holy Spirit, that continues the work of making us holy.

**seal** Our spiritual principle, it is immortal, and it is what enables us to remain in God. Our seal is created by God at the moment of our conception. It is the seal of human consciousness and freedom.

**transgression** An act that goes against a law, rule, or code of conduct; sin.

**virtue** A habitual and firm disposition to do good.

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## 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 3 Final Performance Task Options” (TX006383), on page 181, and “Unit 3 Final Performance Task Rubrics” (TX006384), on pages 182–183, one of each for each student.
- 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 rubric in class, allowing the students to ask questions. You may want to say something to this effect:
  - If you wish to work alone, you may choose option 1 or option 2. If you wish to work with a partner, choose option 2.
  - Keep in mind that you should be working on, or at least thinking about, your chosen task throughout the unit.

## 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 realize that there is more than one way to successfully complete the tasks.

- 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, near the end of the unit, 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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## Unit 3 Final Performance Task Options

This following is a list of the underlying understandings for unit 3. Distinguishing your group of one or more of these understandings will be essential to successfully completing your chosen final performance task. See the descriptions below to understand the specific elements that will be required for each performance task option.

- The transforming power of God in the Paschal Mystery is experienced in our daily life, invites us to participate with God's grace, and is the foundation of our belief in the resurrection of the dead.
- We are saved from the damage and isolation of sin and death and saved for true happiness and communion in our earthly life and complete happiness and union with God after death.

## Option 1: A Homily for a Funeral

You have been asked to give the homily at a funeral. You may imagine your own scenario for this option—that is, who has died and in what circumstances. Your homily should reflect faith in Christ's saving work in the Paschal Mystery and draw on Scripture to offer hope to grieving friends and family. As well as turning in a written copy of your homily, you will either deliver it in front of the class or turn in a video recording of you delivering it.

- Your homily must contain the following:
- responsible and accurate use of at least three different Scripture passages
  - at least 3 minutes of text when spoken aloud

## Option 2: A TV News Segment

You are a producer at WGGD-TV, the leading TV news broadcast in the first-century Roman Empire. You have been asked to assemble a team to produce a 5-minute news segment examining the impact of Saint Paul's letters on the early Christian communities. Your segment must include the following:

- an update on the situation
- at least three interviews—one with Saint Paul and the other two with a person on the receiving end of Paul's letters (for example, with Philomen, Thais, Timothy, or a Christian in Corinth, Ephesus, or Rome)—conducted either “in the studio” or “on the street”
- at least one commercial break
- at least one guest commentator (for example, another Apostle or coworker of Paul's) offering an editorial (option piece)
- responsible and accurate use of Scripture (You don't need to quote directly from Scripture, but it should be evident that you are drawing on the theology of Saint Paul in the updates.)

Your news segment must be handed in as a recorded video and should be 5 minutes in length.

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## Unit 3 Final Performance Task Rubrics

Criteria	Option 1				
	A	B	C	D	E
Clearly demonstrates understanding of underlying understandings of unit 3	Clearly highlights and connects understandings of unit 3	Clearly gives some indication of understanding of unit 3	Clearly demonstrates understanding of unit 3	Clearly demonstrates understanding of unit 3	Clearly demonstrates understanding of unit 3
Clearly contains depth of understanding of unit 3	Clearly is not only accurate but also contains depth of understanding of unit 3	Clearly is not only accurate but also contains depth of understanding of unit 3	Clearly is not only accurate but also contains depth of understanding of unit 3	Clearly is not only accurate but also contains depth of understanding of unit 3	Clearly is not only accurate but also contains depth of understanding of unit 3
Clearly demonstrates responsible and accurate use of at least three Scripture passages	Clearly uses three Scripture passages accurately and responsibly, and it is evident that the student has a good understanding of the theology of the passages	Clearly uses three Scripture passages accurately and responsibly, and it is evident that the student has a good understanding of the theology of the passages	Clearly uses three Scripture passages accurately and responsibly, and it is evident that the student has a good understanding of the theology of the passages	Clearly uses three Scripture passages accurately and responsibly, and it is evident that the student has a good understanding of the theology of the passages	Clearly uses three Scripture passages accurately and responsibly, and it is evident that the student has a good understanding of the theology of the passages
Clearly is organized	Clearly is not only well organized but also clearly communicates the message	Clearly is not only well organized but also clearly communicates the message	Clearly is not only well organized but also clearly communicates the message	Clearly is not only well organized but also clearly communicates the message	Clearly is not only well organized but also clearly communicates the message
Clearly addresses proper grammar, punctuation, and spelling	Clearly has no errors in grammar, punctuation, or spelling	Clearly has one or two errors in grammar, punctuation, or spelling	Clearly has three or four errors in grammar, punctuation, or spelling	Clearly has five or six errors in grammar, punctuation, or spelling	Clearly has seven or eight errors in grammar, punctuation, or spelling

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Articles 28–29



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## LEARNING EXPERIENCE 3 (Chapter 7)

### Sources and Uses of Power

Understand the different sources and uses of power by applying these concepts to human trafficking, and understand what participating in our salvation looks like in light of this situation. (U1, Q1, K1, K2, K3, K4, S1, S2)

1.  **Prepare** by ensuring that all the students have read articles 28 and 29 in the student book prior to this learning experience and that they will have access to their student books and Bibles (print or digital) during class. Photocopy or download and print the handout “Power and Participation” (TX006379), on pages 173–174, one for each student. Also ensure that you have access to the internet and a projector to show the video clips that explain human trafficking, in steps 4 and 11. Additionally, the students will need internet access to visit several websites that provide necessary background information. Links to all the websites and videos are available on the resource “Unit 3 Web-Based Resources and Videos” (TX006599), at [www.smp.org/livejesus\\_pascalmystry](http://www.smp.org/livejesus_pascalmystry).

Plan for this learning experience to take two days—the first on learning about the sources and uses of power with an introduction to human trafficking, and the second on participating in our salvation with a virtuous response to the global tragedy of modern-day slavery.

- Begin** by distributing the handout. Arrange the students in pairs, and direct them to complete step 1 on the handout. They should write their responses in the corresponding boxes of the chart.
- Explain** to the students that they will be examining the use and abuse of power through the study of the social injustice of human trafficking, which is modern-day slavery.
- Play** the video “What Is Human Trafficking?” (4:21) with the definition and description of human trafficking from the U.S. Department of Homeland Security. Pause as necessary to allow the students to record the definition on the handout (step 2) and to ensure understanding of terms (such as *exploitation*).
- Direct** the students to work in pairs to complete step 3 by researching the websites provided on the handout.
- Circulate** among the pairs to offer assistance as needed. If any of the students are having difficulty, suggest they look for the explanations of how and why human trafficking happens. Allow at least 20 minutes for the students to research and discuss their findings.
- Bring** a close to this part of the learning experience by asking the students to share their answers to the “power used for bad” in human trafficking with the class.

8. **Transition** to the “participation” portion of this learning experience (day 2) by having the students discuss the following questions in their same pairs and then inviting large-group discussion:
- What does it mean to participate in our salvation?
  - What does the use of power have to do with participating in our salvation?
9. **Review** and clarify some of the basic concepts. In particular, you may want to share the following key points:
- God’s loving sacrifice is so powerful that *through* it (rather than being *overpowered* by it), humankind became empowered to accept God’s gift of grace and to participate in our salvation (or not). God’s grace works *with* us, not manipulating, forcing, or coercing us.
  - Saint Paul clarifies that *participating in* does not mean earning our salvation. It is through the work of Jesus Christ in the Paschal Mystery that we find justification. *Participation* means that we are free to accept this gift and to cooperate with God or not.
  - We participate by practicing the Cardinal and Theological Virtues, by allowing ourselves to be transformed by grace, and by self-emptying—letting go of painful experiences and following Christ’s example of selflessness.

## TEACHER NOTE

Note the handout “Power and Participation Answer Key” (TX006380), on pages 175–176.

## 10. Explain the next step using these or similar words:

- You will now work on completing steps 4 and 5 on the handout, identifying examples of power used for good and connecting those examples with the practice of virtue and participation in our salvation.
- Specifically note which virtues are evident when you observe cooperation with grace or self-emptying.
- We will begin by watching part of the video “Be the One,” from the Texas Department of Health and Human Services, which offers examples of power used for good by ordinary people in daily life.

## 11. Show one or more of the following segments of the video “Be the One”:

- **04:15–08:42** Neighbors report unusual activity on their cul-de-sac. (Note: This segment references Backpage.com, which was shut down by the FBI in April 2018.)
- **33:21–36:30** A Cibolo school administrator’s persistence saves a student.

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### Power and Participation Answer Key

Step 2: Write the definition of human trafficking from the U.S. Department of Homeland Security video here:  
Human trafficking is modern-day slavery: the illegal exploitation of a person through force, fraud, or coercion. It occurs in every part of the world (including the United States), with victims of any age, race, or gender. The common characteristic is being vulnerable to exploitation (taking advantage of another's dependence for personal, financial gain), making it a violation of human rights.

Although answers and explanations may vary, generally, the use of force (violence and threats) aligns with power from authority; the use of coercion (manipulation and promises of love) aligns with power from influence; and the use of fraud (lying victims with false promises) aligns with power from action.

Step	Power from Authority	Power from Influence	Power from Action
Step 1 Define in your own words	Power to direct and command (dictate, tell, demand, persuade, coerce, instruct, order) others because of one's official position, role, or rank, which grants that authority.	Power to influence (impact, persuade, sway, pressure, manipulate) others (thoughts, feelings, views, attitudes) and actions (choices, behaviors, actions) because of the relationship (connection, bond, rapport).	Power to take the initiative (leadership, responsibility, being proactive) to make things happen (create, change, alter, produce, result in effect) or inspire (inspire, encourage, move, enlighten, move, motivate, inspire, impact) people with your actions.
Step 3 Used for Bad	Especially when traffickers use FORCE: • violence, intimidation, or threats to force victims to comply • threatens to harm victim or family, threatens to expose or share victim's threats to report to police or immigration • The perpetrator who sells, obtains, or purchases the trafficked victim to bring to or has position of "ownership" and economic power of authority.	Especially when traffickers use COERCION: • manipulation, emotional abuse, promises of love and affection to lure victims (especially evident in sex trafficking)	Especially when traffickers use FRAUD: • promising false opportunities for a better life (such as steady employment and education) • requiring victims to work long hours and generating ability to pay off a never-ending "debt" • hiding or misrepresenting important documents • inducing drug addiction • isolating victims, keeping them confused, accompanying them to public places.

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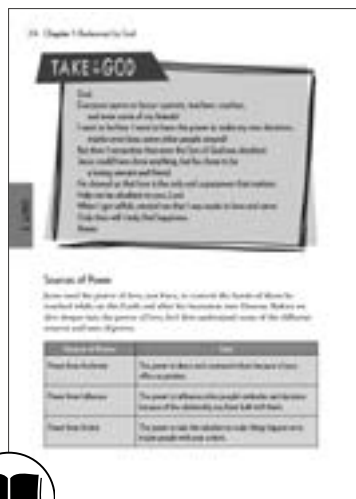
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12. **Direct** the students to work with their partners to complete steps 4 and 5 on the handout. Allow 15–20 minutes for this portion of the activity.
13. **Circulate** among the pairs to offer assistance as needed. Remind the students to reference the student book for definitions of virtues. In addition to the examples of the ordinary people in the “Be the One” video, encourage the students to visit the websites they searched in step 3, looking for suggestions on how to help.
14. **Reconvene** the class as a large group, and ask for volunteers to share their findings. The students should identify a variety of ways to use power for good, including the following:
  - **Recognize and Report:** Know the warning signs and report suspected human trafficking by calling the National Human Trafficking Hotline, 1-888-373-7888, or texting “BeFree” (233733) with the words HELP or INFO.

- **Prudence** to see the situation and notice something is wrong, fortitude to act, and a commitment to justice.
- **Faith** to love God by loving one's neighbor, hope in God's grace at work in the world, and the virtue of love—concern for the well-being of all.
- **God's grace** gives us the sense that something is wrong, and it is up to us to cooperate with that grace to bring about change, helping those in need.

- 15. Invite** informal conversation, comments, and questions about student findings. Affirm the students' ability to learn about and confront a difficult and necessary topic.
- 16. Conclude** by asking the class to allow for a moment of silence to pray for all victims of human trafficking in our country and around the world. Then invite a student volunteer to read aloud the "Take It to God" prayer on page 214 in the student book.



## Perceive

## LEARNING EXPERIENCE 4 (Chapter 7)

## Resurrection of the Dead FAQs

Using 1 Corinthians, chapter 15, and the *Catechism*, help the students examine and discuss the resurrection of the dead and develop a list of ten frequently asked questions that teens might have about this essential teaching and provide the corresponding answers. (U1, Q1, K5, S3)

1. **Prepare** by ensuring that all the students have read article 30 in the student book prior to this learning experience and that they will have access to Bibles (print or digital) and the *Catechism of the Catholic Church* (nos. 988–1019) during class. Download the PowerPoint presentation “Learning Experience 4: Resurrection of the Dead FAQs” (TX006590), found at [www.smp.org/livejesus\\_paschalmystery](http://www.smp.org/livejesus_paschalmystery), which guides the students through this learning experience. Be sure to have internet available to play the song in step 9.
2. **Begin** by having the students turn to 1 Corinthians, chapter 15, in their Bibles and paragraphs 988–1019 in the *Catechism*.
3. **Show** slide 2 of the PowerPoint presentation. Tell the students to write down the definition of *resurrection of the dead*:  
 “Resurrection of the dead refers to the raising of the righteous on the last day, to live forever with the Risen Christ, which means that both our immortal souls and also our transformed bodies will live on after death (sometimes called the resurrection of the body).”
4. **Arrange** the students into small groups of three or four, and explain the assignment using slide 5 of the PowerPoint presentation.
5. **Circulate** among the groups to offer assistance and encouragement as needed, using these or similar words:
  - Remember that there is a difference between knowing what the answer is and understanding the answer. The whole purpose of this activity is to understand.
  - Do your best to ask, answer, discuss, and understand with your small-group members. Indicate any areas of lasting confusion by writing a question mark in the margin by that FAQ so we can discuss it as a class.



Article 30



TX006590



## TEACHER NOTE

The students can prepare their top ten FAQs using a Google Doc that all small-group members can access and edit in real time. Groups could also create a Quizlet on the FAQs for their classmates.

6. **Reconvene** the class as a large group. Project and review the directions for presenting their FAQs on slide 7.
7. **Facilitate** the students asking and answering one another's questions. Check for any misunderstandings or need for clarity as the students present their FAQs.
8. **Review** and clarify the following key points about the resurrection of the dead from 1 Corinthians, chapter 15:
  - Saint Paul explains the necessity for belief in the resurrection of the body in multiple ways.
    - Logically: If Jesus' Resurrection truly occurred (see verses 1–11), then resurrection from the dead must be possible (see verses 12–19).
    - Theologically: If a man (Adam) can bring death into the world through sin, then “in Christ shall all be brought to life” (see verses 20–28).
    - Morally: If there is no resurrection of the dead, then there is no reason to be good (see verses 29–34).
  - A resurrected body is different from a mortal body (see verses 35–58), but there is a direct connection between our pre-resurrection body and our resurrected body. At our death, our soul will continue to live, and at the end of time, God will reunite us with our same body, transformed by God to be incorruptible.
9. **Conclude** by calling the class to quiet and playing the song “I Will Rise,” by Chris Tomlin (link available on the resource “Unit 3 Web-Based Resources and Videos” (TX006599), at [www.smp.org/livejesus\\_paschalmystery](http://www.smp.org/livejesus_paschalmystery)).

### Unit 3 Web-Based Resources and Videos

- Chapter 1**
- Resurrection of the Dead**
- 1. **Resurrection of the Dead** (see verses 1–11)
  - 2. **Resurrection of the Dead** (see verses 12–19)
  - 3. **Resurrection of the Dead** (see verses 20–28)
  - 4. **Resurrection of the Dead** (see verses 29–34)
  - 5. **Resurrection of the Dead** (see verses 35–58)
  - 6. **Resurrection of the Dead** (see verses 59–64)
- Resurrection of the Dead**
- Practicing Empathy**

TX006599

- Article 31**
- Becoming One**
- In the 1st and 2nd chapters of the Letter to the Corinthians, Paul offers a glimpse into the challenges of living in a community. He writes, “I have been crucified with Christ. It is no longer I who live, but Christ who lives in me. The life I now live in the flesh I live with you” (Gal 2:20). While this passage does not directly address the challenges of living in a community, it does offer a glimpse into the challenges of living in a community. Paul writes, “I have been crucified with Christ. It is no longer I who live, but Christ who lives in me. The life I now live in the flesh I live with you” (Gal 2:20). While this passage does not directly address the challenges of living in a community, it does offer a glimpse into the challenges of living in a community.

Article 31

### Empathize

### LEARNING EXPERIENCE 5 (Chapter 7)

### Practicing Empathy

Imagine seeing life through someone else's eyes to help cultivate empathy for others. (U1, Q1, K6, S4)

1. **Prepare** by ensuring that the students have read article 31 in the student book prior to this learning experience. Be sure to have internet access and a projector available to show the video in step 4. If possible, have a candle and matches (or a battery-operated candle) and instrumental music available as well.
2. **Post** the following Scripture passage and ask the class to read it aloud together with you:
 

If [one] part suffers, all the parts suffer with it; if one part is honored, all the parts share its joy. (1 Corinthians 12:26)
3. **Ask** students to explain what empathy is and why it is important. Answers should include the point that empathy is the ability to recognize and share the emotions of another person.

4. **Show** the brief animated video (2:53) of Brené Brown's explanation of empathy versus sympathy (link available on the resource "Unit 1 Web-Based Resources and Videos" (TX006572), at [www.smp.org/livejesus\\_paschalmystery](http://www.smp.org/livejesus_paschalmystery).
5. **Invite** reactions to the video along with informal discussion about personal experience being on the receiving end of empathy versus sympathy.
6. **Explain** to students that they will be doing a guided meditation to help cultivate empathy. Ask them to clear their desks.
7. **Prepare** a reflective environment by dimming the lights, lighting a candle, and playing soft instrumental music. Read the following guided meditation slowly, pausing between each sentence to allow time for the students to reflect:
  - Close your eyes and sit quietly. Take some deep breaths, then breathe naturally.
  - Choose someone you know and imagine that she or he is standing before you.
  - What is your opinion of this person? Recall events that have influenced how you view him or her.
  - Admit that you do not always see the world accurately. Make a conscious decision to set aside your own viewpoints for the next few minutes.
  - Assume that the person's feelings and opinions are honest and that they are doing their best.
  - Think about the major events in this person's life. Include what you know but also consider the possibilities of other joys and pains this person may have experienced.
  - Now imagine that you *are* this person. Walk through one day seeing the world as she or he does. Start in the morning and go through bedtime. It is important to leave your own opinion out of this reflection. Focus on how this person is experiencing the world.
  - What difficulties does this person experience daily? What comes easy for him or her?
  - How might this person feel when interacting with certain people?
  - What worries and fears does this person experience?
  - What are this person's hopes and dreams?
  - How does this person view you? How does she or he view other people?
  - What does this person think they do well? What does this person think they do poorly?
  - Sit quietly for a moment. Take a deep breath in and let it out. Open your eyes.

The Paschal Mystery and the Gospels

**Unit 1 Web-Based Resources and Videos**

**Chapter 1**

**Theology of the Body**

- <http://www.fredregg.org/body.html>  
This website provides an overview of the Theology of the Body, including an annotated list with links to related articles, publications, speakers, and organizations. Use this resource with learning experience 4.

**The Divine Providence of God**

- [http://www.vatican.va/roman\\_curia/pontifical\\_councils/interior/documents/2013/05/130525\\_interior\\_providence\\_en.html](http://www.vatican.va/roman_curia/pontifical_councils/interior/documents/2013/05/130525_interior_providence_en.html)  
This is the official Vatican online version of the Catechism where the section numbers are easily accessible. The students need access to numbers 302-312 for this activity. Use this resource with learning experience 5.

**Chapter 2**

**Video: Genesis Part 1**

- <http://www.youtube.com/watch?v=5327770yG00>  
An animated short giving a narrative overview of the first half of the Book of Genesis (7:42).

**Video: Genesis Part 2**

- <http://www.youtube.com/watch?v=5327770yG00>  
An animated short giving a narrative overview of the second half of the Book of Genesis (8:07).

**What is the Exsultet?**

- [http://www.youtube.com/watch?v=2XNew\\_Christ](http://www.youtube.com/watch?v=2XNew_Christ)  
This is a recorded chant of the Exsultet showing the words being sung (11:30).
- <http://www.usccb.org/prayer-and-worship/for-papal-pope-leader/leader-proclamation-exsultet.cfm>  
The official text of the Exsultet with a link to a commentary, on the USCCB website.

**Chapter 3**

**Video: Sacrifice and Atonement**

- <http://www.youtube.com/watch?v=5327770yG00>  
A video that explains the biblical concepts of sacrifice and atonement, connecting the Old Testament concepts to Jesus' fulfillment of them (8:51). Just to be aware, the video mentions Baphomet and Escherichal but does not talk about the real Presence of Christ in the Eucharist. Use this video with learning experience 8.

**Video: Leviticus**

- <http://www.youtube.com/watch?v=5327770yG00>  
An animated short giving a narrative overview of the Book of Leviticus (8:15).

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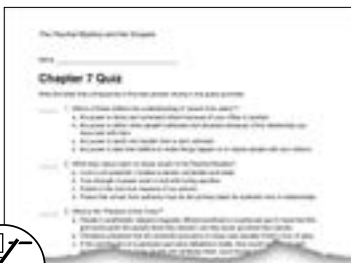
TX006572







TX006588



TX006593



Articles 32-33



TX006381



Page 259

8. **Direct** the students to write a paragraph summarizing how the person they chose experiences life. Then ask them to write a second paragraph identifying how practicing empathy made a difference from their original perception of that person.
9. **Conclude** by reminding the students that this is simply an exercise to help them empathize with others; our imagination does not necessarily reflect reality. Invite the class to again read the Scripture passage: "If [one] part suffers, all the parts suffer with it; if one part is honored, all the parts share its joy" (1 Corinthians 12:26).

### TEACHER NOTE

You can also present the main chapter points using the PowerPoint presentation "Chapter 7 Overview: Redeemed by God" (TX006588) (see [www.smp.org/livejesus\\_paschalmystery](http://www.smp.org/livejesus_paschalmystery)).

### 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 7 quiz (TX006593), do so now, before moving on to chapter 8. (See [www.smp.org/livejesus\\_paschalmystery](http://www.smp.org/livejesus_paschalmystery) to access both of these resources.)

### Reflect

### LEARNING EXPERIENCE 6 (Chapter 8)

## A Paschal Mystery Litany

Guide the students in composing and praying a litany based on a reflection of their own personal struggles and joys. (U2, Q2, K7, K8, S5)

1. **Prepare** by ensuring that all the students have read articles 32 and 33 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 "My Time Line and the Paschal Mystery" (TX006381), on pages 177–178, one for each student. If possible, have a candle and matches (or a battery-operated candle) and instrumental music available. Gather index cards or sticky notes, at least two for each student.
2. **Begin** with a think-pair-share activity. Project or post the guiding questions for articles 32 and 33:
  - What are we saved from?
  - What are we saved for?
3. **Ask** the students to spend a quiet minute, individually, thinking about the guiding questions. Then have them form pairs and discuss their answers for 3–5 minutes before sharing with the large group. You may want to direct their attention to the chapter 8 graphic organizer in the "Unit 3 Highlights" section on page 259 in the student book.

4. **Ensure** that student discussion touches upon the following key points:
  - We are saved *from* the consequences of Original Sin and personal sin: guilt and shame, loneliness and despair, addictions and attachment, and death—both physical death and the death of relationships.
  - We are saved *for* true happiness in this life and union with God in the next life: forgiveness and healing, freedom, joy, and eternal life.
5. **Draw** attention to the Paschal Mystery in the discussion of what we are *saved from* and what we are *saved for*, using these or similar words:
  - In the Paschal Mystery, we find the transforming power of God, who conquers (and saves us from) death, pain, and suffering and raises us up in new life.
  - Through his Passion, death, Resurrection, and Ascension, Jesus gave us the freedom of new life and reconciliation with God. The Paschal Mystery saves us *for* true happiness in this life as well as union with God in our heavenly home in the next life.
  - The Paschal Mystery is at work in our lives right now, transforming our pain and suffering into new life and reconciliation with God.
6. **Distribute** the handout, explaining to students that taking a closer look at our personal highs and lows can help us see the Paschal Mystery in our lives. Read the part 1 directions with the students. You might want to share some of your own personal highs and lows to model for the students what they are to do in this first part of the handout.
7. **Create** an atmosphere conducive to reflection by playing quiet instrumental music; lighting a candle, if possible; and turning off some of the lights. Allow about 10 to 15 minutes for students to complete their time lines.
8. **Arrange** the students into pairs once all have finished their time lines, and give the instructions using these or similar words:
  - Share at least one high and one low with your partner (more if you so choose).
  - Notice whether the high or low is related to a personal action or related to the actions of others.
  - Listen respectfully to each other. You have 5 minutes for this sharing.
9. **Direct** the students to part 2 of the handout. Working in pairs, share the areas of overlap between your personal lows and what we are saved *from*, and your personal highs and what we are saved *for*. Allow about 5 minutes for this. Encourage the students to help each other identify connections. If the students are having difficulty aligning the concepts, suggest asking why something was a high or low.



## UNIT 3

- ## TEACHER NOTE

You may want to write the petition and response formula on the board. Decide whether you will collect and read aloud each petition, whether the students will read their own petitions, or whether to collect and anonymously redistribute the petitions for the students to read. Instead of index cards or sticky notes, each student could create two PowerPoint presentation slides (titled the first slide “Saved From” and the second “Saved For”) to be added to a class presentation, allowing everyone to see the petitions as they are read aloud.

11. **Circulate** among the groups to offer assistance and encouragement as needed.
12. **Reconvene** the class as a large group in silence. Begin the litany with the Sign of the Cross. First read each “Saved From” invocation, with all responding, “Jesus save us.” Then each “Saved For” invocation, with all responding, “Jesus save us.”
13. **Conclude** by inviting the class to pray together the “Take It to God” prayer on page 240 in the student book.



## Interpret

## LEARNING EXPERIENCE 7 (Chapter 8)

## Religious Imagination and Particular Judgment

Encourage the students to engage their religious imaginations to compose a dialogue dramatizing Particular Judgment. (U2, Q2, K9, S6)

1. **Prepare** by ensuring that all the students have read articles 34 and 35 in the student book prior to this learning experience. Photocopy or download and print the handout “Religious Imagination and Particular Judgment” (TX006382), on pages 179–180.

## TEACHER NOTE

Plan for this learning experience to take two days—the first day for preparing and composing the screenplay, and the second day for reading the screenplays and discussing.

2. **Begin** by distributing the handout. Allow 5–10 minutes for the students to individually read and respond to the reflection questions at the bottom of the handout: *What stands out to you in this imagery? What do you find helpful? What questions does it evoke?*
3. **Arrange** the students into six groups, instructing them to discuss their answers with their group members. After 5–10 minutes of discussion, invite a few volunteers to share their responses with the whole class.
4. **Transition** to the next part of this learning experience (day 2) by having the students return to their groups and read the screenplay assignment instructions in part 2 of the handout. Assign two groups to have their dialogue end with Persona being sent to Heaven, two with Persona being sent to Hell, and two with Persona being sent to Purgatory.
5. **Circulate** among the groups to offer assistance, clarification, and encouragement as needed. Allow at least 20 minutes for the groups to develop their screenplays. Be sure the screenplays reflect the following points:

- Particular Judgment of individuals occurs immediately at the time of their death, when their immortal soul will be judged as worthy or unworthy of Heaven.
- The Last (or Final) Judgment is of the whole human race at the end of time by Jesus Christ. This is the second coming of Christ as judge of all the living and the dead, which is called the Parousia.
- Heaven is a state of union with God, Hell is a state of separation from God, and Purgatory is a state of purification that one may need before entering Heaven.
- Though God is infinitely good and merciful and desires union with all of us in Heaven, we are free to choose to accept or reject God.



Articles 34–35



The Paschal Mystery and the Gospels

Name \_\_\_\_\_

### Religious Imagination and Particular Judgment

**Part 1: Read the following story and answer the reflection questions.**

At the moment of your death, imagine you walk into a large-screen theatre with a huge seat in the middle of the room. Who is sitting on this seat? Have other than the Almighty and Ever-Loving God? You take a seat next to the Divine Presence, and God puts his divine arm around your shoulder. The lights dim, and the screen shows the story of your life. And it plays, you realize that for every good you have done, God squeezes your arm and lovingly whispers, “Thank you!”

As the movie continues, you realize how the good you have done has affected others, then contributed in a positive way, and how this is in line with what God calls us to. You also realize how the harmful and hurtful things you have said or done have affected others (and yourself), and you realize that in those moments, you failed to live up to your potential and your call as a child of God. You realize that any instances you have expressed various nervous feelings—the times you have sought forgiveness for in the Sacrament of Penance and Reconciliation, for example—did not

make it into the movie, as if God does not feel the need to relive those instances. The movie ends, the lights come up, God turns to look at you, and you realize you are now faced with some choices.


- You can look into God’s loving eyes, take responsibility, apologize, and make forgiveness, to which God will reply, “Child, you are already forgiven. Welcome home!”
- Or you can refuse to accept the truth of what you have made of your life. You can retaliate, make excuses, and justify your behavior. You can simply get up and walk out, choosing to believe your own version of events, indifferent to God. In effect, you can reject God and, in doing so, choose Hell.
- If you are the type of person who needs time to process the difficult truths you faced, if you want to take responsibility but need time to think and come to terms with things, this is where Purgatory comes in—not as a punishment but rather as a time of purification.

**Reflect:**

What stands out to you in this imagery?

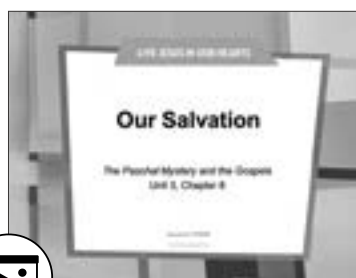
What do you find helpful?

What questions does it evoke?

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Document #: TX006382





TX006589

The Paschal Mystery and the Gospels

Name \_\_\_\_\_

**Chapter 8 Quiz**

Write the letter of the correct answer in the space provided.

- What are we saved from?
  - the freedom of new life and reconciliation with God
  - the grace of God through the Paschal Mystery
  - sin and its consequences
  - intimate union with God
- What are we saved for?
  - the sufferings of this present life
  - the oppression of sin, guilt, addictions, attachments, loneliness, and despair
  - the happiness in this life, and union with God in our heavenly home in the next life
  - the sacramental life of the Church
- As a result of sin, what causes us to doubt our own goodness?
  - shame
  - loneliness
  - despair
  - death
- What does the theological concept of "already / not yet" refer to?
  - the period of time when Jesus was already crucified but not yet risen from the dead
  - when Jesus already ascended but the Holy Spirit had not yet descended on Pentecost
  - in Baptism, we already received sanctifying grace, but we are not yet saved
  - the in-between state of the Kingdom of God, which is here already, but we are not yet in a state of perfect grace
- What insight does Jesus give us in the Parable of the Lost Son?
  - God the Father gets angry at human foolishness.
  - We get a glimpse of the infinite love God the Father has for us when we come to terms with our own pride and sin.
  - God will check a list of your sins to see if you are worthy or unworthy of Heaven.
  - Jesus is like the Good Shepherd.

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TX006595

- Reconvene** the class as a large group to watch the performances of the dramatic readings or the recorded videos. Offer commentary, as needed, after each group presents.
- Conclude** by asking the students to consider the following questions:
  - In what ways might these screenplay discussions help encourage faithful followers of Christ?
  - How might these discussions challenge the faithful?

## TEACHER NOTE

You can also present the main chapter points using the PowerPoint presentation "Chapter 8 Overview: Our Salvation" (TX006589) (see [www.smp.org/livejesus\\_paschalmystery](http://www.smp.org/livejesus_paschalmystery)).

## 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 8 quiz (TX006595), do so now, before moving on to "Concluding the Unit." (See [www.smp.org/livejesus\\_paschalmystery](http://www.smp.org/livejesus_paschalmystery) to access both of these resources.)

# CONCLUDING THE UNIT

## Using the Student Book “Unit 3 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 key points 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 they use the graphic organizers in any of the ways other students suggested in the list above.

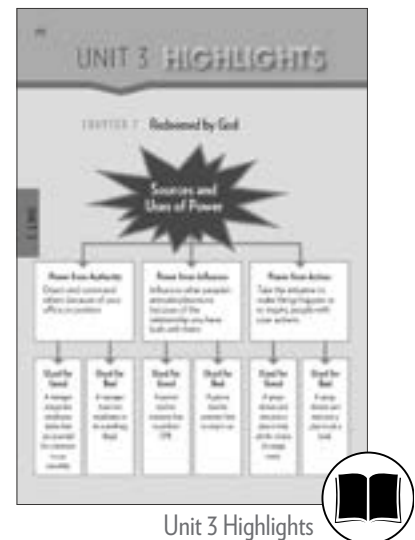
## Using the Preassessment

Consider spending a portion of a class period near the end of the unit returning to the “Unit 3 Preassessment” (TX006377) handout, on page 171, with which you began the unit, following this process:

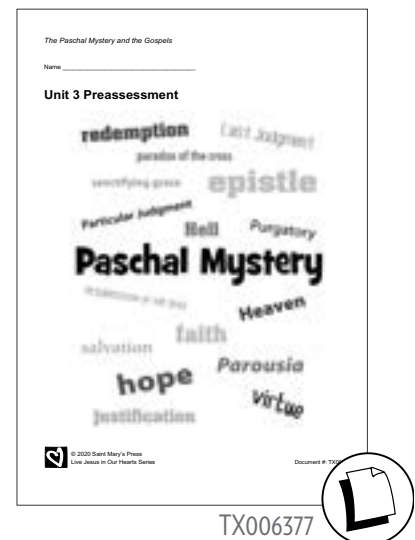
- Give students about 5 minutes to review their original assessment, noting the concepts that were strengths and the areas that needed clarification. Have them reflect on the following:
  - What new insight(s) into these terms have they gained?
  - Which learning experience(s) gave them this insight?
  - What are they still curious about?
- 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 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: *Why should we believe in life after death?* 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.



Unit 3 Highlights



TX006377



Bring It Home

# Answer Keys for Double-Check Questions

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

## Answer Key for Chapter 7 Double-Check Questions

1. *What are the sources of power, and how did Jesus use them?*

*Power from Authority:* Jesus' authority comes from his being the Son of God. Jesus used this power to control nature and demons and to heal. But he used his power from authority sparingly and only to benefit others.

*Power from Influence:* Jesus used this source of power to persuade people to accept his teachings and to follow him.

*Power from Action:* Jesus didn't just preach; he practiced what he preached when confronting injustices and wrongdoing, even when it was a great risk to his own life.

2. *What challenges did Paul face when he tried to convince people that Jesus was the Son of God?*

Jesus was considered by some to be a heretic and the leader of a failed rebellion. Many people at that time believed that the strength of their god enabled them to defeat their enemy in battle. Believing that God was beaten, nailed to a cross, and died seemed paradoxical to many people of the time.

3. *Why did Paul chastise the Corinthians? Why did he suggest they become "fools for Christ"?*

Paul chastised them for having an overinflated sense of their own strength, wisdom, and accomplishment. Some of the community believed that they were more important or more spiritually advanced than others. Paul suggested that the Corinthians become "fools for Christ" because their love for Christ should be unrestrained and without any concern for themselves. Love is all that matters.

4. *Some of the early Christians believed that because we are saved by God's grace, it does not matter how we act. How did Paul respond to this false belief?*

Paul taught that Jesus was handed over for our transgressions and was raised for our justification—God's action of bringing sinful human beings into right relationship with him. It involves the removal of sin and the gift of God's sanctifying grace to renew holiness. But we also have a role to play in our salvation by accepting God's grace. Our actions show that we have been transformed by God's grace and are living lives worthy of the Gospel.

5. *Why was the resurrection of the body difficult for Jewish Christians to believe? Why was it difficult for Gentile Christians?*

For Jewish Christians, the issue of an immortal soul was not resolved within Judaism yet. Belief in life after death was relatively new to the Jewish People, so many did not believe in life after death at all. Many of the Gentiles believed that there were two realms of existence: spiritual and material. The spiritual realm was understood as the eternal perfection of truth, beauty, wisdom, and goodness. The material realm was imperfect and corruptible. The Gentiles believed our material bodies were like cages that trapped our souls and kept us from spiritual perfection. So they believed that when we die, our souls will be freed from our material bodies. This was an obstacle to their belief in a bodily resurrection of the dead.

6. *In Paul's First Letter to the Corinthians, what main points did Paul make to support his case for the resurrection of the dead?*

- Jesus Christ truly resurrected from the dead.
- If Jesus' Resurrection occurred, then resurrection from the dead must be possible.
- Death has no power over God's salvation.
- If there is no resurrection of the dead, then there is no reason to be good.
- A resurrected body is different from a mortal body.

7. *What metaphor does Paul use to explain the Church community to the Corinthians?*

Paul compares the Church community to a human body. Even though there are many parts to a body, there is still only one body. The Church is made up of many individuals, like the body is made up of different parts (hands, feet, mouth, etc.). Similarly, even though there are many individuals, we are one Church. We were created to have the same concern for one another as we have for ourselves.

### Answer Key for Chapter 8 Double-Check Questions

1. *Why do we call Jesus a Savior?*

We refer to Jesus Christ as our Savior because through his Paschal Mystery, he saves us from Original Sin as well as our own personal sins. We are also saved from the effects of sin, including death. Jesus' Passion, death, and Resurrection provide us the means to reconcile with God, both in this lifetime and after our death, in our heavenly home.

2. *What does Jesus save us from?*

Jesus saves us from sin and its consequences: guilt, shame, feeling unloved, addictions, unhealthy attachments, and death, all of which separate us from God.

3. *What does Jesus save us for?*

Jesus Christ saves us for forgiveness, healing, joy, and eternal life to live in full communion with God and with one another in Heaven.

4. *What does it mean to say that the Kingdom of God is “already but not yet”?*

We live in a sort of in-between state—the Kingdom of God is here already, but we are not yet in a state of perfect of grace. War, poverty, racism, and other types of evil have not disappeared. The good news is that we are not alone in our work to do good and live our lives the way God intended. With the gift of sanctifying grace and the guidance of the Holy Spirit, we are led to grow in goodness and are able to experience and share God's love with others.

5. *What is our Particular Judgment, and when will it happen?*

Our Particular Judgment is the judgment that occurs immediately at the time of our death, when our immortal souls will be judged as worthy or unworthy of Heaven.

6. *What is the Last Judgment, and when will it happen?*

Also called the Final Judgment, it is the judgment of humanity by Jesus Christ at the Parousia, the second coming of Christ as judge of all the living and the dead, at the end of time, when the Kingdom of God will be fulfilled.

7. *What is Heaven?*

Heaven is the state of eternal life and union with God, in which one experiences full happiness and the satisfaction of the deepest human longings. In Heaven, the relationship broken by humanity through Original Sin is restored and we join in full communion with the Holy Trinity.

8. *What is Hell?*

Hell is the state of permanent separation from God, reserved for those who die in a state of mortal sin, those who freely and consciously choose to reject God to the very end of their lives.

9. *Can someone go to Hell after Purgatory? Explain.*

Purgatory is a state of final purification or cleansing, which one may need to enter following death and before entering Heaven. Entering Purgatory is a step toward Heaven, so you would not go to Purgatory only to end up in Hell.



Name \_\_\_\_\_

## Unit 3 Preassessment





Name \_\_\_\_\_

## Unit 3 Vocabulary

### Terms for Mastery

**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

**Last Judgment** The judgment of the human race by Jesus Christ at his second coming. It is also called the Final Judgment.

**Parousia** The second coming of Christ as judge of all the living and the dead, at the end of time, when the Kingdom of God will be fulfilled.

**Particular Judgment** The judgment that occurs immediately at the time of our death, when our immortal souls will be judged as worthy or unworthy of Heaven.

**Purgatory** A state of final purification or cleansing, which one may need to enter following death and before entering Heaven.

**sanctifying grace** The grace that heals our human nature wounded by sin and restores us to friendship with God by giving us a share in the divine life of the Trinity. It is a supernatural gift of God, infused into our souls by the Holy Spirit, that continues the work of making us holy.

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

**transgression** An act that goes against a law, rule, or code of conduct; sin.

**virtue** A habitual and firm disposition to do good.

### Terms Introduced for Later Mastery

**Cardinal Virtues** Based on the Latin word *cardo*, meaning "pivot," four virtues that are viewed as pivotal or essential for full Christian living: prudence, justice, fortitude, and temperance.

**Theological Virtues** The name given for the God-given virtues of faith, hope, and love. These virtues enable us to know God as God and lead us to union with God in mind and heart.

### Terms Previously Mastered or for General Knowledge

**corruptible** Something that can be spoiled, contaminated, or made rotten.

**Hell** Refers to the state of definitive separation from God and the saints, and so is a state of eternal punishment.

**polytheistic** Believing in many gods.



## The Paschal Mystery and the Gospels

Name \_\_\_\_\_

# Power and Participation

**Step 1:** Referencing the student book's description, briefly explain (in your own words) what power from authority, influence, and action means in the corresponding boxes in the chart.

**Step 2:** Write the definition of *human trafficking* from the U.S. Department of Homeland Security video here:

**Step 3:** Research the following websites to find more information about the “why” and “how” of human trafficking. In the corresponding box on the chart, offer specific examples of how each source of power is **used for bad** in human trafficking.

- Department of Homeland Security: [www.dhs.gov/blue-campaign](http://www.dhs.gov/blue-campaign)
- Polaris Project: <https://polarisproject.org/>
- Texas Human Trafficking Resource Center:  
<https://hhs.texas.gov/services/safety/texas-human-trafficking-resource-center>
- USCCB: [www.usccb.org/about/anti-trafficking-program/human-trafficking.cfm](http://www.usccb.org/about/anti-trafficking-program/human-trafficking.cfm)

**Step 4:** Watch segments of the “Be the One” video. In the corresponding box on the chart, offer specific examples of power being **used for good** in the fight to end modern-day slavery.

**Step 5:** In the corresponding box on the chart, identify where virtues, grace, and self-emptying are manifested in the examples listed in step 4.



## Sources and Uses of Power

Step	Power from Authority	Power from Influence	Power from Action
<b>Step 1</b> <b>Define in your own words</b>			
<b>Step 3</b> <b>Used for Bad</b>			
<b>Step 4</b> <b>Used for Good</b>			
<b>Step 5</b> <b>Virtues, Grace, Self-Emptying</b>			



## Power and Participation Answer Key

**Step 2:** Write the definition of *human trafficking* from the U.S. Department of Homeland Security video here:

Human trafficking is modern-day slavery: the illegal exploitation of a person through force, fraud, or coercion. It occurs in every part of the world (including the United States), with victims of any age, race, or gender. The common characteristic is being vulnerable to exploitation (*taking advantage of another's desperation for personal, financial gain*), making it a violation of human rights.

Although answers and explanations may vary, generally, the use of *force* (violence and threats) aligns with power from authority; the use of *coercion* (manipulation and promises of love) aligns with power from influence; and the use of *fraud* (luring victims with false promises) aligns with power from action.

Sources and Uses of Power			
Step	Power from Authority	Power from Influence	Power from Action
<b>Step 1</b> <b>Define in your own words</b>	Power to direct and command ( <i>dictate, tell, demand, mandate, decree, instruct, order</i> ) others because of one's official position, role, or rank, which grants that authority	Power to influence ( <i>impact, guide, sway, pressure, manipulate</i> ) others' attitudes ( <i>thoughts, feelings, views, mindset</i> ) and decisions ( <i>choices, behaviors, actions</i> ) because of the relationship ( <i>connection, bond, rapport</i> )	Power to take the initiative ( <i>leadership, resourcefulness, being proactive</i> ) to make things happen ( <i>cause, create, begin, trigger, produce, result in, effect</i> ) or inspire ( <i>motivate, encourage, rouse, instigate, move, rouse, provoke, impel</i> ) people with your actions
<b>Step 3</b> <b>Used for Bad</b>	Especially when traffickers use FORCE: <ul style="list-style-type: none"> <li>• violence, intimidation, or threats to force victims to comply</li> <li>• threatens to harm victim or family, threatens to expose or shame victim, threatens to report to police or immigration</li> <li>• The perpetrator, who uses, obtains, or purchases the trafficked victim, is using his or her position of "privilege" and economic power of authority.</li> </ul>	Especially when traffickers use COERCION: <ul style="list-style-type: none"> <li>• manipulation, emotional abuse, promises of love and affection to lure victims (especially evident in sex trafficking)</li> </ul>	Especially when traffickers use FRAUD: <ul style="list-style-type: none"> <li>• promising false opportunities for a better life (such as steady employment and education)</li> <li>• requiring victims to work long hours and garnishing salary to pay off a never-ending "debt"</li> <li>• hiding or destroying important documents</li> <li>• inducing drug addiction</li> <li>• isolating victims: keeping them confined, accompanying them to public places</li> </ul>



<b>Step 4 Used for Good</b>	<p>When school administration, faculty, staff, and law enforcement use their roles to RECOGNIZE and REPORT suspected human trafficking to authorities:</p> <ul style="list-style-type: none"> <li>• Cibolo school administrator's persistence saves a student</li> <li>• also includes efforts to change laws to prohibit "perpetrator access"</li> </ul>	<p>Efforts to educate people on the topic and help others RECOGNIZE AND REPORT suspected human trafficking to authorities:</p> <ul style="list-style-type: none"> <li>• teens in San Antonio discuss with a counselor the use of smartphones, what limits (if any) parents might have on usage, and trafficker tactics</li> <li>• also includes every organization's efforts at raising awareness</li> </ul>	<p>When ordinary citizens RECOGNIZE AND REPORT suspected human trafficking to authorities:</p> <ul style="list-style-type: none"> <li>• neighbors report unusual activity on their cul-de-sac</li> <li>• survivor of trafficking in Dallas tells of being saved by the friendship of a caring neighbor</li> <li>• also includes all efforts to serve the needs of victims to escape and recover</li> </ul>
<b>Step 5 Virtues, Grace, Self-Emptying</b>	<p><b>Prudence:</b> To RECOGNIZE, to know what to say, how to say it, and who to say it to</p> <p><b>Justice:</b> To BE COMMITTED to doing what is right even when the victim said not to bother</p> <p><b>Fortitude:</b> To REPORT, to be persistent</p> <p><b>Hope:</b> To COOPERATE with God's grace</p> <p><b>Love:</b> To have concern for the victim's well-being</p> <p><b>Self-emptying:</b> To HAVE MORE CONCERN about the victim than about her or his own interest</p>	<p><b>Prudence:</b> To RECOGNIZE what is happening; to explain to others how to recognize</p> <p><b>Justice:</b> To BE COMMITTED to raising awareness</p> <p><b>Fortitude:</b> To be willing to discuss and learn how to REPORT, to bravely discuss the issue of internet stalkers and revealing the ways to hide "forbidden" interaction</p> <p><b>Hope:</b> To COOPERATE with God's grace to educate and raise awareness</p> <p><b>Love:</b> To HAVE CONCERN for the victim's well-being</p> <p><b>Self-emptying:</b> To be more concerned about being safe than what others may think</p>	<p><b>Prudence:</b> To RECOGNIZE, to see what's happening, to realize something is inappropriate, and to contact authorities (<i>instead of trying to confront the neighbor</i>)</p> <p><b>Justice:</b> To BE COMMITTED to doing what is right; to research vehicle traffic</p> <p><b>Fortitude:</b> To REPORT it to authorities</p> <p><b>Hope:</b> To COOPERATE with God's grace to act on the instinctive feeling that something isn't right</p> <p><b>Love:</b> To HAVE CONCERN for the well-being of neighborhood and for the victims that were advertised</p>



*The Paschal Mystery and the Gospels*

Name \_\_\_\_\_

## My Time Line and the Paschal Mystery

**Part 1:** Imagine that the arrow below is the time line of your life, from birth to right now. When were the high points? Indicate those moments as points on the time line, with the highs above the arrow and the lows below the arrow. Label those moments with a word or phrase that carries enough meaning for you to know what event you're referring to.

Birth



Right Now



# My Time Line and the Paschal Mystery

**Part 2:** In a word or phrase, match your time line lows with what the Paschal Mystery saves us *from*. Then, in a word or phrase, match your time line highs with what the Paschal Mystery saves us *for*.

Saved From		Saved For	
Guilt and Shame from Sins and Mistakes	Addictions and Attachments	Freedom	Forgiveness and Healing
Loneliness, Despair, and the Feeling of Being Unloved	Physical Death and Death of Relationships	Joy	True Happiness with God



Name \_\_\_\_\_

## Religious Imagination and Particular Judgment

### Part 1: Read the following story and answer the reflection questions.

At the moment of your death, imagine you walk into a large-screen theatre with a huge sofa in the middle of the room. Who is sitting on this sofa? None other than the Almighty and Ever-Loving God. You take a seat next to the Divine Presence, and God puts his divine arm around your shoulder. The lights dim, and the instant the movie starts, you immediately recognize it as the story of your life. As it plays, you notice that for every good you have done, God squeezes your arm and lovingly whispers, "Thank you!"

As the movie continues, you notice how the good you have done has affected others, has contributed in a positive way, and how this is in line with what God calls us to. You also notice how the harmful and hurtful things you have said or done have affected others (and yourself), and you realize that in those moments, you failed to live up to your potential and your call as a child of God.

You notice that any instances you have expressed sincere remorse for—the times you have sought forgiveness for in the Sacrament of Penance and Reconciliation, for example—did not

make it into the movie, as if God does not feel the need to rehash those instances.

The movie ends, the lights come up, God turns to look at you, and you realize you are now faced with some choices.

- You can look into God's loving eyes, take responsibility, apologize, and seek forgiveness, to which God will reply: "Child, you are already forgiven. Welcome home!"
- Or you can refuse to accept the truth of what you have made of your life. You can rationalize, make excuses, and justify your behavior. You can simply get up and walk out, choosing to believe your own version of events, indifferent to God. In effect, you can reject God and, in doing so, choose Hell.
- If you are the type of person who needs time to process the difficult truths you faced, if you want to take responsibility but need time to think and come to terms with things, this is where Purgatory comes in—not as a punishment but rather as a time of purification.

### Reflect:

What stands out to you in this imagery?

What do you find helpful?

What questions does it evoke?





## Part 2: Particular Judgment Screenplay

With your group, create a screenplay of dialogue between God and a young adult named Persona, that might occur after the movie ends.

Circle Persona's destination:                      HEAVEN                      HELL                      PURGATORY

Your screenplay dialogue between God and Persona should do the following:

- honor the teaching on Particular Judgment, resulting in your group's assigned destination for Persona
- acknowledge behaviors reflecting at least two of the Cardinal or Theological Virtues
- include a struggle with the sin of pride, envy, or greed
- include proper use of at least four of these six vocabulary words:
  - Particular Judgment
  - Last Judgment
  - Parousia
  - Heaven
  - Hell
  - Purgatory

Your screenplay should provide the written dialogue, which your group will either perform as a dramatic reading in front of the class or show to the class as a recorded video.

Your screenplay should be 2–5 minutes in length.



## The Paschal Mystery and the Gospels

Name \_\_\_\_\_

# Unit 3 Final Performance Task Options

The following is a list of the enduring understandings for unit 3. Demonstrating your grasp of one or more of these understandings will be essential to successfully completing your chosen final performance task. See the descriptions below to understand the specific elements that will be required for each performance task option.

- The transforming power of God in the Paschal Mystery is experienced in our daily life, invites us to participate with God's grace, and is the foundation of our belief in the resurrection of the dead.
- We are *saved from* the damage and isolation of sin and death and *saved for* true happiness and communion in our earthly life and complete happiness and union with God after death.

## Option 1: A Homily for a Funeral

You have been asked to give the homily at a funeral. You may imagine your own scenario for this option—that is, who has died and in what circumstances. Your homily should reflect faith in Christ's saving work in the Paschal Mystery and draw on Scripture to offer hope to grieving friends and family. As well as turning in a written copy of your homily, you will either deliver it in front of the class or turn in a video recording of you delivering it.

Your homily must contain the following:

- responsible and accurate use of at least three different Scripture passages
- at least 3 minutes of text when spoken aloud

## Option 2: A TV News Segment

You are a producer at WGOD-TV, the leading TV news broadcast in the first-century Roman Empire. You have been asked to assemble a team to produce a 5-minute news segment examining the impact of Saint Paul's letters on the early Christian communities. Your segment must include the following:

- an update on the situation
- at least *three* interviews—one with Saint Paul and the other two with a person on the receiving end of Paul's letters (for example, with Philemon, Titus, Timothy, or a Christian in Corinth, Ephesus, or Rome)—conducted either "in the studio" or "on the street"
- at least one commercial break
- at least one guest commentator (for example, another Apostle or coworker of Paul's) offering an editorial (opinion piece)
- responsible and accurate use of Scripture (You don't need to quote directly from Scripture, but it should be evident that you are drawing on the theology of Saint Paul in the epistles.)

Your news segment must be handed in as a recorded video and should be 5 minutes in length.



## *The Paschal Mystery and the Gospels*

Name \_\_\_\_\_

# Unit 3 Final Performance Task Rubrics

Option 1				
Criteria	4	3	2	1
<b>Homily demonstrates comprehension of enduring understandings for unit.</b>	Homily insightfully and clearly demonstrates comprehension of enduring understandings for unit.	Homily gives clear but sometimes inconsistent depiction of enduring understandings for unit.	Homily's depictions of enduring understandings for unit are not always clear or coherent.	Homily has limited or no relevant depiction of enduring understandings for unit.
<b>Homily contains in-depth, substantive content that demonstrates creativity and attention to detail.</b>	Homily is not only substantive and creative but also thought-provoking and insightful.	Homily is substantive and creative.	Homily is lacking in substance or creativity.	Homily is simplistic or superficial.
<b>Homily demonstrates responsible and accurate use of at least three Scripture passages.</b>	Homily uses three or more Scripture passages carefully, accurately, and in a way that demonstrates excellent understanding of the concepts.	Homily uses three Scripture passages accurately and responsibly, and in a way that demonstrates a good understanding of the concepts.	Homily includes one Scripture passage, and the passage is used somewhat accurately and responsibly and demonstrates an adequate understanding of the concepts.	Homily does not use any Scripture passages or does not use them accurately or responsibly.
<b>Homily is organized.</b>	Homily is not only neat and organized but also visually engaging and appealing.	Homily is neat and organized.	Homily is generally neat but contains some disorganized elements.	Homily is neither neat nor organized.
<b>Homily utilizes proper spelling, grammar, and diction.</b>	Homily has no errors in spelling, grammar, or diction.	Homily has one or two errors in spelling, grammar, or diction.	Homily has three or four errors in spelling, grammar, or diction.	Homily has five or more errors in spelling, grammar, or diction.



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## UNIT 3

## Unit 3 Final Performance Task Rubrics

Option 2				
Criteria	4	3	2	1
<b>News segment demonstrates comprehension of enduring understandings for unit.</b>	News segment insightfully and clearly demonstrates enduring understandings for unit.	News segment gives a clear but sometimes inconsistent depiction of enduring understandings for unit.	News segment's depictions of enduring understandings for unit are not always clear or coherent.	News segment has limited or no relevant depiction of enduring understandings for unit.
<b>News segment contains in-depth, substantive content that demonstrates creativity and attention to detail.</b>	News segment is not only substantive and creative but also thought-provoking and insightful.	News segment is substantive and creative.	News segment is lacking in substance or creativity.	News segment is simplistic or superficial.
<b>News segment contains responsible and accurate references to Scripture and demonstrates understanding of concepts.</b>	News segment demonstrates accurate and responsible use of Scripture and excellent understanding of concepts.	News segment demonstrates accurate and responsible use of Scripture and good understanding of concepts.	News segment demonstrates somewhat accurate and responsible use of Scripture and adequate understanding of concepts.	News segment does not reference Scripture, or references are not used accurately or responsibly, and understanding of concepts is not clear.
<b>News segment is organized and engaging.</b>	News segment is organized and visually engaging and appealing.	News segment is organized and somewhat engaging.	News segment contains some disorganized elements and is minimally engaging.	News segment is not organized or engaging.
<b>News segment utilizes proper grammar and diction.</b>	News segment has no errors in grammar or diction.	News segment has one or two errors in grammar or diction.	News segment has three or four errors in grammar or diction.	News segment has five or more errors in grammar or diction.



## The Paschal Mystery and the Gospels

Name \_\_\_\_\_

### Unit 3 Test

## The Paschal Mystery: Christ's Saving Work

### Multiple Choice

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

- \_\_\_\_\_ 1. Through his Passion, death, Resurrection, and Ascension, what did Jesus give us?
- a free ticket to Heaven
  - immortality in this life
  - the freedom of new life and reconciliation with God
  - the ability to explain how to earn salvation
- \_\_\_\_\_ 2. Which parable gives us insight into the infinite love God the Father has for us and our own need to come to terms with our own pride and sin?
- the Parable of the Good Samaritan
  - the Parable of the Prodigal Son
  - the Parable of the Talents
  - the Parable of the Sheep and the Goats
- \_\_\_\_\_ 3. What truth did Saint Paul explain in his epistles?
- Because we are saved by God's grace, it does not matter how we act.
  - Because God's grace is offered freely to everyone, we are puppets that God will manipulate if we accept the gift of faith.
  - Although Jesus did not personally experience loss or pain, we can still follow his example of selflessness.
  - God's grace leads us toward the death of sin and our rising in new life.
- \_\_\_\_\_ 4. What is sanctifying grace?
- the grace that heals our human nature wounded by sin and restores us to friendship with God
  - the second coming of Christ as judge of all the living and the dead
  - the grace to accept things we can't change
  - none of the above
- \_\_\_\_\_ 5. As a result of sin, what causes us to doubt our own goodness?
- shame
  - illusion
  - confusion
  - persecution



## Unit 3 Test

- \_\_\_\_\_ 6. What does Jesus teach us about power?
- Love is not powerful; it makes a person vulnerable and weak.
  - True strength is power used in and with loving sacrifice.
  - Failure is the only true measure of our actions.
  - Power that comes from authority must be the primary basis for authentic love in relationships.
- \_\_\_\_\_ 7. What does the Parable of the Sheep and Goats teach us about the Last Judgment?
- It is a glimpse of what it's like to pass on from Purgatory after an unknown time of purging.
  - There is a list of your sins that God will check to see if you are worthy or unworthy of Heaven.
  - The good that you do in this lifetime will prepare you to accept the infinite goodness of God in the afterlife.
  - Jesus is like a Good Shepherd who knows his sheep.
- \_\_\_\_\_ 8. What is the judgment that occurs immediately at the time of our death?
- Final Judgment
  - Particular Judgment
  - Abraham's Call
  - none of the above
- \_\_\_\_\_ 9. Why was the resurrection of the body difficult for Jewish Christians to believe?
- The issue of an immortal soul was not yet resolved within Judaism.
  - Belief in life after death was relatively new to the Jewish People.
  - The Jewish People lacked faith.
  - both *a* and *b*
- \_\_\_\_\_ 10. Which of the following best reflects what the Church teaches about the body and the soul?
- Body and soul are two separate natures that are united together.
  - Each human being is a union of body and soul—physical matter and spirit.
  - The body is merely an enclosure for the soul.
  - Every aspect of being human is sacred, but our soul is more sacred than our body.
- \_\_\_\_\_ 11. Christians preached that the shameful execution of Jesus was actually Christ's hour of glory. What is this idea called?
- an oxymoron
  - a proof text
  - the paradox of the cross
  - the Transfiguration



- \_\_\_\_\_ 12. Which of these reflects the understanding of “power from action”?
- a. the power to direct and command others because of your office or position
  - b. the power to affect other people’s attitudes and decisions because of the relationship you have built with them
  - c. the power to teach and explain how to earn salvation
  - d. the power to take the initiative to make things happen or to inspire people with your actions
- \_\_\_\_\_ 13. What did Saint Pope John Paul II say about Hell?
- a. Because eternal damnation is a choice, you can do whatever you want in this lifetime and still reach Heaven.
  - b. Our freedom includes the ability to reject God’s love and forgiveness once and for all, thus separating ourselves from joyful communion with Him forever.
  - c. It is a punishment imposed externally by God.
  - d. Accepting God’s love and mercy is so simple that no one actually remains in Hell.
- \_\_\_\_\_ 14. Why does Paul use the metaphor of a human body to explain the Church community to the Corinthians?
- a. to demonstrate that no member of the community is more important than another
  - b. because of the importance of a bodily resurrection from the dead
  - c. because he had been a physician before his conversion
  - d. none of the above
- \_\_\_\_\_ 15. What is the relationship between Particular Judgment and Final Judgment?
- a. Final Judgment deepens the understanding of Particular Judgment, revealing the furthest consequences of the good each person has done.
  - b. Particular Judgment leads to Purgatory; Final Judgment leads to Heaven or Hell.
  - c. Particular Judgment refers to followers of Christ; Final Judgment refers to non-Christians.
  - d. none of the above
- \_\_\_\_\_ 16. Which of the following describes Heaven?
- a. the state of eternal life and union with God
  - b. the place above the dome of the sky
  - c. the restoring of the relationship broken by humanity through Original Sin
  - d. none of the above
- \_\_\_\_\_ 17. Why was it difficult for Gentile Christians to believe in a bodily resurrection?
- a. They lacked faith.
  - b. They were influenced by Greek culture.
  - c. They believed that when we died, our souls would be freed from our material bodies.
  - d. both *b* and *c*



## Unit 3 Test

- \_\_\_\_\_ 18. What are prudence, fortitude, temperance, and justice?
- the Cardinal Virtues
  - the Theological Virtues
  - the four Gospels
  - the Beatitudes
- \_\_\_\_\_ 19. What is one thing Jesus' Resurrection confirms?
- He was not fully human.
  - He didn't really die.
  - He used his power sparingly.
  - He is the fulfillment of the promises of the Old Testament.
- \_\_\_\_\_ 20. "If God's grace saves us from sin, we can do whatever we want, right?" How would Paul respond to this idea?
- God helps those who help themselves.
  - We also have a role to play in our salvation; our actions show that we have been transformed by God's grace.
  - Once we have accepted Christ, we no longer sin.
  - The Lord works in mysterious ways.
- \_\_\_\_\_ 21. In his First Letter to the Corinthians, which of the following points does Paul use to support his case for the resurrection of the dead?
- Jesus Christ truly resurrected from the dead.
  - If Jesus' Resurrection occurred, then resurrection from the dead must be possible.
  - Death has no power over God's salvation.
  - all of the above
- \_\_\_\_\_ 22. Which of the following is an accurate description of Hell?
- the state of permanent separation from God, reserved for those who die in a state of mortal sin
  - temporary separation from God for those who freely and consciously choose to reject God to the very end of their lives
  - the last stage of the afterlife
  - a state of final purification or cleansing
- \_\_\_\_\_ 23. Why is the Church considered to be the ultimate community?
- It has the most members who live by Jesus' teachings.
  - Many of its people will pass through Purgatory and go straight to Heaven.
  - It leads us toward union with God and one another in our heavenly home.
  - It is the only real experience we'll have to be one with God.





## Unit 3 Test

- \_\_\_\_\_ 24. What is the Last Judgment?
- a. the judgment of humanity by Jesus Christ at the Parousia
  - b. also called the Final Judgment
  - c. the second coming of Christ as judge of all the living and the dead
  - d. all of the above
- \_\_\_\_\_ 25. What does the Sacrament of Penance and Reconciliation free us from?
- a. Original Sin
  - b. personal sin
  - c. monumental sin
  - d. the ability to forget

## 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. God's act of bringing a sinful human being into right relationship with him.
- \_\_\_\_\_ 27. The second coming of Christ as judge of all the living and the dead.
- \_\_\_\_\_ 28. An act that goes against a law, rule, or code of conduct; sin.
- \_\_\_\_\_ 29. Virtues that are viewed as pivotal or essential for full Christian living.
- \_\_\_\_\_ 30. A habitual and firm disposition to do good.
- \_\_\_\_\_ 31. The model of unity Jesus offered when he prayed "that they may be one" (John 17:11,22).
- \_\_\_\_\_ 32. Every aspect of being human is sacred, including this.
- \_\_\_\_\_ 33. The cross is a symbol of this quality in Christ, and as his followers we are called to embody it.
- \_\_\_\_\_ 34. Our spiritual principle; it is immortal, and it is what makes us most like God.
- \_\_\_\_\_ 35. Something that can be spoiled, contaminated, or made rotten.

### Column B

- a. soul
- b. the Trinity
- c. our bodies
- d. selflessness
- e. transgression
- f. Cardinal Virtues
- g. justification
- h. virtue
- i. corruptible
- j. the Parousia



## Unit 3 Test

**True or False**

Circle “T” if the statement is true or “F” if the statement is false. If it is false, correct the statement by crossing out the underlined word or phrase and writing the correct word or phrase in the space provided.

- |   |   |  |       |
|---|---|--|-------|
| T | F | 36. The union of the soul and the body forms a <u>single nature</u> .                            | _____ |
| T | F | 37. The concept of life after death was a <u>common</u> and ancient belief in Judaism.           | _____ |
| T | F | 38. Saint Paul teaches that after our resurrection, our body will be <u>incorruptible</u> .      | _____ |
| T | F | 39. <i>Empathy</i> is the ability to recognize and share the emotions of <u>another person</u> . | _____ |
| T | F | 40. Jesus used the <u>power of force</u> to convert others.                                      | _____ |

**Essay**

Respond to one of the following in complete sentences.

- A. How can we participate in our own salvation? Give an example of one of those ways to support your response.
- B. What metaphor does Paul use to explain the Church community to the Corinthians and why?
- C. What does it mean to say that the Kingdom of God is “already, but not yet”?

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## Unit 3 Test Answer Key

## The Paschal Mystery: Christ's Saving Work

## Multiple Choice

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

## Matching

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

## True or False

- |                       |
|-----------------------|
| 36. T                 |
| 37. F – uncommon      |
| 38. T                 |
| 39. T                 |
| 40. F – power of love |

## Essay

*Responses will vary but should include the following points:*

- A. How can we participate in our own salvation? Give an example of one of those ways to support your response.

One way we can participate in our salvation is in practicing the virtues. A virtue is a habitual and firm disposition to do good. There are four Cardinal Virtues that are viewed as pivotal or essential for full Christian living: prudence, justice, fortitude, and temperance. The Theological Virtues are the God-given virtues of faith, hope, and love. These virtues enable us to know God as God and lead us to union with him in mind and heart.

- The virtue of *prudence* integrates knowledge with wisdom and understanding, so as to read the circumstances, discern what is good, and select the appropriate means for attaining that good, with patience and timing.
- The virtue of *justice* is concerned with giving God and neighbor their due; the commitment to ensuring that all persons—particularly those who are poor and oppressed—receive what is due them.
- *Fortitude*, also called strength or courage, is the virtue that enables one to maintain sound moral judgment and behavior in the face of difficulties, challenges, and pressure.
- *Temperance* is the virtue by which one moderates his or her appetite for human pleasures and the use of created goods.
- *Faith* is the gift of God by which one freely accepts God's full Revelation in Jesus Christ.



- *Hope* is the virtue by which we desire and expect from God both eternal life and the grace we need to attain it; having both a future dimension trusting in the promises of God and a present dimension cooperating with God's grace to make that future happen.
- *Love*, also called charity, is the virtue by which we love God above all things and, out of that love of God, love our neighbors as ourselves.

B. What metaphor does Paul use to explain the Church community to the Corinthians and why?

Paul compares the Church community to a human body. Even though there are many parts to a body, there is still only one body. The Church is made up of many individuals, like the body is made up of different parts (hands, feet, mouth, etc.). Similarly, even though there are many individuals, we are one Church. We were created to have the same concern for one another as we have for ourselves.

C. What does it mean to say that the Kingdom of God is "already, but not yet"?

We live in a sort of in-between state—the Kingdom of God is here already, but we are not yet in a state of perfect of grace. War, poverty, racism, and other types of evil have not disappeared. The good news is that we are not alone in our work to do good and live our lives the way God intended. With gift of sanctifying grace and the guidance of the Holy Spirit, we are led to grow in goodness and are able to experience and share God's love with others.

