

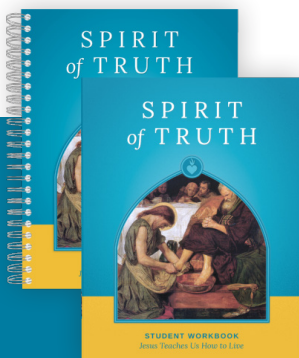
SPIRIT of TRUTH



Grade 4 Sample Unit 1, Lesson 4 and Unit 2, Lesson 6

Included here are two sample lessons from the 4th grade *Spirit of Truth* teacher's guide, followed by the corresponding pages from the 4th grade student workbook.

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Made in God's Image and Likeness

UNIT 1, LESSON 4

Learning Goals

- › We are all made in God's image and likeness.
- › Therefore, we were created with specific roles: e.g., priest, prophet, king, son/daughter, and spouse.
- › These roles are strengthened in us at our Baptism.
- › We are called to live these roles every day in our lives.
- › It was part of God's plan from the beginning for man and woman to be united in marriage.



Connection to the *Catechism of the Catholic Church*

- › CCC 356
- › CCC 357
- › CCC 369
- › CCC 370
- › CCC 371
- › CCC 372
- › CCC 373
- › CCC 1700-1709



Vocabulary

- › Priest
- › Prophet
- › King
- › Marriage

BIBLICAL TOUCHSTONES

Then God said: Let us make human beings in our image, after our likeness. Let them have dominion over the fish of the sea, the birds of the air, the tame animals, all the wild animals, and all the creatures that crawl on the earth. God created mankind in his image; in the image of God He created them; male and female He created them.

GENESIS 1:26-27

He said in reply, "Have you not read that from the beginning the Creator 'made them male and female' and said, 'For this reason a man shall leave his father and mother and be joined to his wife, and the two shall become one flesh'? So they are no longer two, but one flesh. Therefore, what God has joined together, no human being must separate."

MATTHEW 19:4-6

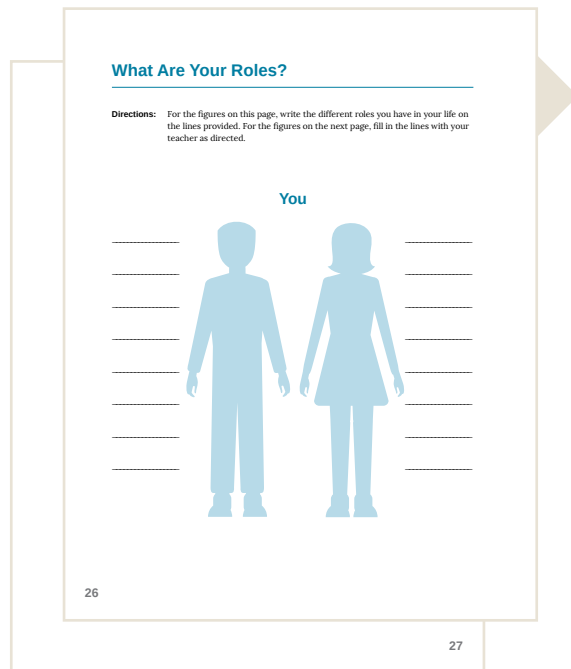
Lesson Plan

- Materials**
- › What Are Your Roles?
 - › Anointing at Baptism
 - › Genesis 2 Focus Questions

DAY ONE

Warm-Up

- Have a student read aloud Genesis 1:26-27.
- Ask students what it means that human beings are made in God's image and likeness. *Answers will vary, but might include things such as "we look like God," "we are alive," "we act like God," "we are male and female," et cetera.*
- Explain that being made in God's image and likeness does not mean we look like God. It means that we were created with specific roles in our lives.



Activity

- Ask students to turn to **What Are Your Roles? (page 26)**.
- Talk with students about how we all have different roles in our lives. Think of the different members of a baseball team. Each player has a different role to play. There's a pitcher and a catcher, a first basemen, and outfielders. Each role is important to the team. In our normal, everyday lives we are the same way. We each play different roles, often multiple roles. For example, I am a teacher, and a son/daughter, and brother/sister, and so forth (*fill in some of the roles you have in your own life*).
- In their workbooks, have students brainstorm and record the various roles they play in their lives. Assist students who might struggle to think of different roles.

After students have discussed, ask them to share their answers while you keep a list on the board. Accept any reasoned responses. As students share, ask them to explain briefly their roles.

- D. Draw a man or woman on the board similar to the ones on **What Are Your Roles?** You could also simply draw a stick figure. Conduct a mini-lecture that explains the following:

*Just as we have different roles in our lives, the fact that Adam and Eve were made in God's image and likeness means that they were also created with different roles. These roles are priest, prophet, king, son or daughter of God, and spouse. Let's talk about each of these. (Draw lines/arrows to the figure you drew on the board, labeling each role. Have students label the figure on the bottom of **What Are Your Roles?** along with you as you explain.)*

- ▶ **Priest:** The main job of a priest is to offer sacrifice. That means that he gives things to God to worship Him.
- ▶ **Prophet:** A prophet proclaims God's word to others.
- ▶ **King:** A king rules and governs his land and subjects.
- ▶ **Son or daughter of God:** A son or daughter is a child of his or her parents and is their heir. In other words, the child inherits what is the parents'.
- ▶ **Spouse:** A husband and wife love each other in a committed relationship that makes a family.

Formative Assessment

- A. Put students into pairs or trios and ask each group to turn to **Anointing at Baptism (page 28)**. Read aloud together the text taken from the Rite of Baptism on this page. Explain that like Adam and Eve, we are made in God's image and likeness. At our Baptisms, each of these roles of Adam and Eve are strengthened in our lives.
- B. Have students brainstorm ways that they can live each of the roles of Adam in their own lives. *In other words, as **priests**, how can they offer sacrifice each day? As **prophets**, how can they proclaim God's word to others? As **kings**, how can they rule or govern their own lives? As **sons and daughters of God**, how can they be obedient to and respectful of God? And as **spouses**, how can they love others?*
- C. When complete, have student share their responses and discuss.

Anointing at Baptism

Directions: Read the information below. Then write down some ways that you can live out the roles strengthened in you at Baptism.

At your Baptism, you were anointed with a holy oil called chrism, and the priest said, that "as Christ was anointed Priest, Prophet, and King, so may you live always as a member of his body, sharing everlasting life."

Priest:

Prophet:

King:

Son or daughter of God:

Spouse:

DAY TWO

Warm-Up

- A. Review the main ideas of the previous day's lesson. (*Our being made in God's image and likeness means that we have specific roles: priest, prophet, king, son/daughter, and spouse. These roles are strengthened in us at our Baptism. We are called to live these roles every day in our lives.*)
- B. Reread Genesis 1:27 aloud. Point out that on top of the roles of Adam and Eve, being made in God's image and likeness also means that we are made male or female.

Genesis 2 Focus Questions

Directions: Read Genesis 2:18-24 and answer the questions below.

1. Why did God say He would make a helper for the man?

2. What did God bring to the man for him to name?

3. What did God use to create all the animals?

4. What did God take from the man's side to create woman?

5. To whom does a man cling when he leaves his father and mother?

6. What do the man and woman become together?

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Activity

- A. Put students in pairs and have them read together Genesis 2:18-24. Have pairs discuss and record answers to the questions on **Genesis 2 Focus Questions (page 29)**.
- B. When students have completed this task, review and discuss the answers to the focus and reflection questions.
- C. Conduct a discussion, asking the following:
 - ▶ Why do you think it was not good that the man was alone?
 - ▶ Why do you think God brought all the animals to the man to name?
 - ▶ Why do you think the man found no animal to be a suitable helper for him?
 - ▶ What evidence in the text suggests that the man and woman are equal?
 - ▶ What evidence in the text suggests that the man and woman became the first family?
- D. Guide the discussion to help students understand the following points:
 - ▶ God made human beings to be in relationship with each other. The communal nature of men and women is part of human nature.
 - ▶ The man recognized that he is different from all other creatures in creation. He alone could know and recognize his Creator, and he alone was self-aware and

possessed personal freedom. No other creature was this way, and the man came to this conclusion after naming all the animals and seeing that none was like him.

- ▶ The fact that God took a rib from the man’s side to create woman suggests that men and women are different but equal. The ribs are located in the middle of the body, and near the heart, showing that neither man nor woman is “above” or “below” the other, but in fact are created near to each others’ hearts in equality. Further, the man’s first words when he sees the woman, “This one, at last, is bone of my bones and flesh of my flesh,” shows that the man instantly recognized that the woman was like him and possessed the same self-awareness and personal freedom that he had.
- ▶ This understanding about the creation of man and woman, combined with the statement “a man ... clings to his wife, and the two of them become one body” emphasizes that from the beginning God intended man and woman to be united in marriage. The love exchanged between man and woman as spouses is the primary and foundational human community from which all other human relationships flow. Marriage also is understood as an image of God Himself, who is the Trinity, three Persons in one God, an eternal exchange of love.

Formative Assessment

Agree or Disagree: Have students stand. Choose one side of the classroom to be the “Agree” side and the other to be the “Disagree” side. Have students move to either the “Agree” or “Disagree” side of the classroom in response to the following statements. After students have moved, ask for a volunteer or two to explain why he agreed or disagreed.

- ▶ The man was just fine being alone.
- ▶ None of the animals was the same as the man.
- ▶ The woman was made less than the man.
- ▶ The man and woman were created different but equal.
- ▶ God planned for man and woman to be married.

DAY THREE

Warm-Up

- A. Review the main ideas of the previous day’s lesson. (*We are made in God’s image and likeness. More than the roles we were created with, this also means that we were created as male and female. It was part of God’s plan from the beginning for men and women to be united in marriage.*)
- B. Clarify any questions regarding the previous lessons.

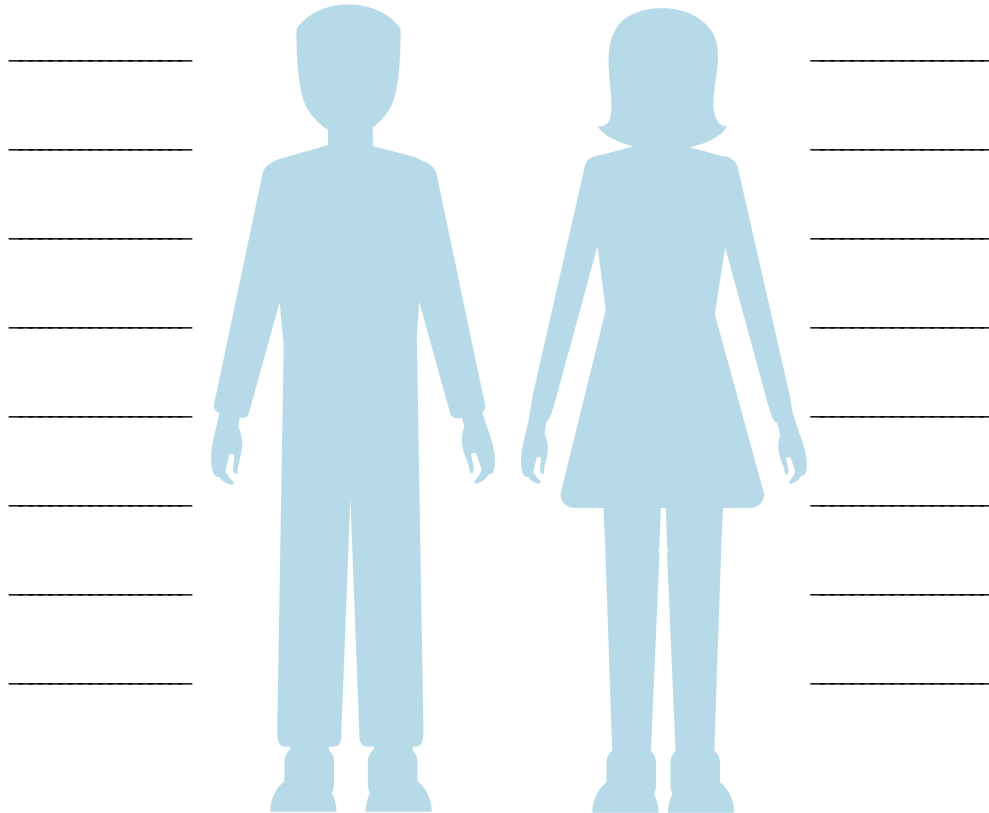
Activity and Assessment

Have students write a brief story from the perspective of either Adam or Eve that begins at the moment they were created. Instruct students to include as many details from the previous lessons as they can in their story (such as the roles of Adam, the naming of the animals, the creation of the woman, and so forth). When students have completed this task, ask a few students to share their stories with the class. (*Note: Review the stories before having students read them aloud.*)

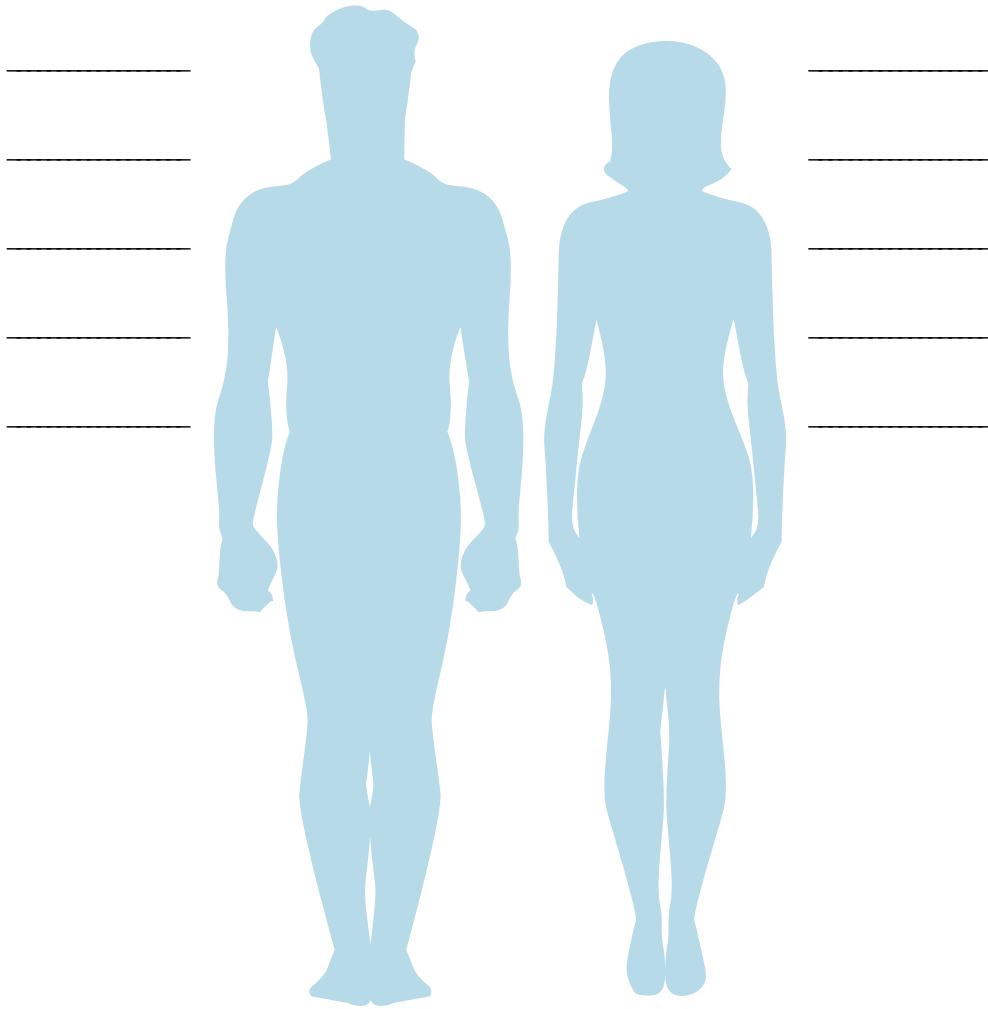
What Are Your Roles?

Directions: For the figures on this page, write the different roles you have in your life on the lines provided. For the figures on the next page, fill in the lines with your teacher as directed.

You



Adam and Eve



27

Accept reasoned answers

Anointing at Baptism

Directions: Read the information below. Then write down some ways that you can live out the roles strengthened in you at Baptism.

At your Baptism, you were anointed with a holy oil called chrism, and the priest said, that “as Christ was anointed Priest, Prophet, and King, so may you live always as a member of his body, sharing everlasting life.”

Priest:

Prophet:

King:

Son or daughter of God:

Spouse:

Answer Key

1. It was not good for the man to be alone
2. All of the animals
3. The ground
4. A rib
5. His wife
6. One flesh

Genesis 2 Focus Questions

Directions: Read Genesis 2:18-24 and answer the questions below.

1. Why did God say He would make a helper for the man?

2. What did God bring to the man for him to name?

3. What did God use to create all the animals?

4. What did God take from the man's side to create woman?

5. To whom does a man cling when he leaves his father and mother?

6. What do the man and woman become together?

The Role of Feelings

UNIT 2, LESSON 6

Learning Goals

- › God made us with feelings; our feelings are a gift from God.
- › Because of Original Sin, our feelings do not work as God intended.
- › Our feelings are not always accurate signs of whether a choice is right or wrong.
- › We should not let feelings guide our decisions.



Connection to the *Catechism of the Catholic Church*

- › CCC 1762
- › CCC 1763
- › CCC 1764
- › CCC 1765
- › CCC 1766
- › CCC 1768



Vocabulary

- › Passions

BIBLICAL TOUCHSTONES

More tortuous than anything is the human heart, beyond remedy; who can understand it? I, the LORD, explore the mind and test the heart, giving to all according to their ways, according to the fruit of their deeds.

JEREMIAH 17:9-10

But put on the Lord Jesus Christ, and make no provision for the desires of the flesh.

ROMANS 13:14

Lesson Plan

Materials

- › *The Agony in the Garden*
- › Feelings and the Agony in the Garden
- › The Role of Feelings

The Agony in the Garden

BY DOMINIKOS THEOTOKÓPOULOS (C. 1610-1612)



Budapest Museum of Fine Arts.

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The Agony in the Garden



The Agony in the Garden, by Dominikos Theotokopoulos (c. 1610-1612)

Directions: Take some time to quietly view and reflect on the art. Let yourself be inspired in any way that happens naturally. Then think about the questions below, and discuss them with your classmates.

Conversation Questions

1. When you look at this painting, what do you first notice? What is your favorite part?
2. Do the figures in this painting look realistic?
3. If not, how would you describe the way they look?
4. How do the colors and shapes add to the painting's expressiveness?
5. Do you know who the people are in this painting?
6. This painting depicts the Agony in the Garden. Do you know when the Agony in the Garden took place?
7. This moment from Jesus' life is one of the Sorrowful Mysteries of the Rosary. Why do you think it is known as one of the Sorrowful Mysteries?

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DAY ONE

Warm-Up

- A. Project an image of the painting on **The Agony in the Garden (page 60)**. Give students several minutes to quietly view the art before you say or ask anything. Allow them to come up and stand closer to the image to examine details.
- B. After several minutes, ask students:
 - › What kind of work of art is this?
 - › Who is the painter?
 - › Do you know what *El Greco* means in Spanish? (It means “the Greek.”)
 - › Where do you think El Greco was from? (He was born in Crete; he lived in Greece and Italy before he came to Spain, and it was in Spain where he painted his best works.)
 - › When you look at this painting, what do you first notice?
 - › What are some words that come to mind when you look at this painting?
 - › What is your favorite part?
 - › What appears to be happening in the painting?
 - › Can you make any guesses about who the people are?

Activity

Put students in small groups and have them turn to **The Agony in the Garden (page 61)**. Have them discuss the questions with each other. During this

time, focus on keeping students intent on the artwork and the discussion questions, letting their conversations go in unexpected ways.

Formative Assessment

- A. Circulate among the groups, listening to their discussion, keeping them on task, and offering insights or clarification where needed.
- B. Before moving on to the next activity, have each group write one question they would ask the artist about his work and turn it in.

DAY TWO

Warm-Up

Project once again an image of El Greco's *Agony in the Garden* at the front of the room, and read aloud a few of the most interesting questions offered by student groups on the previous day. Allow students to share their reactions and other personal responses to the art.

Activity

- A. Read aloud Matthew 26:36-46 and Luke 22:39-46 while students follow along in their Bibles.
- B. Then ask how this painting helps them understand these verses. Conduct a large-group discussion, allowing students to share their reactions to these passages.
- C. Point out that Jesus, who led a sinless life, experienced intense feelings. Reinforce that God made us all with feelings, and feelings themselves are never sinful. But because of Original Sin, our feelings don't work the way God intended. We need Jesus' help to keep feelings in their proper place.

Formative Assessment

Have students work in pairs to complete **Feelings and the Agony in the Garden (page 62)**.

Feelings and the Agony in the Garden

Directions: Read Matthew 26:36-46 and Luke 22:39-46. Then answer the following questions.

1. Summarize what happens in each of the Gospel accounts.

2. What feelings does Jesus describe having in this Gospel passage?

3. What other feelings do you think He might have experienced during this time? Why?

4. Jesus was fully divine and fully human. He led a sinless life. How did He deal with His feelings?

5. What do the Gospels tell us that Peter, James, and John were feeling?

6. How did the Apostles deal with their feelings?

7. What does the Agony in the Garden teach us about the right way and the wrong way to deal with feelings? Should we let feelings guide our decisions?

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DAY THREE

Warm-Up

Begin with a mini-lecture based on the following content.

“The passions” is another word for our feelings. The first thing that should be noted is that God made us with feelings, and it is good that we have them. But because of Original Sin, our feelings don’t work the way God intended. Our feelings can sometimes overwhelm us and lead us in bad directions. As with everything else, we need the help of our Savior Jesus Christ to help us keep our feelings in their proper place.

Any specific feeling we have is neither good nor bad. The moral quality of our passions is determined by what we decide to do with our feelings. For example, if someone trips you, it’s not sinful to react with feelings of suspicion or anger. But if you decide to hang on to anger and to hold a grudge, it can become the capital sin of wrath. If you let go of that anger and respond with understanding and forgiveness, that feeling can help you cultivate the theological virtue of charity.

Feelings should therefore come third in our moral lives. We first use our minds to decide what is right – remember the steps we learned to making good moral choices. Then we use our wills to act on what is right. Feelings should come third. This is because our feelings are good companions, but poor guides. If we have a well-formed conscience, our feelings help us confirm that we have chosen well. Doing good will make us happy.

The Role of Feelings

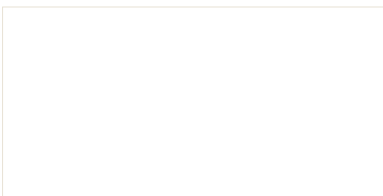
Directions: Answer the questions below.

1. What is another word for “passions”?

2. Are feelings good or bad in and of themselves? Give an example to explain your answer.

3. How should feelings fit into our moral lives?

4. In the space below draw a picture that shows how this Bible verse relates to feelings. Label the different parts of your drawing.



For the one who doubts is like a wave of the sea that is driven and tossed about by the wind.
JAMES 1:6

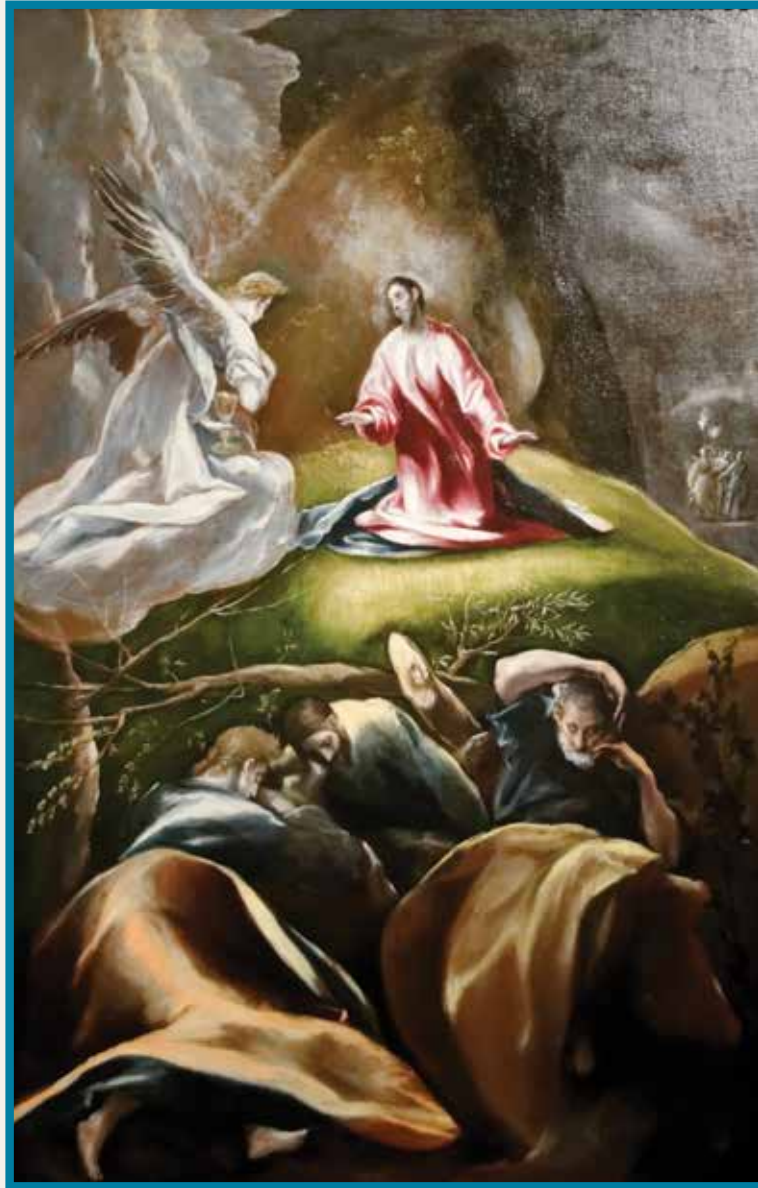
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Activity and Assessment

Have students complete **The Role of Feelings (page 63)** individually.

The Agony in the Garden

BY DOMÍNIKOS THEOTOKÓPOULOS (C. 1610-1612)



Budapest Museum of Fine Arts.

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Answer Key

1. Accept reasoned answers.
2. The figures do not look realistic.
3. Students may say they look dreamlike, swirly, bright, scary, exaggerated, ominous, intense, or desperate.
4. El Greco may have used the swirling and rising shapes, distorted perspectives, and so forth to represent the emotional turmoil of the scene.
5. The figures include Jesus; an angel; the Apostles Peter, James, and John sleeping in the foreground; figures in the background approaching to arrest Jesus.
6. The night before His Crucifixion
7. Because it was a time of great sadness.

The Agony in the Garden



The Agony in the Garden, by Domínikos Theotokópoulos (c. 1610–1612)

Directions: Take some time to quietly view and reflect on the art. Let yourself be inspired in any way that happens naturally. Then think about the questions below, and discuss them with your classmates.

Conversation Questions

1. When you look at this painting, what do you first notice? What is your favorite part?
2. Do the figures in this painting look realistic?
3. If not, how would you describe the way they look?
4. How do the colors and shapes add to the painting's expressiveness?
5. Do you know who the people are in this painting?
6. This painting depicts the Agony in the Garden. Do you know when the Agony in the Garden took place?
7. This moment from Jesus' life is one of the Sorrowful Mysteries of the Rosary. Why do you think it is known as one of the Sorrowful Mysteries?

Answer Key

1. Jesus asks the Apostles Peter, James, and John to keep watch with Him. Jesus tells them that He is feeling sad. He goes to pray. Jesus asks if He can be spared the Crucifixion but says that He will do His Father's will. In Luke's Gospel an angel appears to Him, and He prays so fervently that He sweats blood. The Apostles fall asleep "from grief" repeatedly.

2. Jesus said, "My soul is sorrowful even to death" (Matthew 26:38).

3. Jesus likely felt desperation, worry, and fear of the suffering that lay ahead of Him. Accept reasoned answers along these lines.

4. Jesus was not overcome by His feelings. He did what He knew was right even though He felt sad.

5. The Apostles felt grief (Luke 22:49).

6. The Gospel tells us that they fell asleep from grief. In other words, they let their feelings overtake them so much that they failed to do what Jesus had asked them to do.

7. We should not let our feelings guide our decisions. Feelings can take control of us if we allow them to. The disciples are so sorrowful that they cannot stay awake for Jesus even after He asked them to keep watch. Their feelings have been damaged by Original Sin. Jesus is obedient to the will of the Father despite His feelings. His agony is so intense that He sweats blood. Yet He tells the Father that He will go through with His mission. His response to the disciples when they cannot do something as simple as stay awake for Him is appropriate. Jesus doesn't let His feelings overtake Him.

Feelings and the Agony in the Garden

Directions: Read Matthew 26:36-46 and Luke 22:39-46. Then answer the following questions.

1. Summarize what happens in each of the Gospel accounts.

2. What feelings does Jesus describe having in this Gospel passage?

3. What other feelings do you think He might have experienced during this time? Why?

4. Jesus was fully divine and fully human. He led a sinless life. How did He deal with His feelings?

5. What do the Gospels tell us that Peter, James, and John were feeling?

6. How did the Apostles deal with their feelings?

7. What does the Agony in the Garden teach us about the right way and the wrong way to deal with feelings? Should we let feelings guide our decisions?

Answer Key

1. Feelings
2. Our passions are a gift from God, and of themselves they are good. The moral quality of our passions occurs by what we decide to do with our feelings. The feeling of anger can be good if it helps you work for justice. The feeling of anger can be bad if you refuse to let go of it and you hold a grudge.
3. Feelings should come third, after our intellects and wills.

The Role of Feelings

Directions: Answer the questions below.

1. What is another word for “passions”?

2. Are feelings good or bad in and of themselves? Give an example to explain your answer.

3. How should feelings fit into our moral lives?

4. In the space below draw a picture that shows how this Bible verse relates to feelings. Label the different parts of your drawing.



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JAMES 1:6



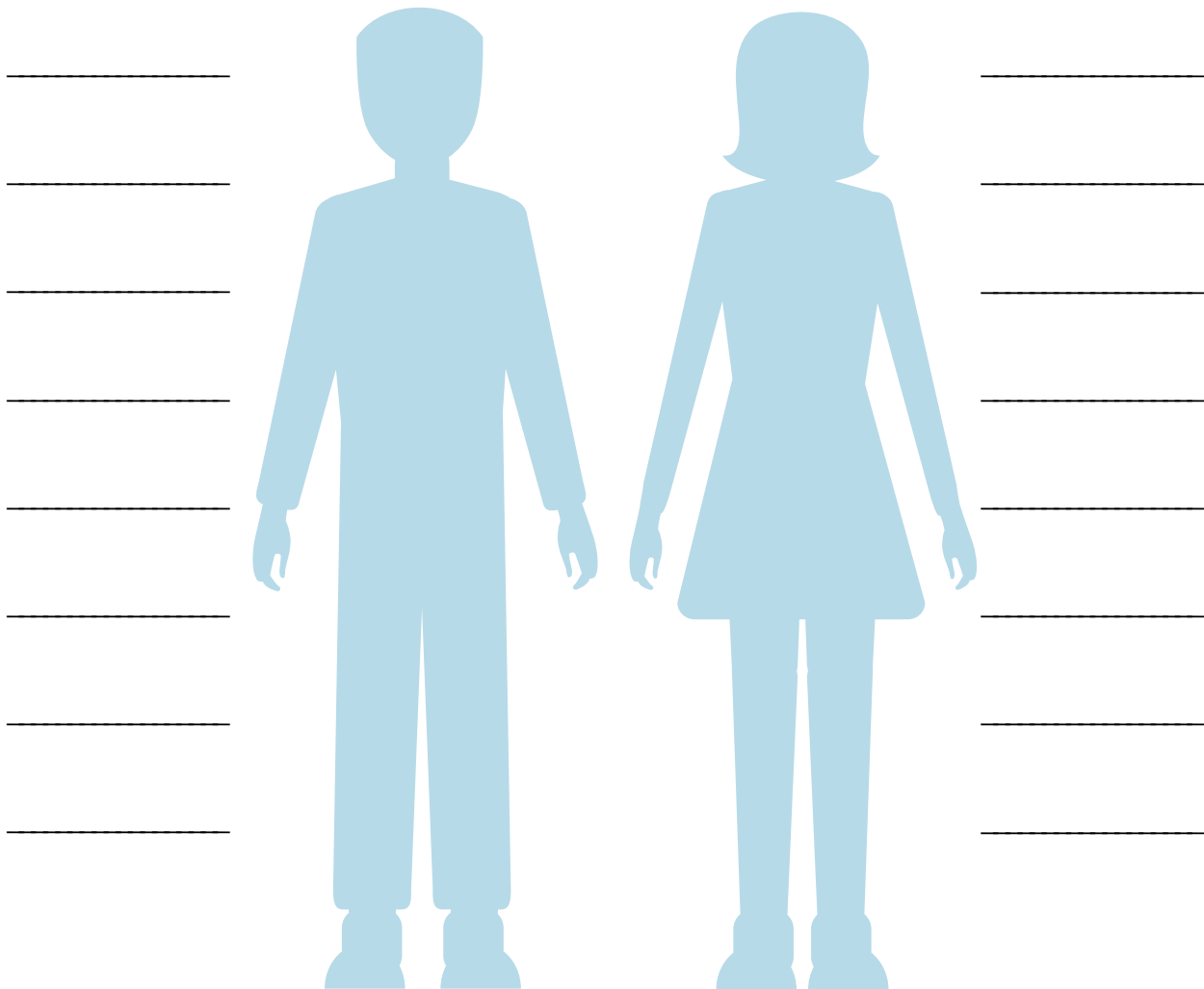
Grade 4 Student Workbook Sample Pages

Unit 1, Lesson 4 and Unit 2, Lesson 6

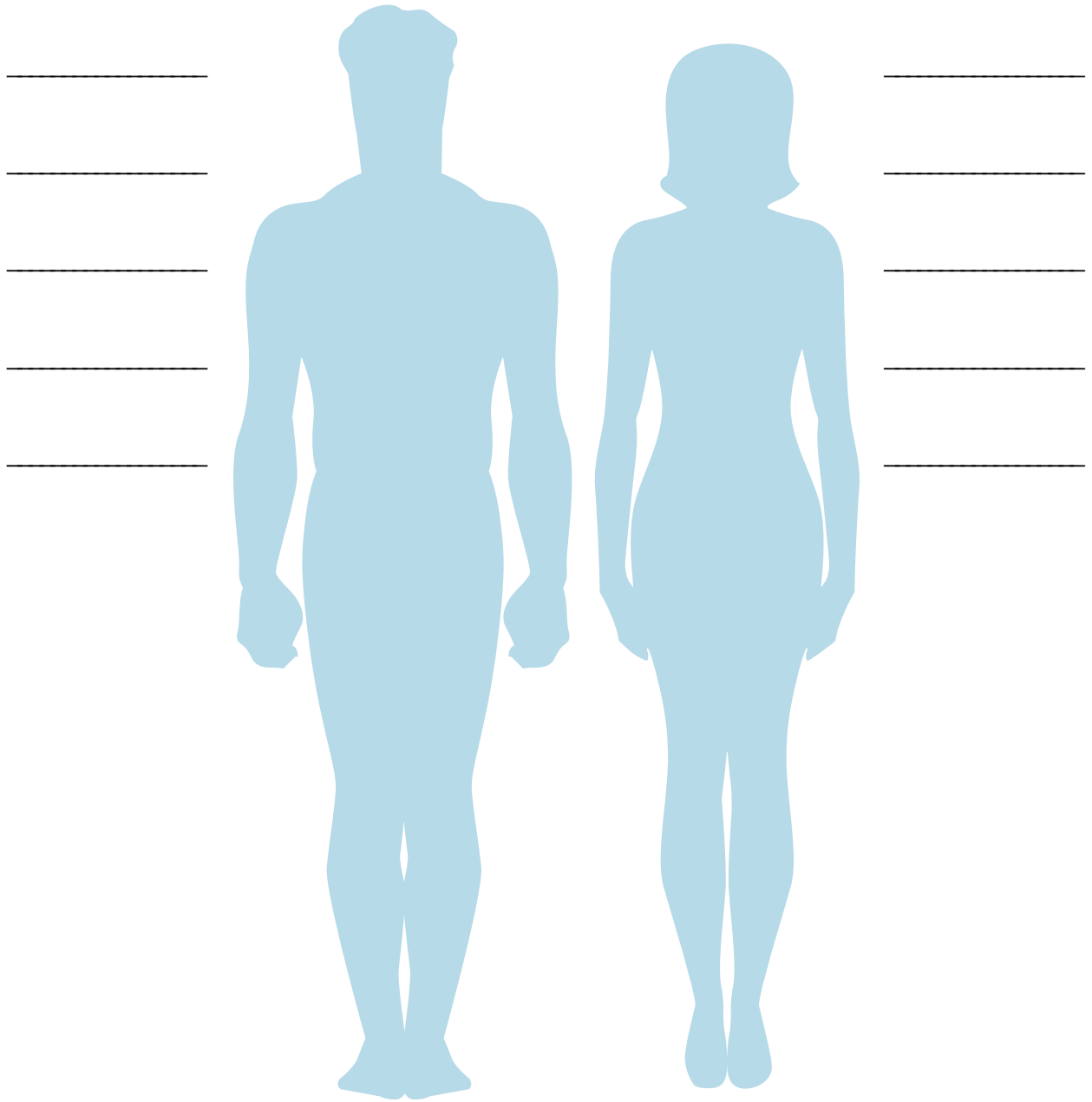
What Are Your Roles?

Directions: For the figures on this page, write the different roles you have in your life on the lines provided. For the figures on the next page, fill in the lines with your teacher as directed.

You



Adam and Eve



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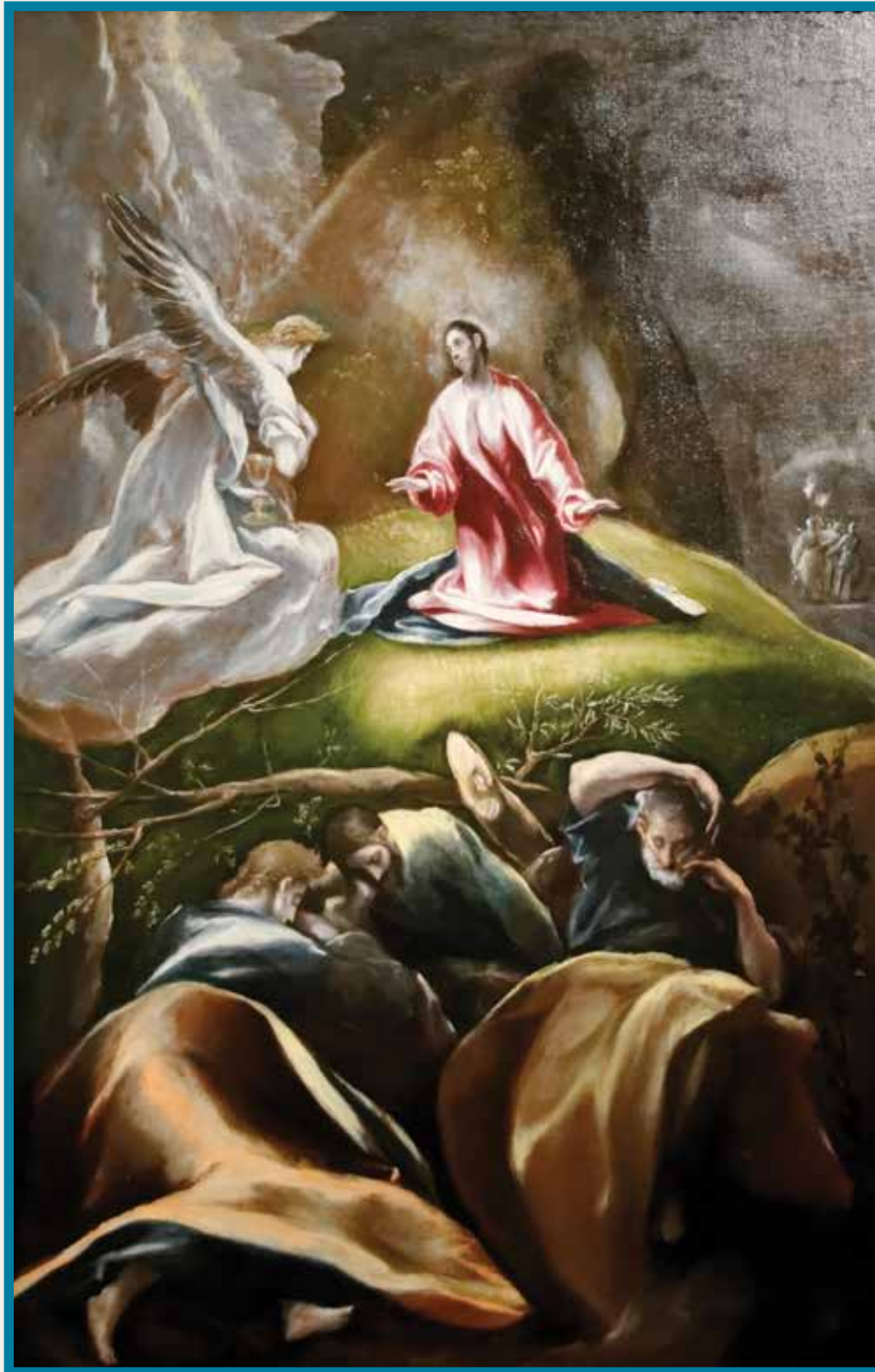
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BY DOMÍNIKOS THEOTOKÓPOULOS (C. 1610-1612)



Budapest Museum of Fine Arts.

The Agony in the Garden



The Agony in the Garden, by Doménikos Theotokópoulos (c. 1610-1612)

Directions: Take some time to quietly view and reflect on the art. Let yourself be inspired in any way that happens naturally. Then think about the questions below, and discuss them with your classmates.

Conversation Questions

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The Role of Feelings

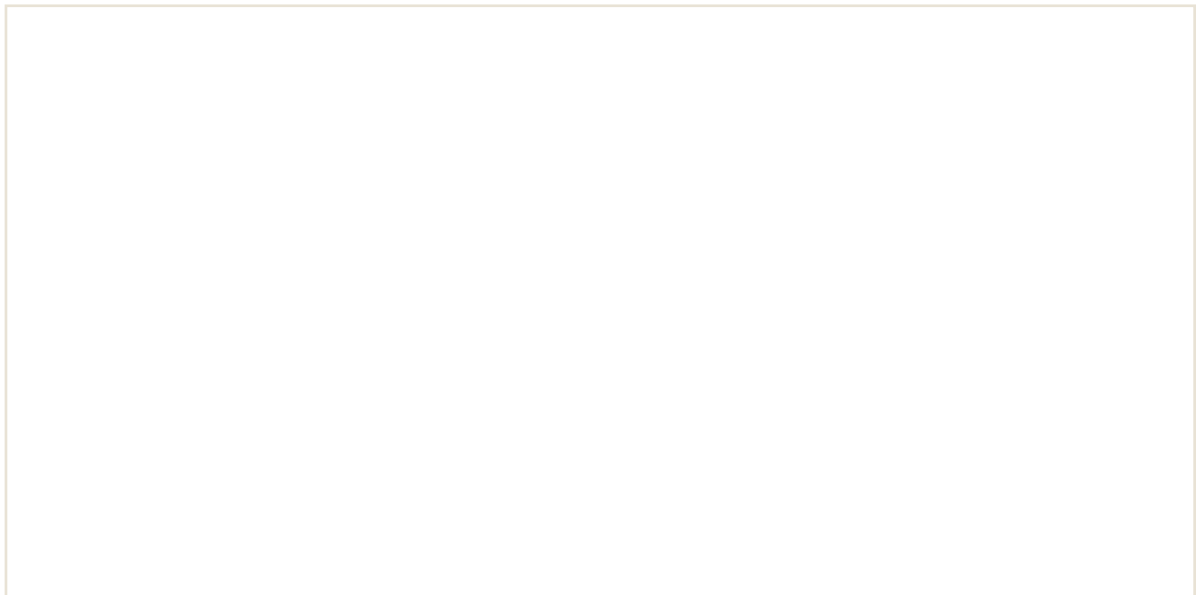
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is driven and tossed about by the wind.

JAMES 1:6

Well-Formed or Ill-Formed Conscience?

Directions: Brainstorm a scenario and write it out in two different ways – one to demonstrate a well-formed conscience and the other to show an ill-formed conscience.

Dilemma/scenario:

Choice of action with a well-formed conscience:

Choice of action with a ill-formed conscience:

Cain and Abel

Read Genesis 4:1-7 and then answer questions 1-4.

1. Who are Cain and Abel? _____
2. Why do you think Cain felt angry when the Lord preferred his brother's offering to his?

3. Put the Lord's advice to Cain into your own words. Why do you think He doesn't simply force Cain to do good?

4. What was Cain's sin – the offering or his reaction to the Lord's response? How do you know?

Now read Genesis 8-16 and answer the following questions.

5. What sin did Cain commit? _____
6. Is he responsible for his actions? _____
7. What was his punishment? _____
8. Did Cain have the chance to do good? What did he do with that chance?

9. How do you know that the Lord still loves Cain, even though He punishes him for his sin?

10. What can this Bible story teach us about conscience?



UNIT THREE

The Reality of Sin and the Necessity of Virtue



Although God wants us to know and choose the good, we all tend to sin. Because our souls live forever, it is important to know what sin is and what it does to our souls. It is also important to learn about virtue. Virtues are good habits that help us to do good and avoid sin.

Remember that God created you because He wants to share His Divine Life with you. God loved the world so much that He gave His only Son, Jesus Christ, to die for our sins. Knowing what sin is and ways to avoid it will help you live as a child of God, created in His image and likeness.

In this unit, you will learn about...

- › Exploring Sin and Virtue with Sacred Art
- › What is Sin?
- › Why Do We Sin?
- › Mortal vs. Venial Sin
- › Mercy and Forgiveness
- › God's Mercy and His Covenants
- › The Necessity of Virtue

Are there any questions you still have about the topics you learned last month? What steps can you take to find out the answers? Write them on the lines below.

What questions do you have right now about the topics you will be learning about in this unit? Write them on the lines below.
