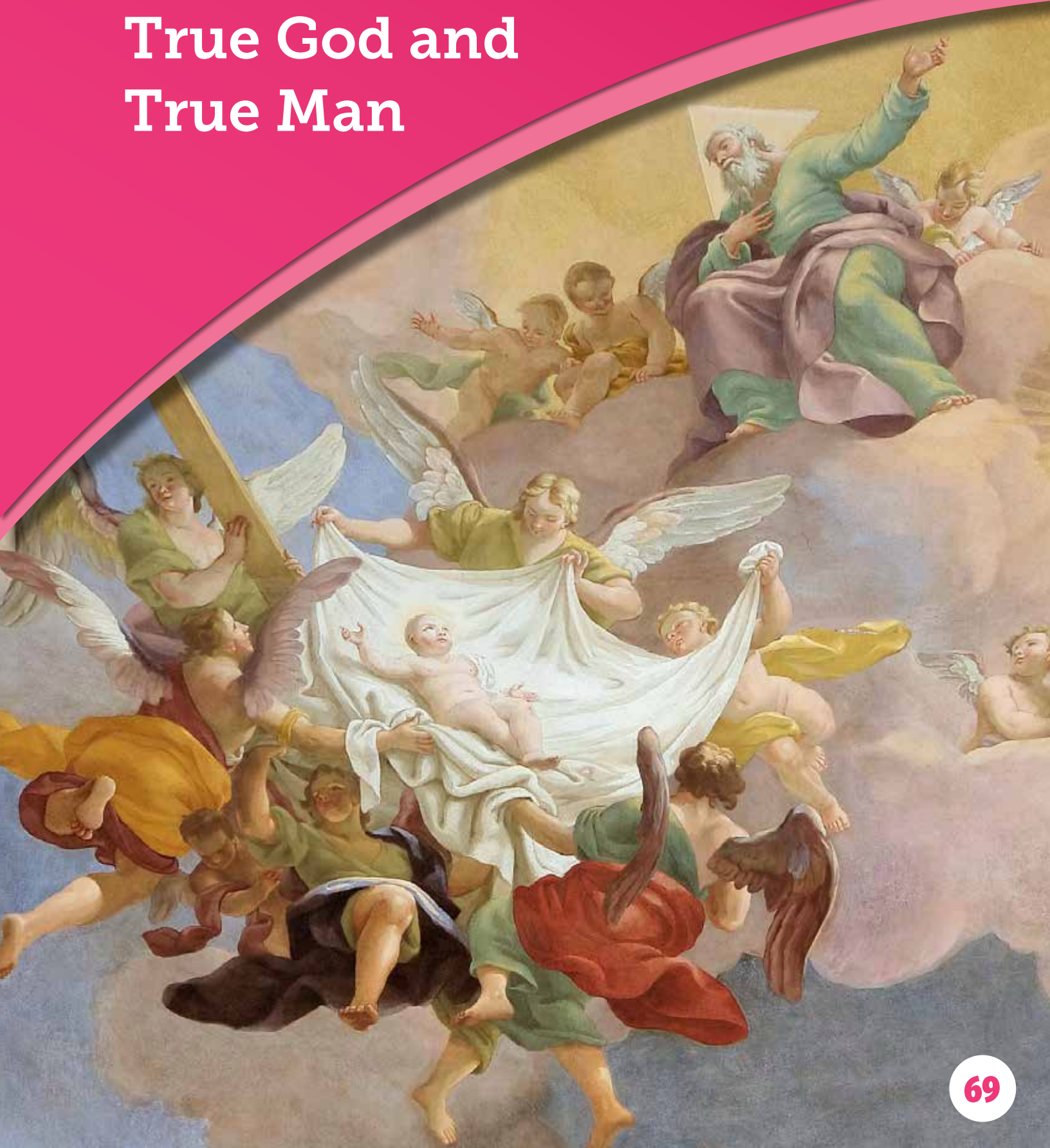


The Incarnation: True God and True Man



The Incarnation: True God and True Man

Lesson 5 at a Glance



Learning Goals

- In the Incarnation, the Second Person of the Trinity became man.
- The word *person* refers to who someone is; the word *nature* refers to what someone is.
- Jesus is one Person with two natures, divine and human.
- Because Jesus is divine, He has a divine intellect and will, and He has all the attributes of God.
- Because Jesus is human, He has a human body, soul, intellect, and will.
- Jesus became human, but without sin.
- Jesus' becoming human is essential to our redemption.



Lesson Plan Chart

DAY 1	TEACHER'S GUIDE PAGES	STUDENT WORKBOOK PAGES
Warm-Up: Teacher-guided activity	pg. 72	N/A
Activity: Nature and Attributes	pg. 72	pg. 26
Formative Assessment: Nature and Attributes	pg. 73	pg. 26
DAY 2	TEACHER'S GUIDE PAGES	STUDENT WORKBOOK PAGES
Warm-Up: Teacher-guided activity ■ <i>You will need: construction paper, crayons, markers, and/or colored pencils</i>	pg. 75	N/A
Activity and Assessment: The Incarnation	pg. 75	pg. 27
DAY 3	TEACHER'S GUIDE PAGES	STUDENT WORKBOOK PAGES
Warm-Up: Teacher-guided activity	pg. 78	N/A
Activity: Our Broken and Repaired Human Nature	pg. 78	pg. 28
Formative Assessment: <i>Mond Crucifixion</i> ■ <i>You will need: an image of the painting Mond Crucifixion found at SophiaOnline.org/Gr3Unit1Lesson5</i>	pg. 79	pg. 30



Connections to the *Catechism* in This Lesson

CCC 463–464, 470, 474



Vocabulary Your Students Will Learn

- The **Incarnation** is the assumption of a human nature by the Second Person of the Holy Trinity, the Son of God. The Son of God became man in the divine Person Jesus Christ.
- A **person** is a unique individual who has knowledge of him or herself, free will, and a capacity for love.
- The **nature** of something is what it is.
- **Divine** means of God, like God, or godly.
- **Intellect** is a person's ability to know and understand. All human beings have an intellect.
- **Will** is the power (or ability) of the human soul to choose freely and to act.



Key Scripture Passages

And the Word became flesh and made his dwelling among us, and we saw his glory, the glory as of the Father's only Son, full of grace and truth.

— *John 1:14*

[W]hen the fullness of time had come, God sent his Son, born of a woman.

— *Galatians 4:4*



Prayer for This Lesson

We adore you, O Christ, and we bless you. Because by your holy cross you have redeemed the world. Amen.

Day 1



Preparation before Class

Bring to class a collection of simple objects (e.g., a pencil, a plant, a figure of an animal, and so forth) and one small box or bag for each student, and fill each box or bag with one of the objects.

Warm-Up

- A.** Begin by leading your students in the prayer for this lesson:



We adore you, O Christ, and we bless you. Because by your holy cross you have redeemed the world. Amen.

- B.** Explain to your students that all the things that make a tree a tree are a part of the tree's nature or essence. All trees share these things in common. There might be other things that make one tree different from another, but there are certain attributes or characteristics that make all trees essentially the same. Even if you saw a type of tree that you had never seen before, you would still know it was a tree.
- C.** Ask your students what makes a tree a tree instead of a dog or a rock. *Answers might include that it has leaves, that it has a trunk, that it is alive, whereas a rock is hard, is not alive, and so forth.*
- D.** As another example, ask your students what makes an elephant an elephant. *It has four legs, is a mammal, is generally big (although the size might vary), has a trunk, has a rough hide, and so forth.*

Activity

- A.** Explain to your students in a mini-lecture that there are two important words to help us understand ourselves and who Jesus is: person and nature. Ask your students to think about themselves. If someone asked one of them, “Who are you?” he would respond that he is Mark, not John or Michael. If he is less specific, he could say he is a person. His name is just the way he is identified as an individual person — somebody unique. On the other hand, if someone asked your students, “What are you?” they would be asking what the students’ nature is. After telling the asker that he is silly, your students would say they are human, not an elephant or a plant! This means that we have a human nature, not an elephant or plant nature.

- B.** Hold up a book for your students to see. Ask them what makes a book a book. Students should be able to answer that it has paper, it has a cover, and it contains words that tell a story or teach us something. Explain that these are the attributes that make a book a book. Other things about a book might be different: some books are long, others are short; some have a hard cover, others a soft cover; some are fiction, others are books that teach us math or history. However, every book will have the same attributes we mentioned above (paper, cover, words/story). These are part of a book's nature.

Nature and Attributes
Directions: Write the characteristics of the object(s) provided in the box below.

Nature	Attributes
Book	
Object 1	
Object 2	
Human	
God	

- C.** Have your students turn to **Nature and Attributes** on **pg. 26** in the Student Workbook. In order to model for your students, record together the attributes of a book on the first section of the worksheet.
- D.** Arrange students in groups of three or four. In advance, place simple objects (e.g., a pencil, a plant, a figure of an animal) in small boxes or bags. Distribute an object in its box or bag to each group and instruct students to look at the object in the box or bag and write the characteristics of their object(s) in the space provided on **Nature and Attributes**. Encourage them to keep their objects hidden in the box or bag so that other groups cannot see it.
- E.** When all groups have completed **Nature and Attributes**, have groups take turns reading the attributes of their object without revealing what the object is. Have students from the other groups guess from the descriptions what each object is. Help students understand that it's fairly easy to guess what the objects are because nature tells us what something is!
- F.** Explain that everything has a nature — we can ask what something is for anything. Not everything is a person, however. We do not ask who this pencil is. That's because a pencil does not have a person, but only a nature. Objects and animals do not have a person. Only something that can think and choose can be a person (humans, angels, God).

Formative Assessment

Have students complete the last two sections of **Nature and Attributes**, describing what attributes are a necessary part of human nature, and what attributes are necessary to God's divine nature. Understanding human and divine nature is important for us to understand who Jesus is.

Activity Worksheet*(page 26 in the Student Workbook)*

Lesson 5 ▪ Day 1

Nature and Attributes

Directions: Write the characteristics of the object(s) provided in the chart below.

Nature	Attributes
Book	
Object 1	
Object 2	
Human	
God	

Day 2

Warm-Up

- A.** Begin by leading your students in the prayer for this lesson:

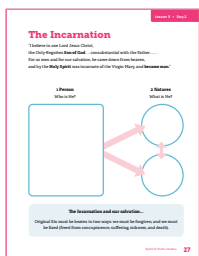


We adore you, O Christ, and we bless you. Because by your holy cross you have redeemed the world. Amen.

- B.** Distribute blank drawing or construction paper to each student and make crayons, markers, and/or colored pencils available. Have your students draw a picture of what they think God is like. Many students will either struggle or draw a picture of Jesus. This is okay! Discuss with your students that it can be hard for us to imagine exactly what God is like since He is a spirit. Help them understand that Jesus, however, is special, because He is both God and human! Since He has a human nature, it is easier for us to know Him.

Activity and Formative Assessment

- A.** Explain to your students in a mini lecture that two things make Christians special: their belief in the Holy Trinity, which we have already learned about, and their belief that the Second Person of the Trinity, the Son of God, assumed a human nature. The Son of God, assuming a human nature in the Person of Jesus Christ is called the Incarnation. *Carne* is the Latin word for “flesh” or “body,” and so the word *incarnate* means “to become flesh.” The Incarnation is when the Second Person of the Trinity, the Son of the Father, took on our human flesh and became a man. This happened at the Annunciation, when Mary says yes to God’s will, announced to her by the angel Gabriel, and Jesus was conceived in her womb by the power of the Holy Spirit. The rest of the world sees the beauty and joy of the Incarnation at Christmas, when Jesus is born and the shepherds and wise men adore him!



- B.** Have your students turn to **The Incarnation** on **pg. 27** in the Student Workbook, and **read aloud** with you the quote from the Nicene Creed.
- C.** Then read the following information and instructions to your class. Jesus, because He is God who assumed a human nature, is unique. As a person, Jesus is just like us. When we ask, “Who is He?” we respond that He is Jesus. This describes His person, just as our name describes us. However, Jesus’ nature is unique. If we ask, “What is He?” we have to say that He is two things: He is God and He is man. This means that Jesus has two natures: one divine and one human. However, this doesn’t mean that Jesus is two different people; He is still just Jesus. He is the only person in the universe with two natures!

- Pause here, and have your students draw a picture of Jesus and write His name in the box labeled “1 Person: Who is He?”

Then continue to explain that we might be tempted to think that Jesus is only part God and part man, but this isn't true. Jesus is fully divine and fully human. Because He is fully divine, Jesus has everything that God has: He has a divine intellect and a divine will. By His intellect, He knows all that God knows, and by His will, He can choose and act just like God. Jesus has all of God's attributes: He is all powerful, all knowing, all good, and so forth. All of these things belong to God's nature.

- Pause again here, and have your students write Jesus' two natures in the circles labeled “2 Natures: What Is He?”

D. Finally, explain that Jesus also has everything that makes him fully human: He has a human body and soul (rather than an elephant body and soul) and also a human intellect and a human will. These are what belong to human nature. Because Jesus has everything that makes Him divine and everything that makes Him human, we say that he is true God and true man. This is what the Incarnation means. It is a mystery, but one that we can understand at least partially. Finally, both of Jesus' natures work together in perfect union. Jesus' human intellect and human will always think and choose the same things as His divine intellect and divine will. If they didn't always agree, Jesus would be two persons stuck in one body!

Activity and Formative Assessment Worksheet

(page 27 in the Student Workbook)

Lesson 5 ▪ Day 2

The Incarnation

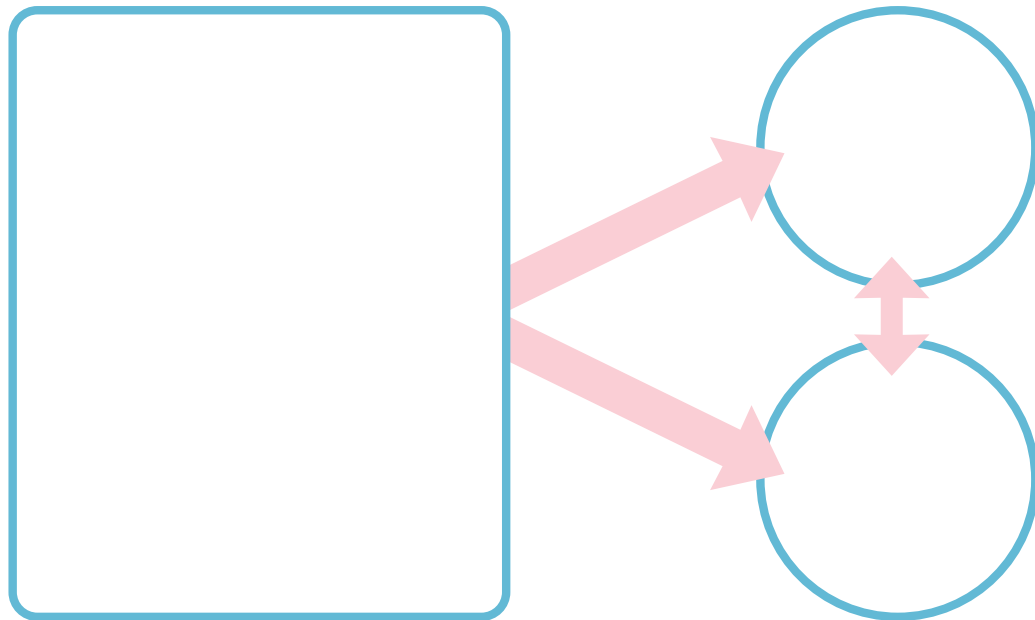
"I believe in one Lord Jesus Christ,
the Only-Begotten **Son of God**... consubstantial with the Father....
For us men and for our salvation, he came down from heaven,
and by the **Holy Spirit** was incarnate of the Virgin Mary, and **became man**."

1 Person

Who is He?

2 Natures

What is He?



The Incarnation and our salvation...

Original Sin must be beaten in two ways: we must be forgiven, and we must be fixed (freed from concupiscence, suffering, sickness, and death).

Day 3

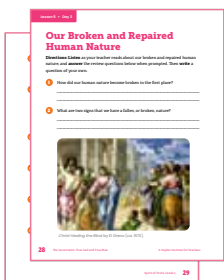
Warm-up

- A.** Begin by leading your students in the prayer for this lesson:



We adore you, O Christ, and we bless you. Because by your holy cross you have redeemed the world. Amen.

- B.** Tell your students the following story (and perhaps use a prop for effect): Stanley and his brother were playing ball in the house, even though they knew they were not supposed to. Stanley threw the ball to his brother, who missed it, and it broke their mom's favorite vase. Stanley realized he did wrong, and when his mom got home, he apologized and asked for forgiveness. His mom recognized that he was sorry and decided to forgive him. But there was still one problem: the vase was still broken. Since Stanley was the person who broke the vase, his mom told him that he was responsible for fixing the problem.
- C.** Ask your students what Stanley might do to fix the problem. *He might take money out of his allowance to get it repaired or buy a new one. He might do some chores or extra work to make up for it. Accept other reasoned answers.*
- D.** Explain to your students that some things are easy to fix, while others, like a vase, might shatter completely. Our human nature is also broken because Adam and Eve sinned against God. It is not completely shattered like the vase, but it does not always work as it is supposed to because we make mistakes and do the wrong thing (error, sin, and concupiscence). Not only do we need God's forgiveness, but we also need our human nature to be fixed. We cannot fix it ourselves, and that is why Jesus became human!



Activity

- A.** Have your students turn to **Our Broken and Repaired Human Nature** on **pg. 28** in the Student Workbook, then listen as you present the following mini-lecture:

When God created Adam and Eve, their human nature was perfect. They always chose to do what was right, and their intellects (minds) always told them what was true. They never had to suffer. When Adam and Eve committed the first sin, they acted against their nature, and ever since, all their children—including us—have inherited Original Sin, or a wounded human nature. We still have an intellect and will, but they don't always lead us to good, as they were made to. Also, we suffer and eventually die. But, even though our sins offend God, He does not give up on us. God forgives us!

B. Pause here and have your students answer questions 1–3 on **Our Broken and Repaired Human Nature**.

C. When they have finished, continue to explain that even after we have been forgiven, certain effects of Original Sin remain. Think of the broken vase. We need fixing too, and this is why it is so important that Jesus is both human and divine. Because Jesus is God, He has the power to save us and fix us. When Jesus became human, He took on our fallen nature: He became a human like us. He could suffer and be hurt. He could even be tempted (and He was!), but He never sinned because both His human and divine wills worked together to choose what was right. When Jesus was crucified, He really died. Death is the thing that is most broken about our nature after the Fall of Adam and Eve. We were originally meant to live forever with God in paradise! However, since Jesus is God, He has power over death.

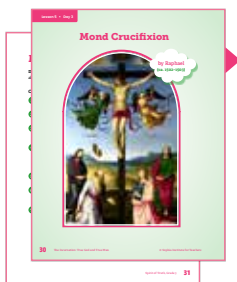
D. Pause again and have your students answer questions 4–5 on **Our Broken and Repaired Human Nature**.

E. When they are finished, explain to your students that St. Paul tells us that when we are baptized, our broken human nature dies with Jesus and is raised to new life with Him. For now, we can still suffer and die, and we still sometimes have trouble doing what is right, but when we die and remain in friendship with God, we believe that we will be raised to new life in Heaven with Jesus. We will be transformed! In Heaven, our body and soul will become like Jesus' body and soul. This is possible only because Jesus was both human and God!

F. Finally, have your students answer questions 6–8 on **Our Broken and Repaired Human Nature**.

Formative Assessment

A. Project  an image of the painting *Mond Crucifixion* by Raphael, which can be found at SophiaOnline.org/Gr3Unit1Lesson5. Give students several minutes to quietly view the art before you say or ask anything.



B. Then, arrange your students into small groups and have them turn to ***Mond Crucifixion*** on **pg. 30** in the Student Workbook.

C. Have them discuss the questions. During this time, focus on keeping students intent on the artwork and the discussion questions, letting their conversations go in unexpected ways.

D. Circulate among the groups, listening to their discussions, keeping them on task, and offering insights or clarification where needed.

E. Finally, explain to your students that the painter, Raphael, originally painted this for a church. This painting hung on the wall above the altar. Ask your students what the significance of having a painting of the Crucifixion by the altar might be.

Activity Worksheet*(page 28 in the Student Workbook)*

Lesson 5 ▪ Day 3

Our Broken and Repaired Human Nature

Directions: **Listen** as your teacher reads about our broken and repaired human nature, and **answer** the review questions below when prompted. Then **write** a question of your own.

- 1** How did our human nature become broken in the first place?
Adam and Eve committed the first sin, acted against their nature, and disobeyed God, bringing suffering and death into the world.
- 2** What are two signs that we have a fallen, or broken, nature?
Our intellects and wills are damaged and do not work as they should, and we experience suffering and death.



Christ Healing the Blind by El Greco (ca. 1570).

Activity Worksheet, continued
(page 29 in the Student Workbook)

Lesson 5 ▪ Day 3

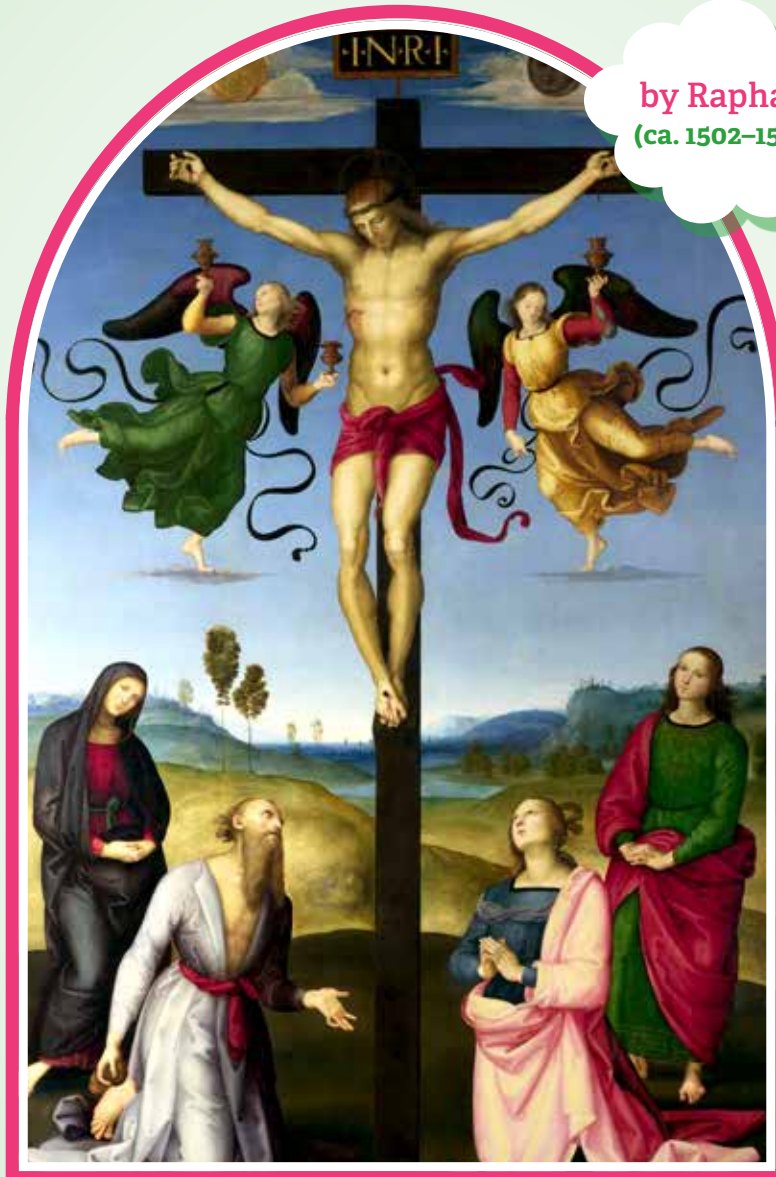
- 3 In your own words, how does God show us that He forgives us?
Accept reasoned answers. Explain that Jesus showed us just how much God is willing to forgive us when He said on the Cross, “Father, forgive them, for they do not know what they do.”
- 4 Why is it important that Jesus is both fully God and fully man?
Because Jesus is God, He has the power to save us and fix us. When Jesus became human, He took on our fallen nature: He became a human like us. He could suffer, be tempted, and die. But He did not sin. He overcame suffering and temptation to give us an example.
- 5 How has Jesus proved His power over death?
He died and then rose again from the dead.
- 6 How does Baptism repair our broken nature?
When we are baptized, our broken human nature “dies” with Jesus and is “raised” to new life with Him. We receive new life by the power of His resurrection.
- 7 How have you felt God’s forgiveness in your life?
Accept reasoned answers.
- 8 Write one question you have about the story of our broken nature.
Accept reasoned answers.

Formative Assessment Worksheet
(page 30 in the Student Workbook)

Lesson 5 ▪ Day 3

Mond Crucifixion

by Raphael
(ca. 1502–1503)



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The Incarnation: True God and True Man

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Formative Assessment Worksheet, *continued* (page 31 in the Student Workbook)

Lesson 5 ▪ Day 3

Mond Crucifixion

Directions: Take some time to quietly **view** and **reflect** on the art. Then think about the questions below, and **discuss** them with your classmates.

Conversation Questions

- 1 What is this a painting of?
- 2 Who are the people in this painting?
- 3 Why do you think there are angels in the painting? What are the angels doing?
- 4 What are the different things the people are looking at? Why do you think the artist painted them looking at these things? Why do you think the artist chose to paint Jesus' eyes closed?
- 5 What emotions can you see in each person's face and posture?
- 6 Why do you think the artist chose to paint this scene of Jesus' life with bright colors and a clear, blue sky?
- 7 Have you seen other paintings of Jesus' Crucifixion before? How is this painting similar? How is it different?

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Answer Key

1. It is a painting of Jesus' Crucifixion.
2. From left to right, top to bottom: angels, Jesus, the Virgin Mary, St. Jerome (who was not present at the Crucifixion but is a saint known for translating Scripture), Mary Magdalene, and St. John the Evangelist.
3. The angels are catching Jesus' Precious Blood in chalices.
4. The angel on the left is looking at the chalice he is holding; the angel on the right is looking down at St. John; the Virgin Mary and St. John are looking outward at the viewer of the painting; St. Jerome and Mary Magdalene are looking at Jesus. Answers will vary as to why.
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.

The Incarnation: True God and True Man

LESSON OVERVIEW



Vocabulary

- The **Incarnation** is the assumption of a human nature by the Second Person of the Holy Trinity, the Son of God. The Son of God became man in the divine Person Jesus Christ.
- A **person** is a unique individual who has knowledge of him or herself, free will, and a capacity for love.
- The **nature** of something is what it is.
- **Divine** means of God, like God, or godly.
- **Intellect** is a person's ability to know and understand. All human beings have an intellect.
- **Will** is the power (or ability) of the human soul to choose freely and to act.



Prayer for This Lesson

We adore you, O Christ, and we bless you. Because by your holy Cross, you have redeemed the world. Amen.

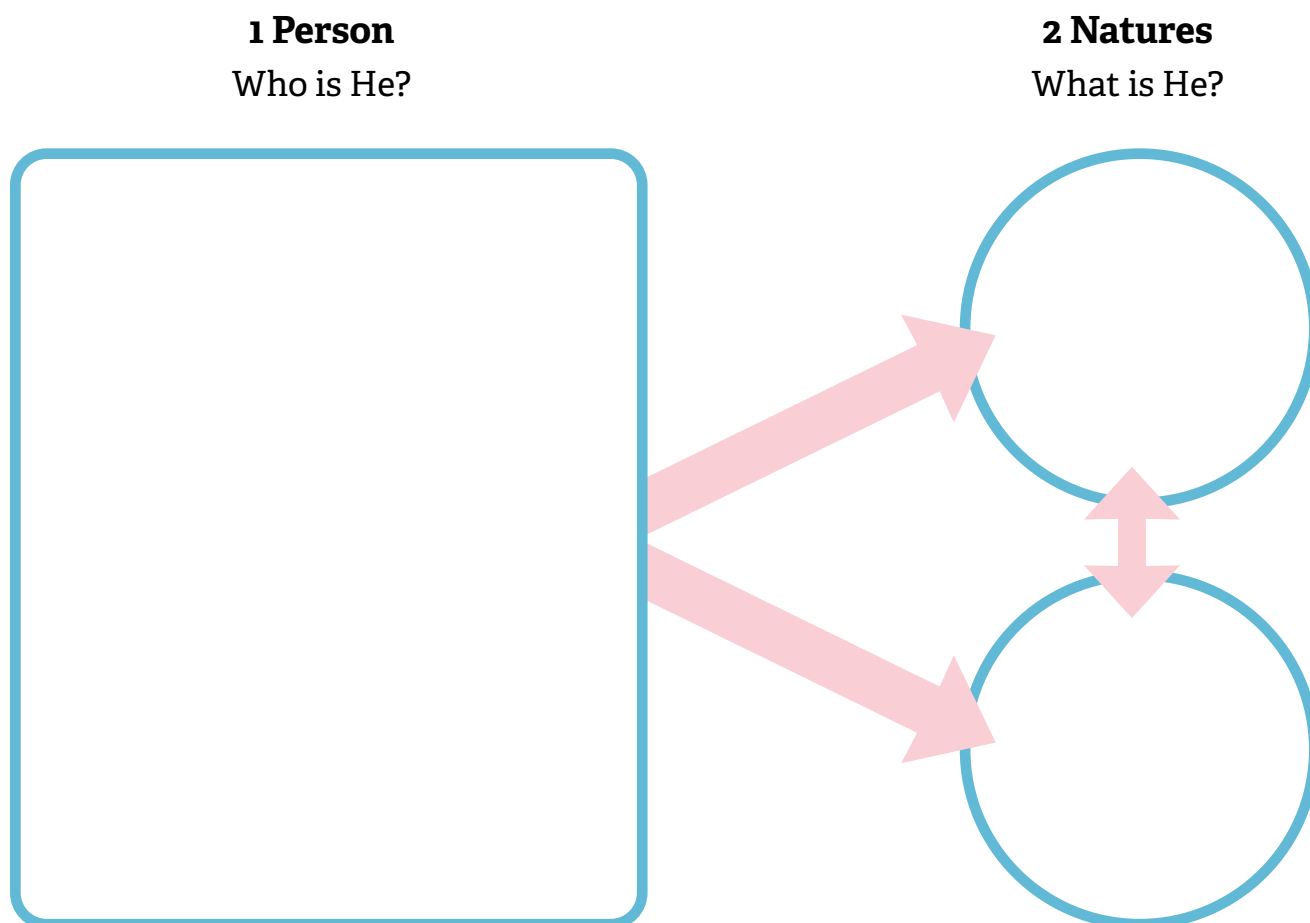
Nature and Attributes

Directions: Write the characteristics of the object(s) provided in the chart below.

Nature	Attributes
Book	
Object 1	
Object 2	
Human	
God	

The Incarnation

“I believe in one Lord Jesus Christ,
the Only-Begotten **Son of God**... consubstantial with the Father....
For us men and for our salvation, he came down from heaven,
and by the **Holy Spirit** was incarnate of the Virgin Mary, and **became man**.”



The Incarnation and our salvation...

Original Sin must be beaten in two ways: we must be forgiven, and we must be fixed (freed from concupiscence, suffering, sickness, and death).

Our Broken and Repaired Human Nature

Directions: **Listen** as your teacher reads about our broken and repaired human nature, and **answer** the review questions below when prompted. Then **write** a question of your own.

1 How did our human nature become broken in the first place?

2 What are two signs that we have a fallen, or broken, nature?



Christ Healing the Blind by El Greco (ca. 1570).

3 In your own words, how does God show us that He forgives us?

4 Why is it important that Jesus is both fully God and fully man?

5 How has Jesus proved His power over death?

6 How does Baptism repair our broken nature?

7 How have you felt God's forgiveness in your life?

8 Write one question you have about the story of our broken nature.

Mond Crucifixion

by Raphael
(ca. 1502–1503)



Mond Crucifixion

Directions: Take some time to quietly **view** and **reflect** on the art. Then think about the questions below, and **discuss** them with your classmates.

Conversation Questions

- 1 What is this a painting of?
- 2 Who are the people in this painting?
- 3 Why do you think there are angels in the painting? What are the angels doing?
- 4 What are the different things the people are looking at? Why do you think the artist painted them looking at these things? Why do you think the artist chose to paint Jesus' eyes closed?
- 5 What emotions can you see in each person's face and posture?
- 6 Why do you think the artist chose to paint this scene of Jesus' life with bright colors and a clear, blue sky?
- 7 Have you seen other paintings of Jesus' Crucifixion before? How is this painting similar? How is it different?