

GRADE 5

# REVEALED

God's Plan for the  
Human Person

TEACHER'S GUIDE

*Accompanied by*

*D'AULAIRES' BOOK OF GREEK MYTHS  
& INCLUDES AN ORIGINAL NAKEDNESS  
SCRIPTURE STUDY*

**Required & requested changes mock-up for 2024  
USCCB Conformity Edition of Teacher's Guide  
11-20-24**



**REVEALED: THEOLOGY of the BODY**

K-12 CURRICULUM

**According to the Greek myth, the gods made Pandora very beautiful. Zeus made Pandora very curious. He gave her a sealed jar along with the warning not to open it. Why did Zeus do this?**

Zeus makes Pandora curious so that she will open the jar that is full of miseries. This will bring many miseries to man.

**Prometheus warns Epimetheus not to accept gifts from Zeus. What gift does Epimetheus accept from Zeus despite Prometheus' warning?**

Despite Prometheus' warning not to accept gifts from Zeus, Epimetheus accepts from Zeus the gift of Pandora as a wife. Epimetheus could not resist Pandora as his wife because she is so beautiful.

**What trouble does Pandora bring?**

Pandora opens the jar Zeus had given her but told her not to open. That jar contained miseries like greed, envy, and other evils that hurt man.

**How does the Greek version of the creation of man compare to the Genesis account we read of the creation of Eve?**

In the Greek version of the creation of man, Pandora is sent by the gods to Epimetheus as a way of punishing man. In the Genesis account, God creates Eve to be a loving helpmate of Adam. Adam and Eve (the first human persons) are each meant to be a loving gift for each other since they are made in the image of God who is love.

## COMPARING CREATION ACCOUNTS WORKSHEET



Have the students turn to their COMPARING CREATION ACCOUNTS worksheet on page 3 of the student activity book. Also, handout to each student a piece of colored construction paper. Have them follow the directions to create side by side books —as seen in the photo on the worksheet.

## WRAP UP



**Out of love, God created two ways to be a human person in his image, as a male or female, as a loving gift and help for one another. In contrast, the Greek myths present the gods as selfish, because they do not want to share their fire. They are also vengeful, because they send the curious Pandora to bring a punishment against man.**

**When you pray, remember to thank God for his loving gifts: of creation, of your home, of your friends, and of your family. We are so blessed to know the one true God.**

## Illuminations

The Ancient Greeks studied nature and found the human body to be the greatest work in creation. They discovered that the proportions most pleasing to the eye were the same proportions found in the human body. The Greek people applied their study of the human body to their architecture and these ideas also influenced Roman architecture.



Temple of Hephaestus, Tommi Nikkilä  
commons.wikimedia.org

## GUIDED LEARNING QUESTIONS

### *What made it so difficult to see the objects in the room?*

It was difficult to see the objects in the room because the people holding the mirrors could only see their own reflection. It was hard to focus on anything else.

### *Did focusing only on yourself cause you to miss out in some way?*

The answers from the students who held the mirrors will vary but they will likely acknowledge that focusing only on themselves made it hard for them to see how things really were in the room.

### *Why might we want to focus on others rather than ourselves?*

By focusing on others instead of ourselves, we are able to enter into relationship with others. This also allows us to see and understand reality better.

### *Could this same idea apply to other objects and not just people? For example, could we be too focused on our cell phone, tablet, computer, or other electronic devices?*

Yes, it is possible that we could become too focused on an electronic device. This distraction can lead us to struggle to be in relationships with others.

## READ ONE OF THE GREEK MYTHS



Read another story from *D'AULAIRES' BOOK OF GREEK MYTHS: Nine Muses and Orpheus* (pages 100-104)

## GUIDED LEARNING QUESTIONS

### *What gift was Orpheus given and how did he share his gift?*

Orpheus was given the gift to make joyful music with his lyre and his voice. He shared the joy of his music with all the earth including warriors, beasts, trees, rocks, and his bride-to-be.

### *Orpheus' grief caused him to stop sharing his gift. What virtue gave him his songs back?*

Hope. Orpheus believed that since sharing his gift of music had the power to move hard rocks, it could also move the hardened heart of Hades and he could rescue his bride-to-be, Euridice from underworld.

### *Why did Orpheus turn around?*

Lack of faith.

### *What does it mean to have faith?*

It is to believe in and trust something or someone, like God and his word.

### *Do you think Orpheus could have found joy again if he shared the gift of his music once more even after he lost his bride forever?*

Yes being a gift-of-self no matter life's circumstances can lead to happiness and joy because we were each made to be a gift-of-self in love since we are the image of a loving communion of persons, the Holy Trinity.

## I SPY SOMETHING I CAN DO FOR ANOTHER WORKSHEET

Have the students turn to their I SPY SOMETHING I CAN DO FOR ANOTHER worksheet on page 7 of the student activity book. The students may need help with suggestions for a good deed that they could do for someone. Some examples may include taking care of a chore without being told first to do it, or helping with some extra task that isn't asked of them (such as taking out the garbage, tidying up a room, or helping with the groceries).

## WRAP UP

*We have heard the mythical Greek story of Narcissus who was selfish and unhappy. It is hard to see things when we view the world with selfish eyes.*

*St. Martin de Porres spent his life being a gift-of-self to others and not worrying about how people saw him. Focusing on being a gift-of-self to others led him to a life of happiness because he was living out his purpose of love. This is what God created him to do. Now he is a saint in heaven. When we are like St. Martin de Porres and focus on being a gift-of-self to others, we will have happiness because we are living out our purpose.*

Allow time for students to share when and what they will do to make a gift-of-self to others.

### **Why are all human persons equal in value?**

Every human person is equal in value because we are created in the image and likeness of God.

**We can be tempted to think that some people are more valuable than others. However, that is a lie!**

**This nice, crisp envelope with a pretty star might make us initially believe that it holds more value than the crinkled envelope with an “X” on it. Sometimes, we are told lies that we need to be prettier, stronger, more athletic, popular, or wealthier to have more value.**

**All human persons are equal in value no matter their age, disabilities, size, health, color, or income. Every human person, male or female, is equal in value because they are created in the image and likeness of God.**

## GUIDED LEARNING QUESTIONS



### **How does God the Father recognize the value of each human person?**

God the Father loves each one of us as his son or daughter. He created us and he sent his only Son, Jesus Christ, to save us.

### **How does God the Son, Jesus Christ, recognize the value of each human person?**

God the Son recognizes how valuable each of us is. He was Incarnate, born and then died on the cross and rose from the dead so that we could be saved and join him in heaven someday.

### **How does God the Holy Spirit recognize the value of each human person?**

The Holy Spirit dwells within us and gives us grace so we can be strong. The Holy Spirit also guides us from within along the pathway to heaven.

### **Do people always recognize the value of every human person?**

No, people do not always recognize the value of every human person.

## SEEING THROUGH GOD’S EYES ACTIVITY



**Before sin entered the world, we could easily see the value of every human person. Unfortunately, sin has entered the world and made it harder to see the value of every human person.**

**What are some ways people might fail to recognize the value of every male or female human person?** Answers may vary. For example, making fun of others, bullying, being disrespectful, etc.

**We have to work to see the value of others and help others realize the value of every human person created male or female.**

### **How can we help others recognize the value of every human person?**

We can help others recognize our value by dressing modestly, taking care of our bodies, and behaving with respect. We can treat others with respect even if the world tells us that they are not valuable.

Have the students turn to their SEEING THROUGH GOD’S EYES worksheet on page 19 of the student activity book.

**In the box on the bottom of your SEEING THROUGH GOD’S EYES sheet, write one way that people fail to recognize the value of every human person. Then, write one way that you are going to help others to recognize the value of every human person.**

**God clearly sees the value of every human person he has created either male or female. In the lenses of the glasses, draw the way you think God sees you and others.**



*Let's ask God for the grace to see the value of every human person. When I say a phrase, please respond with, "Help me to see them with your eyes."*

*Lord, you created every human person with equal value in your image and likeness. Help us to recognize the value of every single unique and unrepeatable human person.*

*Babies still in their mothers' wombs...* "Help me to see them with your eyes."

*Babies outside of their mothers' wombs...* "Help me to see them with your eyes."

*People with different abilities...* "Help me to see them with your eyes."

*People of every race...* "Help me to see them with your eyes."

*People of every age...* "Help me to see them with your eyes."

*People different from me...* "Help me to see them with your eyes."

*People with less money than my family...* "Help me to see them with your eyes."

*People with more money than my family...* "Help me to see them with your eyes."

*Every human person, male or female...* "Help me to see them with your eyes."

*Amen.*

## **I**lluminations

A lorica, coming from the Latin "armor" or "breast-plate" is a prayer that asks for protection. Knights would inscribe prayers onto their shields and pray them before going into battle. Monks began to write similar prayers to pray for protection from evil. The following prayer is attributed to St. Patrick and demonstrates a view of seeing the world as God sees it:

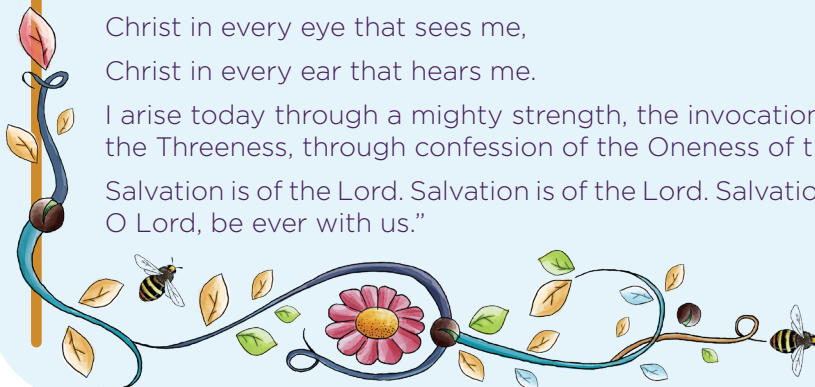
"Christ with me, Christ before me,  
 Christ behind me, Christ in me,  
 Christ beneath me, Christ above me,  
 Christ on my right, Christ on my left,  
 Christ in breadth, Christ in length, Christ in height,  
 Christ in the heart of every man who thinks of me,  
 Christ in the mouth of every man who speaks of me,  
 Christ in every eye that sees me,  
 Christ in every ear that hears me.

I arise today through a mighty strength, the invocation of the Trinity, through belief in the Threeness, through confession of the Oneness of the Creator of creation.

Salvation is of the Lord. Salvation is of the Lord. Salvation is of Christ. May Thy Salvation, O Lord, be ever with us."



Stained glass window of St. Patrick  
(St. Patrick Catholic Church, Junction City, Ohio)





## EUCCHARISTIC TREASURE MAP



***The Eucharist is the great treasure of our Faith. Let's tell others of the great value of the Eucharist by making a Eucharistic treasure map.***

Have the students turn to their EUCCHARISTIC TREASURE MAP worksheet on page 25 of their student activity book. Instruct students to create a treasure map of the inside of the church, which shows where the tabernacle is located.

If time permits, allow students to visit the church. After this activity is completed, the students may present their map to a younger student who is preparing to receive First Communion.

## GUIDED LEARNING QUESTIONS



***How can we show honor to God in the tabernacle?***

When we come into the church, we should genuflect to show praise and honor to Jesus within the tabernacle.

***God is in the tabernacle. Is God within us as well?***

Yes, God is in us! Not only are we created in God's image and likeness, God the Holy Spirit dwells within us as baptized Christians. When we receive the Eucharist, we also become living tabernacles.

***God dwells within each of us as baptized Christians. How can we show honor to the presence of God in others?***

We can show honor to others by treating them with respect. We can treat others with respect by the way we talk to them, listen to them, interact with them, and look at them. When we treat others with respect, it shows their great value as human persons who have God the Holy Spirit dwelling within them!

***Tabernacles are sometimes covered with a beautiful veil. How can we, as living tabernacles, veil our bodies to show how valuable and important we are?***

We can veil our bodies with clothing in a way that tells everyone that each of us is a valuable treasure that houses the Holy Spirit within us. The point of covering our bodies with clothing is not to just hide something, but to protect and reveal our infinite value as living tabernacles!

***Have you ever heard the word "purity" before?***

Answers may vary.

***Pope St. John Paul II tells us that purity is the ability to treat our bodies with holiness and reverence. (cf. TOB 57:3) When we do this, we show the glory of our bodies as living tabernacles. God purposefully created each one of us with either a male or female body. That is a reality of who each of us are and this cannot be changed or manipulated. Being created either male or female is a gift to be received with responsibilities and limitations.***

***How can we treat others with purity in the way we speak?***

We can treat others with purity by speaking respectfully in front of them and while they are not around.

***How can we treat others with purity in the way we look at others?***

We can treat others with purity by looking respectfully at them. We can also look them in the eyes when we speak to them. If a bad picture shows up on a screen, you can practice purity by looking away and then immediately telling your parents that a bad picture showed up on your screen.

***Remember, our bodies are very special. Covering or veiling certain body parts does not tell others that we are bad or that there is something to be ashamed of. It shows others that we have great value as human persons. It tells them that God dwells within us!***



## WRAP UP



Let's conclude with prayer:

Lord, you remind us that our bodies are temples of the Holy Spirit created with a plan and a purpose to be either male or female. Please let us always remember to treat our bodies with holiness and reverence because we are living tabernacles created in your image and likeness. Help us to be aware of our value and the value of others. Increase the virtue of purity in us. Amen.

## OPTIONAL LESSON EXTENSION

### PRESENT YOUR EUCHARISTIC TREASURE MAPS:

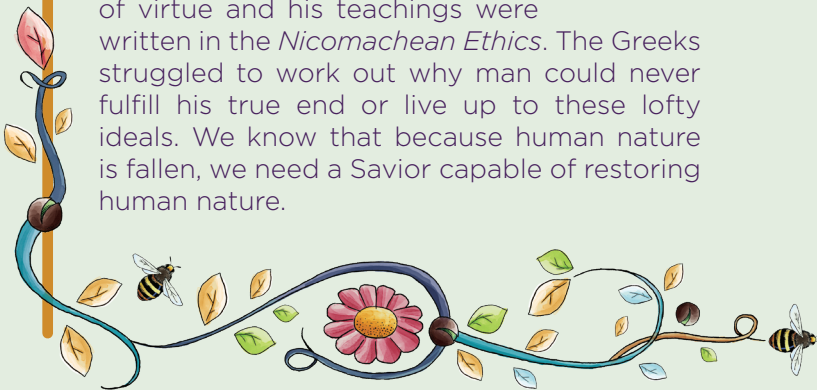
Have the students present their EUCHARISTIC TREASURE MAPS to younger students who are preparing to receive their First Holy Communion.

## Illuminations

Through the use of human reason the Ancient Greeks were able to understand the material and immaterial world. Socrates, Plato and Aristotle all contributed to our understanding of virtue. Socrates was the first to seek a definition of virtue, Plato gave us the four cardinal virtues and Aristotle taught that virtue was excellence at being human. Aristotle saw that man's final end was to fulfill his nature resulting in a true, lasting state of happiness. He taught his son, Nicomachus, the principles of virtue and his teachings were written in the *Nicomachean Ethics*. The Greeks struggled to work out why man could never fulfill his true end or live up to these lofty ideals. We know that because human nature is fallen, we need a Savior capable of restoring human nature.



Raphael  
*The School of Athens* (1510-1511)  
wikiart.org



*Practicing the virtues regularly helps us to grow in holiness. When we practice the cardinal virtues in our lives, we are better able to find the freedom to give the gift of ourselves to others.*

## VIRTUE SELFIE ACTIVITY



Have the students turn to their VIRTUE SELFIE worksheet on page 34 of the student activity book.

*When we integrate the cardinal virtues into our daily lives, we become who God created us to be: authentic gifts for others. Living a virtuous life takes lots of prayer and practice. In the cell phone on your paper, draw yourself living a virtuous life. Then, complete the questions on the page, which prompt you to come up with ways to live out the cardinal virtues.*

Students can decorate the page if time allows.

## WRAP UP



*Let's conclude with a minute in silent prayer, thanking our loving God for the gift of the virtues, our roadmap to happiness in this life and doorway leading to eternal life in heaven. In the name of the Father...*

## OPTIONAL LESSON EXTENSIONS

### OPEN THE DOORS

Have the students turn back to their FOUR CARDINAL VIRTUES & DEFINITIONS on page 29 in the student activity book. Have the students cut along 3 sides of the doors so that they swing open at the hinges. Instruct the students to glue paper behind the doors and illustrate a path to heaven behind each door.

### VIRTUE IN THE GREEK MYTHS

What Cardinal Virtues would have been helpful to the following characters in the Greek Myths that we read? (answers will vary)

**Orpheus?** Fortitude, Temperance: for the self-discipline and courage to not look back

**Cronus?** Justice: to set his monstrous brothers free. Prudence: because it was wrong to kill his offspring

**Uranus?** Justice: because he unjustly banished his offspring who weren't pleasing to him.

**Echo?** Temperance: to not talk non-stop.

**Narcissus?** Temperance: practice self-control not to stare at his image non-stop.

## Illuminations

Plato taught that there is a harmony between the person and the celestial order. Music conforming to the celestial order is rightly ordered music. He further taught that music prepares the person for virtue by teaching us about well-ordered emotion. Plato believed that music was an important part of education of the soul. Aristotle also taught that music played a role in forming moral character because music can imitate human passions.



Jan van Eyck, *Singing Angels* detail from the Ghent Altarpiece (1432) [wikiart.org](http://wikiart.org)