

Catholic Study Guides for Mary Fabyan Windeatt's

*Saint Rose,
First Canonized Saint of the Americas*

*Saint Martin de Porres,
The Story of the Little Doctor of Lima, Peru*

*King David and His Songs,
A Story of the Psalms*

*Blessed Marie of New France,
The Story of the First Missionary Sisters in Canada*

RACE for Heaven's Grade 5 Study Guides

Janet P. McKenzie

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King David and His Songs Study Guide © 2004 by Janet P. McKenzie
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Spiritual Read Aloud

Spiritual Reading

In *My Daily Bread, A Summary of the Spiritual Life* by Father Anthony Paone, S.J., Christ tells us,

My Child, reading and reflecting are a great help to your spiritual life. My doctrine is explained in many books...Some of these books are written simply, and some are very profound and learned. Choose those which will help you most toward a greater understanding and appreciation of My Truth. Do not read to impress others but rather to be impressed yourself. Read so that you may learn My way of thinking and of doing things.

In her book, *Saint Dominic, Preacher of the Rosary and Founder of the Dominican Order*, Mary Fabyan Windeatt quotes Saint Dominic as saying, “A little good reading, much prayer and meditation...and God will do the rest”. Father Peter-Thomas Rohrbach, O.C.D., states that spiritual reading is the “third essential asset for mediation” (after detachment and recollection). The great value he places on the habit of spiritual reading is expressed in his book *Conversation with Christ, An Introduction to Mental Prayer*:

We live in a world devoid, in great part, of a Christian spirit, in an atmosphere and culture estranged from God. Living in such a non-theological environment makes it difficult for us to remain in contact with the person of Christ and the true purpose of life itself. We must, if we are to remain realistically attached to Christ, combat this atmosphere and surround ourselves with a new one. Constant spiritual reading fills our minds with Christ and His doctrine—it creates this new climate for us.

In former ages, spiritual reading was not as essential for one’s prayer life. People lived in a Christian world and culture which was reflected in their laws, customs, amusements, and their very outlook on life. This situation has radically altered in the last two hundred years, and men must now compensate for this deficit through other media, principally reading. And as the de-Christianization of our world continues, the necessity for spiritual reading simultaneously increases. We stand in need of something to bridge the gap between our pagan surroundings and our conversation with Christ—spiritual reading fills this need.

There is today in our country an alarming decline in general reading of all types. It has been estimated that in 1955 an astonishing forty-eight percent of the American adult population reads *no books at all*, and only eighteen percent read from one to four books. The decline in reading is naturally reflected in religious reading as well. And, while the lack of secular reading will occasion a decrease in culture life, the decline in religious

reading will have repercussions of a more serious nature—severe detriment to one's spiritual life. Any serious attempt to better one's life spiritually should, therefore, include the resolution to engage in more spiritual reading.

If we confine our reading to non-Catholic books, magazines and newspapers, we almost automatically exclude ourselves from full development in our prayer life. The maxims and philosophy of life expressed in these avenues of communication slowly begin to seep into our lives until eventually they occupy a ruling position. We will not have surrounded ourselves with a new climate; rather, the non-Catholic climate will have engulfed us (Chapter 19).

As this decry of the “de-Christianization of our world” was written in 1956, one can safely surmise that the necessity of cultivating the habit of spiritual reading can only have grown in the past several decades.

Spiritual Read Aloud

As supported above, spiritual reading is an essential element of every Christian's life. However, as demonstrated by the ancient practice within monasteries of spiritual read-aloud, this habit is a powerful tool for shared community growth in the spiritual life. For Catholic families, the practice of reading spiritual books aloud produces four desirable effects:

- I. It reinforces the habit of spiritual reading for each member of the family and allows each member to practice this habit regardless of age
- II. It reinforces the habit of spiritual conversation if the reading results in even a general discussion of the values and virtues being portrayed in the story
- III. It strengthens the family as the domestic Church where members exist to learn and live the Faith together for the support and enrichment of all family members
- IV. It allows the discussion and demonstration of the practical application of the Faith for all age levels

The Habit of Spiritual Reading

As outlined above, establishing the habit of daily spiritual reading is essential to our spiritual growth. Through read-aloud, children can be taught at an early age that daily spiritual reading is a fun, rewarding exercise. Do make this time together pleasant by allowing the children to do crafts, draw, play quietly with puzzles, toys, etc. As long as their attention is not divided and they can participate in a discussion of the reading afterwards, allow quiet activity. One cannot expect children to sit piously with hands clasped prayerfully throughout the read-aloud session! As the children get older, encourage them to read other spiritual books, including the Bible, during a quiet time of their own. Model this habit by allowing them to observe your habit of daily spiritual reading as well. Although the family read-aloud sessions may be as long as thirty minutes, private spiritual reading times may be considerably shorted depending on the habits and temperament of each child.

The Habit of Spiritual Conversation

This habit, for many families, may begin with spiritual read-aloud. When each member of the family participates in a spiritual discussion of a religious book, the practice of discussing matters of faith and Christ-like living begins to form. If the formation of holy habits and imitation of the saints is the goal, these discussions will become commonplace in the home as each member checks the others on their actions and words. As family members become more comfortable and open about spiritual matters, this practice will soon spread into other areas of their lives. Spiritual discussions with friends and other relatives will become more natural and in fact become important topics to be discussed. Sharing one's own spirituality and encouraging others to become more open about matter of faith will then become an integral pattern of living.

Strengthening the Domestic Church

As we read more about the saints and their lives and begin to share our faith more openly with others, we realize the importance of holy companionship—living with others who share our faith ideas and supporting each other in our attempts to become more like Christ. Families begin to grow together in their knowledge of the Catholic faith and become more willing to support each other throughout the ups and downs of community living. We begin to “bear one another's burdens with peace and harmony and unselfishness”. Just as Christ has His Church to help bring salvation to all, we—as family members—have each other to provide mutual support and encouragement in our efforts to enter the narrow gate. Within our families, we can create the Catholic culture that is missing from our world's culture.

The Practical Application of the Faith for All Age Levels

When lives of the saints are read aloud in the family setting, all aged children can participate in a discussion of the imitation of the saint's virtues and holy habits. Each member can help others understand how to apply the lessons the saints teach us on a practical level. All family members can help choose a particular habit or virtue upon which to focus. A reward system can be established for virtuous behavior. A family “plan of attack” on non-virtuous habits and attitudes can be developed, implemented, checked, and revised. All members can be encouraged and taught how to imitate Christ by the imitation of His saints.

Summary

Regular family read-loud sessions that center around the lives of the saints will benefit the family with an increased interest in reading—especially saintly literature—a growth in vocabulary, and an improved sense of family unity. Additionally, family members will be encouraged to develop the habit of spiritual reading on their own, will become more comfortable and experienced with spiritual conversation, and be able to apply the Truths of the Catholic faith on a practical level to all aspects of their lives—no matter what their age. The customs, habits, and attitudes of the family will more and more reflect those of the Catholic culture. Perseverance in this simple daily ritual will help to “bridge the gap between our pagan surroundings and our conversation with Christ”.

When Mother Reads Aloud

When Mother reads aloud the past
 Seems real as every day;
 I hear the tramp of armies vast,
 I see the spears and lances cast,
 I join the thrilling fray;
 Brave knights and ladies fair and proud
 I meet when Mother reads aloud.

When Mother reads aloud, far lands
 Seem very near and true;
 I cross the desert's gleaming sands,
 Or hunt the jungle's prowling bands,
 Or sail the ocean blue;

Far heights, whose peaks the cold mists
 shroud,
 I scale, when Mother reads aloud.

When Mother reads aloud I long
 For noble deeds to do—
 To help the right, redress the wrong,
 It seems so easy to be strong, so simple
 to be true,
 O, thick and fast the visions crowd
 When Mother reads aloud.

—*Anonymous*

The Reading Mother

I had a mother who read to me
 Sagas of pirates who scoured the sea,
 Cutlasses clenched in their yellow teeth,
 "Blackbirds" stowed in the hold beneath.

I had a mother who read me plays
 Of ancient and gallant and golden days
 Stories of Marmion and Ivanhoe,
 Which every boy has a right to know.

I had a mother who read me tales
 Of Gelert the hound of the hills of
 Wales,

True to his trust till his tragic death,
 Faithfulness blest with his final breath.

I had a mother who read me things
 That wholesome life to the boy-heart
 Brings—
 Stories that stir with an upward touch,
 O, that each mother of boys were such.
 You may have tangible wealth untold,
 Caskets of jewels and coffers of gold.
 Richer than I you can never be—

I had a mother who read to me.

—*Strickland Gullilan*

How to Use These Study Guides

Vocabulary

Vocabulary words are listed at the beginning of each lesson. Words on the left are secular words and are given within the sentence structure. Vocabulary words listed in the right-hand column are Catholic vocabulary words. Allow students to guess the meaning of the italicized word before looking it up. This helps them to surmise the meaning from context, a skill that enhances reading comprehension and strengthens vocabulary. Help students identify any suffixes, prefixes or root words that might give clues to the word's meaning. If still unable to define a word, use a dictionary. For Catholic vocabulary words, use a Catholic encyclopedia, dictionary, or catechism.



Comprehension Questions/Narration Prompts

These questions are appropriate for all age levels. They can be used several ways, depending on a student's ability. For students with difficulty in reading comprehension, read and briefly discuss these questions before reading the chapter. Discuss, too, the sub-title provided under each chapter heading in the study guide. The student will then know what content to watch for within the reading. If read afterward, the questions become a *test of*, rather than an *aid to*, comprehension. For students with adequate comprehension skills, use the questions for oral review to insure that important content has been absorbed.

Use these questions too as prompts for narration, which is simply the oral retelling of the story in the student's own words. It is a helpful tool to determine the level of each student's comprehension. All ages may benefit from the practice of narration. If done within a mixed age group, begin with the youngest students and have the older students add details to the already-related story.

Answers to comprehension questions are provided in the answer key.



Forming Opinions/Drawing Conclusions

More than relating events, these questions require the student to develop an opinion, or to uncover or discover material not expressly stated in the text. They are designed to develop thinking skills and do not usually require the use of any outside resources. Use this section with children grades five and up as the basis for discussion or as a writing assignment.



For Further Study

Appropriate for upper elementary through high school grades, this section requires the use of additional reference materials. These activities invite students to look more deeply at the historical events and people that shaped the times of each character. Topics in this section may be used for oral presentations or written reports.



Growing in Holiness

These activities are different from the others in that they do not involve discussion or study as much as personal action and interior reflection. They can perhaps be considered “conversion activities” or “life lessons”. By applying the spiritual lessons of the story to everyday life, the student is encouraged to develop habits in imitation of the saints—which is an imitation of Christ Himself. Remember to reinforce these activities with the student and to comment when they are observed in action.



Geography

The map provided with this study guide serves to orient the students with respect to space—*where* the action of the story is taking place—as well as to acquaint them with common geographical landmarks. Permission is hereby granted to photocopy maps for family or classroom use.



Timeline Work

The creation of a timeline allows students to place the story's events within a wider historical framework. Simple directions for making a timeline are included in the study guide. Students will need plain paper, colored markers, and a ruler.



Checking the Catechism

For older students, these activities require a copy of the *Catechism of the Catholic Church (CCC)* or its *Compendium*. The references for the more concise *Compendium* appear in parentheses after the *CCC* citations. Older students can read aloud—and then discuss—the stated text paragraphs with an adult.

For younger students, use any grade-appropriate catechism to review the doctrines and terms as specified. An excellent activity book for multi-grades is Ignatius Press' *100 Activities Based on the Catechism of the Catholic Church* by Ellen Rossini. Discuss together how the specific topics from the catechism are illustrated in the thoughts and actions of the characters in the book.



Searching Scripture

Familiarize the student with the inspired Word of God by studying the biblical passages as provided. Strengthen these exercises by occasionally requiring memorization of the verse(s). Stress that knowledge of Scripture is an important part of our faith education.

Note that Ms. Windeatt used the Douay-Rheims translation of the Bible, which was the translation in use in the United States until 1970 when it was replaced by the New American Bible in the *Lectionary of Mass*. The Douay-Rheims translation is taken from the Latin Vulgate, whereas the New American translation comes from the original languages of Hebrew, Aramaic or Greek (as the case may be for each specific book). For this reason, some of the books' names (as well as some of the Psalms' numbers) differ between these two translations. When these differences occur in the biblical citations

within this study guide, the New American references are given first with the Douay-Rheims references following in parentheses. All biblical references used in this study guide are from the New American translation.



Test

The purpose of the test is to ensure that the student has comprehended the important events in each saint's life as well as the lessons the story intends to impart. An answer key is provided for these questions.

In addition to the test, many students will benefit from the completion of a book report. See RACE for Heaven's *Alternative Book Reports for Catholic Students* for additional information on book reports specifically geared toward saint biographies. Consider requiring each student to choose one of these reports or activities upon completion of the Windeatt biography.

Warning

These study guides are comprehensive. They contain activities for a variety of age levels and areas of study. Do **not** attempt to complete every activity for every lesson. Do only those exercises that are suitable for the needs of your current situation. Resist the impulse to be so thorough that the story line of the book is lost, and the read-aloud sessions become dreaded rather than anticipated. The activities are designed to enhance your reading—not to become the dictating tyrant of your read-aloud time together. If you are using these guides for young audiences, consider just using the comprehension and opinion questions as well as the “Growing in Holiness” section; use the maps as a geographical visual aid. Re-read the books to complete the more advanced activities in later years.

Another suggestion is to use the activities designed for older students in coordination with their history, geography, writing and/or religious curriculum. Each study guide could also be used as a complete unit study for hectic times when regular school may not be in session such as Advent, times of family stress (the birth of a new sibling, for example) or over the summer months. In reading the book and completing the activities, subjects such as religion, reading, writing, geography, and history can all be easily covered.

The most important rules to the successful use of these enrichment activities are

1. Be creative rather than obsessive.
2. Be flexible rather than overly structured.
3. Enjoy

St. Rose of Lima

First saint of America—Saint Rose was her name.
Though Isabel at birth, Rose was her nickname.
She learned how to pray.
God showed her His way—
Taught her music and reading—writing just came.

Turribius confirmed Rose at eleven.
The Gifts of the Spirit, she got all seven.
She worked and she played—
Sacrifices made.
She wanted to pray, suffer, save souls for heaven.

Father Francis Solonus preached a great speech,
He talked about pride—simple love he did teach.
Her mother and Rose
Their doors did not close
But opened them up, to others did reach.

Augustinian, Dominican, Poor Clare—
Which one? Everyone had a thought to declare.
But no nun for her,
And none could deter,
Her life as a hermit, the poor in her care.

She helped where she could. Flowers were her thing.
As a special sign, God gave her a ring.
In the world still,
God's will to fulfill.
To the life of a hermit she continued to cling.

Wonders performed, the enemy withdrew.
She moved in with friends, her poor health to renew.
Her own death predicts,
The very day picks
The feast of Bartholomew in Lima, Peru.

Think what you can learn from this saint and her tale.
How you can apply it to help you prevail.
Then mold what you do
And boldly pursue
Her pattern of holiness. Follow her trail.

Chapters 1 and 2—In Which Rose Is Born, Named, Learns to Read, and Receives the Sacrament of Confirmation

Vocabulary

the little silky *vicunas* *catechism*
alpacas with their shaggy brown coats *Chrism*



Comprehension Questions/Narration Prompts

1. What was the ongoing argument between Rose's mother and grandmother?
2. On whose feast day was Rose born?
3. Why did the Flores family move to Quivi?
4. At what age did Rose receive the sacrament of Confirmation and from whom?



For Further Study

The statue of the Christ Child, with a robe of its own, is mentioned several times. Research the history of the Infant of Prague, a traditional Spanish devotion, as well as the chaplet and novena prayer associated with this statue.



Growing in Holiness

Rose's mother tells Rose that there is only one thing that is really important: knowing what is good and doing it (page 5). Examine each action today to insure that it is good and that, in fact, you are doing only those things that are good.



Geography

Using the map found on page 3 of this study guide, trace the outline of the map as well as the boundary lines of the countries. Label and color the seas, as well as the Amazon River, blue. Using the inset map, note the continent's world position. (The remainder of the map will be completed in Chapters 7 and 8.)



Checking the Catechism

Older students may read about the Christian name in the *Catechism of the Catholic Church (CCC)* in text paragraphs 2156-59 and 2165 (264). Review the summary of Baptism in text paragraphs 1275-1284. Younger students may review Baptism in their own catechisms. If desired, complete Activity #11 and/or Activity #87 in *100 Activities Based on the Catechism of the Catholic Church (100 Activities)*.



Searching Scripture

"He (God) would listen to her, as He had done about the reading and writing, just because she was so weak and helpless" (page 11). Read the following list of Bible passages dealing with spiritual childhood: Psalm 116 (114):6, Psalm 119 (118):130, Wisdom 6:7, Isaiah (Isaias) 66: 12-13, Matthew 18:1-5, and Mark 10:14-15.

Chapters 3 and 4—In Which Rose Prays and Suffers to Save Souls, and Confides in Doctor John and Dona Maria

Vocabulary

were gathering *menacingly*
Wretched *pagans*

mitre (or *miter*)
blessing



Comprehension Questions/Narration Prompts

1. What was “the secret” of Chapter 3?
2. Who did Doctor John tell Rose of—someone about her age who lived in Lima and who was also very interested in saving souls?
3. Why did Rose not enjoy entertaining many of her mother’s guests?



Forming Opinions/Drawing Conclusions

Rose stated, “No one could pray too much” (page 31). Make a list of some holy habits that you could acquire that might make your parents be concerned that you pray too much.



For Further Study

Several other members of the Dominican order who later were canonized as saints of the Church lived in Lima at the same time as Rose. Research the lives of Martin de Porres, Turribius Alphonsius de Mogrovejo, and John Masias, as well as the Franciscan friar Francis Solano—all contemporaries of Rose.



Growing in Holiness

Rose “could think of no material way to help the thousands of wretched Indians and Negroes. She could only continue to offer small sacrifices to God the Father, uniting them to the sufferings of Christ on earth and asking that He bless the natives in their poverty and ignorance” (page 25). Adopt a group of people—such as those afflicted with an addiction, the unborn, or those who suffer the effects of war. Make sacrifices each day and recite special prayers for this group. Use a set of beads to keep track of these sacrifices, as did Saint Therese of the Child Jesus and the Holy Face.



Checking the Catechism

Rose expressed her excitement that she can now “grow up with the help of four wonderful Sacraments” (page 19). Review the seven sacraments. Make sure these can be listed from memory. Older students may read the following text paragraphs from the *CCC*: 1210-13, 1285, 1322-23, 1420-22, 1499, 1533-36, and 1601-02 (224-232, 248-250, 354, 357).



Book Summary Test for *Saint Rose of Lima*

Directions: Answer in complete sentences. If necessary, use the back of the page for additional writing space. 100 possible points, 20 points for each answer.

1. In what country did Saint Rose live? When did she live?

2. Name at least two saints of the Catholic Church that Saint Rose knew.

3. Name at least two miracles attributed to Saint Rose after her death.

4. What did Saint Rose see as her purpose in life?

5. Saint Rose did not hesitate in her obedience to her parents and to her religious superiors. Discuss what role this, as well as her humility, had in her spiritual development. How can you imitate Saint Rose of Lima's life?
