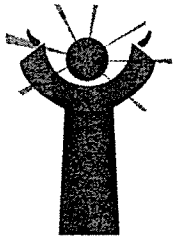


Day 1: Use the text of this passage to answer these questions.
(BARRY)



Saints of the Season

1. What is this Saint remembered for?
2. What conflicts did he face?
3. What impressed you about him?

Holiday Season 2012

St. Martin de Porres (1579-1639)

November 3

Martin de Porres was born in Lima, Peru, in 1579, the son of a freed African woman and a member of the Spanish nobility. He and his sister were raised in extreme poverty because his father abandoned the family.

When Martin was 12, he became the apprentice of a barber-surgeon. In Martin's day many sick people went to barbers for treatment. These practitioners knew which herbs to use to treat aches, fevers, and wounds. They even set broken bones and pulled diseased teeth. Martin took to this occupation and became famous in Lima as a healer.

He joined the Dominicans as a lay helper doing humble tasks around the monastery in exchange for room and board. While he did not think he was worthy, his superiors encouraged him to become a brother, and he served as barber, surgeon, infirmary worker, and wardrobe keeper.

In this last job Martin became known as a friend of all creatures, much like St. Francis of Assisi. Rats and mice had invaded the monastery and were raiding not only the larder but also the sacristy, where they were chewing on the vestments the priests wore at Mass. The story is told that Martin caught up with the leader of the rats and mice and made a deal with him. If all the rodents would leave the monastery and live outside, Martin promised to feed them every day in the garden. Martin was rewarded with a procession of rats and mice leaving the monastery. Martin also established a shelter and hospital for stray animals at his sister's house.

But Martin extended even greater charity to people. He set up an orphanage and a hospital for abandoned children. Sometimes he would bring the ill and injured of Lima to his own small room for treatment. He was particularly concerned about the sad condition of African slaves and looked after them with great care.



Many miracles were attributed to Martin. When the monastery's soup kitchen would run short of food, it seemed to increase miraculously. Despite all his hard work, Martin seemed to sleep and eat very little. People said he could pass through locked doors to reach those who needed him. He was even said to bilocate, that is, to be in two places at the same time to offer his charity and love to all.

When Martin died, at the age of 60, nobles and bishops competed to carry his coffin to its resting place. He was canonized in 1962 by Pope John XXIII, who named him the patron saint of social justice and racial harmony because of his charity.

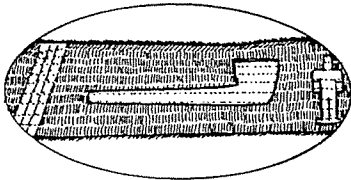
Name Day 1 (BARRY)

Wampum

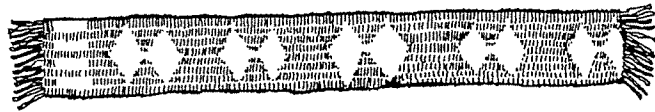
Wampum is the name Native Americans gave to white or purple beads made from shells. Wampum was used to decorate personal items such as clothing, and it was a common practice to weave thousands of these beads into wampum belts. The Iroquois exchanged wampum belts as promises to maintain peace and to confirm friendships. The Iroquois arranged the beads in designs that had special meaning for keeping records. White often represented health, peace, and wealth. Purple represented sorrow or sympathy. If someone from another tribe gave a wampum belt to a chief, it was an invitation to visit or to join them in war against an enemy.

The Keepers of the Wampum were respected people. They could “read” lengthy speeches or stories from the wampum symbols. Today, we would say they had remarkable memories. Because there were no computers or tape recorders to rely on, the wampum messages were memorized so they could be passed along to others.

Study the symbols on the wampum belts pictured here.



Peace belt shows pipe.



War belt shows the five Iroquois nations.

Design your own wampum belt below. Write an explanation of the symbols you used and describe the purpose of your wampum.

Day 2. Use the text of this passage to answer these questions (BARRY)

1. What is this SAINT remembered for?
2. What conflicts did she face?
3. What impressed you about her?



Saints of
the Season

Holiday Season 2012

St. Elizabeth of Hungary (1207-1231)

November 17



Imagine being engaged to be married at the age of four, and then being sent to live with your future husband's family. It happened in Elizabeth's time to children of some royal families. In those days, marriage was a way of creating good relations between nations. Elizabeth was the daughter of the King of Hungary and she became engaged to the son of the ruler of Thuringia (thoo-RIN-gee-a), a German nation about 350 miles northwest of her home in Hungary. She grew up with Ludwig (Louis), her future husband, and the two were married when she was 14 and he was 21.

Elizabeth and Ludwig had three children, and the people of Thuringia were pleased when Ludwig became their sovereign. Always known for her charity, Elizabeth now could extend her generosity. She built a hospital and often went there to feed the patients and make their beds.

Even her husband sometimes questioned her lavish generosity. One cold winter day he saw her leave the castle with something hidden in her apron. He thought it must be loaves of bread, but when he asked to see the contents, out-of-season roses came tumbling out. Another time, when the hospital was full, Elizabeth put a dying leper in the bed she and her husband shared. When Ludwig heard about this deed, he was afraid of contagion, so he ran to see for himself. When he pulled back the bedclothes, he saw not the leper, but a vision of Christ crucified. From then on, Ludwig always defended his wife's extreme generosity, saying it would bring many blessings to his nation.

Ludwig was called to one of the Crusades, but died before he could reach the Holy Land. The heart-broken Elizabeth and her children were driven from the castle by her husband's brother, who seized the throne. Elizabeth was taken in by relatives and joined the Secular Franciscan Order. She carried on her mission of charity, but only for a few more years. She died at the age of 24. Today she is regarded as the the patron saint of those who carry on her work in soup kitchens and shelters for the homeless.

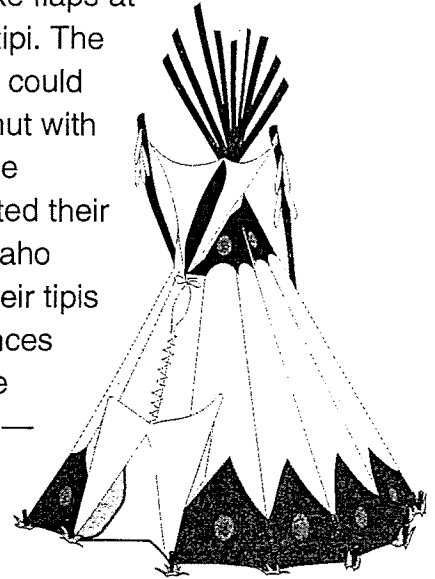
Name Day 2 (BARRY)

A Place to Live

A *primary source* can be the words or writing of a person who lived at a particular time in history. A *secondary source* can be the writings of someone who did not witness the event happening. Read the following passages about life on the Great Plains in the late 1800s.

A. “The tipi is much better to live in; always clean, warm in winter, cool in summer; easy to move. The white man builds big house, cost much money, like big cage, shut out sun, can never move; always sick. Indians and animals know better how to live than white man; nobody can be in good health if he does not have all the time fresh air, sunshine and good water. If the Great Spirit wanted men to stay in one place he would make the world stand still; but he made it to always change, so birds and animals can move and always have green grass and ripe berries, sunlight to work and play, and night to sleep; summer for flowers to bloom, and winter for them to sleep; always changing; everything for good; nothing for nothing.”

B. It took 14 buffalo skins stitched together to make the covering for a Crow tipi. About twenty poles were needed. Two poles held open the smoke flaps at the top of the tipi. The front of the tipi could be fastened shut with lacing pins. The Blackfeet painted their tipis. The Arapaho would place their tipis with the entrances all facing in the same direction—east to the morning sun.



1. Which words are from a primary source? Why do you think so?

2. Which source gives you a better idea of the writer's feelings?

3. Would you like to read more from the primary source or the secondary source? Explain.

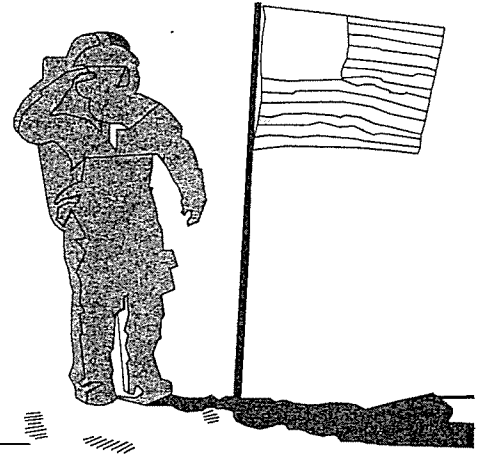
Source: Chief Flying Hawk, Oglala Sioux, in *Firewater and Forked Tongues: A Sioux Chief Interprets United States History*, (Trail's End Publishing, Pasadena, 1947).

Name Day 3 (Barry)

What Was It Like?

One way to study history is by talking to people who were there. Find out more about what life was like in the United States during the 1950s and 1960s. Interview someone in your family or someone else you know. Ask the person to describe his or her experiences during the 1950s and 1960s. Take notes. Then use your notes to provide a written summary of those experiences. Interview someone who:

- lived in the suburbs in the 1950s
- attended a political protest
- watched the first moon walk on TV
- went to elementary school in the 1950s or 1960s
- remembers his/her first television set
- heard the Beatles in concert
- watched the Kennedy-Nixon debates
- Other: _____



Notes

Who: _____

What: _____

When: _____

Where: _____

What it was like: _____

Feelings about it: _____

Day 3: Write a paragraph describing how your
BARRY) prayer service went with your family.



Family
Prayer

Holiday Season 2012

Make Yours a Holy Family

This year the Church celebrates the feast of the Holy Family on December 30. At Mass, during the Liturgy of the Word, we will hear excellent advice for making family life happy and holy. The first reading is from Sirach, one of the Bible's books of wisdom (Sirach 3:2-6, 12-14). Sirach writes about how important it is for children to respect their parents. Of course, this implies that parents in turn respect their children. In the second reading (Colossians 3:12-21), St. Paul advises Christians to bear with one another's faults—to be merciful, kind, humble, patient, and forgiving—good advice for any family. The Gospel (Luke 2:41-52) tells the story of the Holy Family's journey to Jerusalem and shows that Mary and Joseph centered their family life in God.

This prayer service can help you to reinforce the good messages of this liturgy with your family. Your Christmas crèche—with the figures of the Holy Family—would make an appropriate gathering spot. Place one or more lighted candles near the crèche. Have a bowl of holy water at hand for the blessing. Decide which parent will read each Leader part. Ask family members to take turns reading the petitions. Gather at the crèche, light your candle(s), and begin. (Be prepared to share a treat after the prayer service.)

Leader 1: Today, as we celebrate the feast of the Holy Family, let's think about Jesus, Mary, and Joseph and what their family life must have been like. The Holy Family were real flesh and blood people and very much like us. They laughed and played together, enjoyed one another's company and conversation, worked with and for one another, shared meals, and prayed together. They enjoyed one another's successes and comforted one another in times of disappointment and trouble. They were patient with one another.

Leader 2: Jesus, Mary, and Joseph were called to do all the things we are called to do as a family. Let's ask the Holy Family to be with us in our efforts to be a holy and happy family.

Jesus, Mary, and Joseph, be with our family always. Help us to be patient, loving, understanding, and forgiving in good times and in bad.

When someone gets a present...

Response: Jesus, Mary, and Joseph, be with us.

When someone doesn't get a present...**R**

When someone gets a good report card...**R**

When someone gets a bad report card...**R**

When someone is generous and unselfish...**R**

When someone is stingy and selfish...**R**



Dear King George...

Cross Curricular Focus: History/Social Sciences

In the late 1700's the American colonists were becoming dissatisfied with their relationship with King George III. They didn't think he was doing the things that a good leader should do. What's more, he was doing things like charging unfair taxes and making colonists open their homes for soldiers to live with them. Colonists were feeling kind of far away from their king to begin with, and, as you may know, long distance relationships don't often last very long. Something needed to change. Colonists had begun to **rebel**.

When the Second Continental Congress met in Philadelphia in 1776, the committee selected Thomas Jefferson to be in charge of a small group who would write a letter to King George III. He had already proven himself to be an honorable man, a knowledgeable man, and an excellent writer. Writing the letter was kind of a dangerous thing, because it would be received as treason by the king, going against the lawful ruler. People who were associated with this letter could be imprisoned or killed for expressing their desire to become independent from the king.

Jefferson's historic letter became known as the Declaration of Independence. It was very much like a break-up letter that might be exchanged between a boyfriend and a girlfriend. It listed all the reasons that the colonists thought the king was not being a very good king. It said that the king and the colonists should break their relationship with each other, and each should go their own way. Congress approved the Declaration of Independence on July 4, 1776. The members of the Second Continental Congress all signed it at the bottom. One of the men would become famous for his signature. Remember, signing the document would put a person at risk for severe punishment or death. Not wanting the king to overlook his name, John Hancock signed in huge letters. Even though those events took place long ago, he is remembered by name whenever something requires a signature. You may have heard someone request a signature by asking, "would you put your John Hancock right here?"

Questions for Dear King George

Answer questions 1-5 on a piece of loose-leaf paper. Make sure to repeat the question in your answer. Highlight and number where in the text you found information to help you with each answer.

1. In paragraph 1, what does the word **rebel** mean? What direct words or phrases from the selection help you to figure out the meaning of rebel?
2. What were three reasons that colonists were becoming dissatisfied with King George III and needed a change?
3. In paragraph 2, what does the word **treason** mean? What direct words or phrases from the selection help you to figure out the meaning of treason?
4. Why was the writing and signing of the Declaration of Independence such a risk for all men involved? Use two facts from the selection to support your answer.
5. Why is John Hancock considered one of the most famous signers of the Declaration of Independence?

REFERENCE & INFORMATION SKILLS

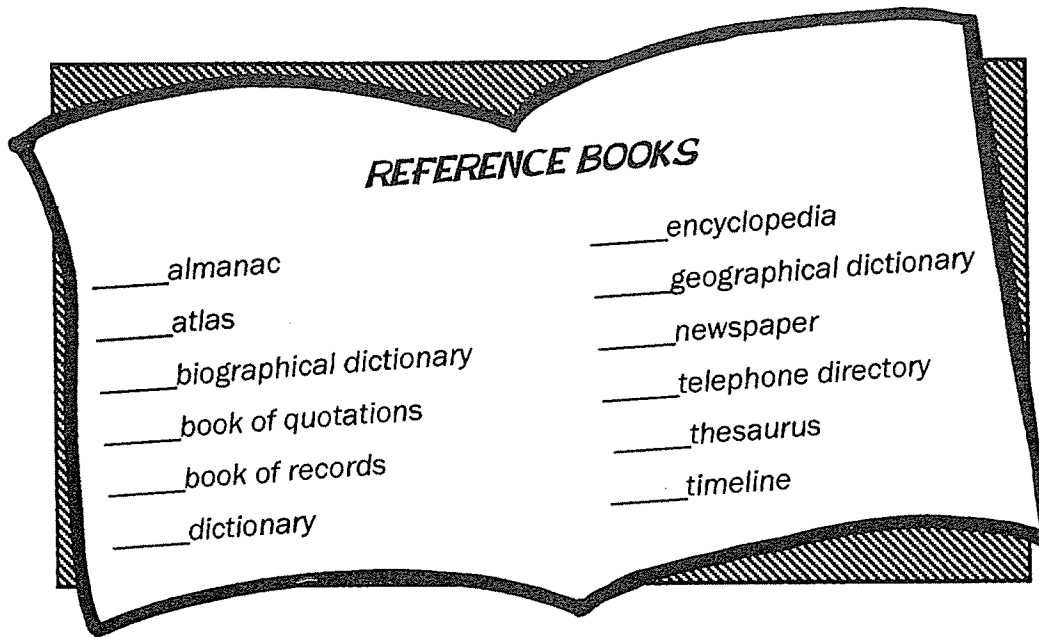
Name _____

Possible Correct Answers: 75

Date _____

Your Correct Answers: _____

Match the names of each reference book on the detective's notepad with the correct description. Write the number of the description on the line before the correct book name.



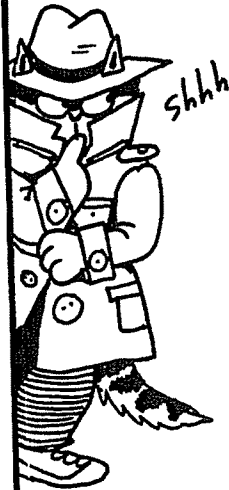
1. a collection of words and their synonyms
2. a collection of maps bound into a book
3. a book of interesting or important statements that have been made
4. a collection of words arranged alphabetically, that gives information about the words' meanings, uses, forms, pronunciations, and histories
5. a collection of information in one or more volumes on many subjects, gathered together in articles that are alphabetically arranged
6. a collection of articles telling about the lives of people and their accomplishments, arranged alphabetically
7. a sequential list of events represented by a diagram and arranged by dates
8. a book that is published yearly, containing a variety of general and numerical information
9. a book of current records of sporting events and various other events and accomplishments
10. an alphabetical listing of the names of places in the world and their descriptions and locations



DAY 4

Which reference should you use to find each of the following kinds of information?
Choose the best reference for each task from the detective's list.
Write the letter of the reference on the line.

- A. atlas**
B. almanac
C. biographical dictionary
D. dictionary
E. encyclopedia
F. encyclopedia index
G. geographical dictionary
H. Guinness Book of Records
I. index of quotations
J. Internet
K. library catalog
L. newspaper
M. quotation index
N. telephone directory
O. thesaurus



- _____ 11. if this word is spelled correctly: *ambidexterous*
_____ 12. a history of the word *carousel*
_____ 13. the first woman to climb Mt. Everest
_____ 14. five words that mean the same as *mystery*
_____ 15. the location of China's largest cities
_____ 16. the title of a book of poetry by John Ciardi
_____ 17. the history of the abominable snowman
_____ 18. who said, "Give me liberty or give me death!"
_____ 19. a list of exterminators in your area
_____ 20. the correct pronunciation of the word *petit fours*
_____ 21. the author of the book, *Never Eat Peanuts in Church*
_____ 22. the present population of Alabama
_____ 23. the climate of Malaysia
_____ 24. products produced in Turkey
_____ 25. a weather forecast for tomorrow in your city
_____ 26. a short biography of Eleanor Roosevelt
_____ 27. the cost of a book about Harry Potter
_____ 28. an antonym for the word *obnoxious*
_____ 29. a good hotel in Bangkok, Thailand
_____ 30. the latest Olympic Gold medalist in men's figure skating
_____ 31. a weather forecast for tomorrow in Budapest, Hungary
_____ 32. the titles of some books by the author, Nathaniel Hawthorne
_____ 33. the name of the current record holder for bathtub racing
_____ 34. which encyclopedia volumes give information about global warming

Practice Master 45

Health

Name: Days 1-3 (BARRY)

Date: _____

VIOLENCE PREVENTION

Here are some sentences about violence prevention. Put a check mark in the blank beside each sentence that gives you good advice about how to avoid violence. Then explain why each sentence is or is not good advice. Use complete sentences.

_____ 1. Anger is a dangerous emotion, so you should never be angry.

_____ 2. Even though it can seem like a quick solution, violence is never a positive solution to any problem.

_____ 3. If someone acts violently toward you, you have no choice but to respond with violence.

_____ 4. One good way to resolve a conflict is to stay calm and allow each person the chance to explain his or her side.

_____ 5. Compromises are only for situations that have already become violent.

Name _____

Native Americans and Horses

Native Americans did not always have horses. It wasn't until the sixteenth century that the Spaniards brought horses to America. At that time, Native Americans still used dogs to carry their packs while hunting. When the Native Americans first saw horses, they called them "big dogs" since they had no word for this new animal in their vocabulary. Southwest Native Americans acquired horses by raiding Spanish settlements. Gradually, they were introduced to the Northern Plains tribes as well. Horses greatly changed the Native American way of life. Now they could travel faster, carry heavier loads, and hunt more easily. War parties rode horses into battle to raid and fight; escape could be made quickly. In time, the horse became a status symbol. The bridegroom's family gave horses to the parents of the bride. Also, wealth was measured by the number of horses owned.

Read the paragraphs above. Then answer the questions.

1. **Who** brought the first horses to America? _____

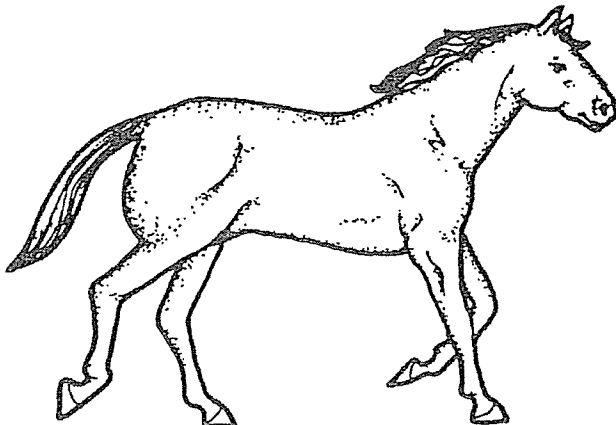
2. **What** was the Native American name for horses? _____

3. **Where** in America were horses first introduced? _____

4. **When** was the horse first brought to America? _____

5. **Why** were horses important to Native Americans? _____

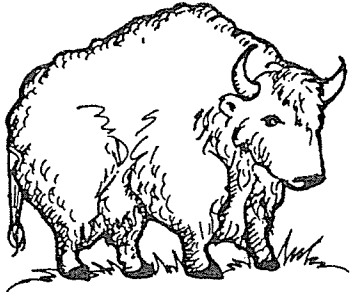
6. **How** did Native Americans first acquire horses? _____



Challenge:

You are a newspaper reporter. Use your answers to the six questions above to write a news story about the Native American and horses.

The Buffalo



Buffaloes played an important role in the lives of the Plains tribes. Their meat provided food and their hides were used for clothing and shelter. Bowstrings and sewing equipment were made from buffalo sinew. Bones were crafted into cooking utensils and toys for the children. Rawhide was made into lacings, moccasin soles and parfleches. (Parfleches were skin pouches that were used to carry small utensils and dried meat.)

Hunting for buffalo was no easy task. At first the Native Americans hunted on foot and shot the animals with a bow and arrow. Sometimes hunters would wear a buffalo or wolf skin to mask their human scent so they could get closer to the buffaloes to shoot them. Scouts were sent out to find the herds. Then the hunters lined up in two columns and waved blankets to force the herd toward the edge of a cliff. Other times, buffalo were driven into a corral where they were shot with arrows or clubbed to death.

When Native Americans acquired horses and guns, hunting buffalo became easier. They developed their skills as riders and marksmen. They also became more wasteful and would kill buffalo for sport following in the ways of the white man.

After you have read the paragraph above, write the answers to the clues below. The letters in the boxes will then spell out another name for the American bison.

1. These were made from sinew.

2. They were sent to find the herd.

3. Skin pouches used to carry meat.

4. It was worn to hide human scent.

5. These are shot from bows.

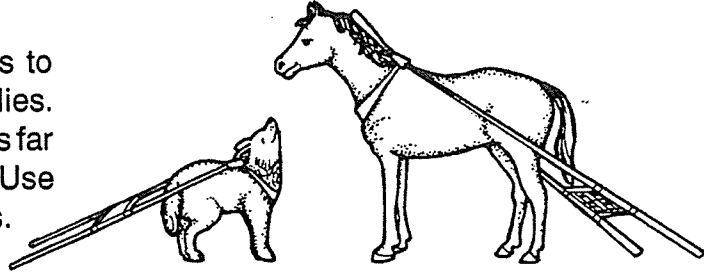
6. They were waved to scare buffaloes.

7. Buffaloes were driven here to be shot.

Answer: _____

Dog Versus Horse

The use of the horse enabled the Plains tribes to travel farther, faster and carry more supplies. Compared to the dog, the horse could go twice as far in a day and could carry four times the weight. Use that information to complete the following tables.



Distance

dog	horse
# of km	# of km
7	
16	
25	
37	
63	
50	
76	

dog	horse
# of km	# of km
	16
	50
	64
	28
	100
	42
	90

dog	horse
# of km	# of km
	20
16	
	48
	202
67	
	88
	880

Weight

dog	horse
# of kg	# of kg
10	
20	
30	
40	
50	
60	
70	
80	

dog	horse
# of kg	# of kg
	16
	40
	80
	28
	36
	8
	32
	12

dog	horse
# of kg	# of kg
	20
16	
	48
	204
67	
	88
	880
12	

Buffalo Facts

How much do you know about buffaloes? You can learn some interesting facts by solving each problem below and writing the answer in the blank. Then read the sentence.

<p>1 $42 + 3 = \underline{\quad}$</p> <p>A buffalo has _____ pairs of ribs; humans have only twelve pairs.</p>	<p>5 $15 \times 6 = \underline{\quad}$</p> <p>The distance between a buffalo's horns is almost _____ cm (35 in.) at its widest point.</p>
<p>2 $560 + 70 = \underline{\quad}$</p> <p>Full-grown bulls (males) stand seven ft. (2.13m) or _____ ft. (2.43m) tall at the hump.</p>	<p>6 $5 \times 82 = \underline{\quad}$</p> <p>Cows (female buffaloes) are much smaller than bulls and seldom weigh more than _____ kg (900 lbs).</p>
<p>3 $130 \times 7 = \underline{\quad}$</p> <p>Bulls weigh between 726 kg (1600 lbs) and _____ kg (2000 lbs).</p>	<p>7 $360 + 60 = \underline{\quad}$</p> <p>A buffalo's height at its shoulders is between 5 1/2 ft. (1.7 m) and _____ ft. (1.8 m).</p>
<p>4 $700 + 70 = \underline{\quad}$</p> <p>A full-grown bull (male) is _____ ft. (3 m) to 12 1/2 ft. (3.8 m) long from the tip of its nose to the end of its tail.</p>	<p>8 $11 \times 50 = \underline{\quad}$</p> <p>In 1850, 20 million (20,000,000) buffalo lived on the western plains. By 1899, only _____ were left!</p>

Challenge:

If 19,999,450 buffaloes died in a 50 year period, how many died on the average each year? _____

Find out how and why that many buffaloes died.

Name _____

DAY 6

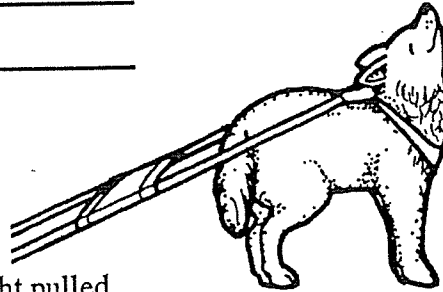
Travois Math

A travois was a device designed by Native Americans of the Plains to carry supplies as they traveled in search of buffalo. It was pulled first by dog and later by horse.

One dog could pull about 50 pounds (22.5 kilograms). Use this information to fill in the following chart.

# of dogs	weight pulled
1	50 lbs (22.5 kg)
2	
3	
4	
5	
6	

# of dogs	weight pulled
20	
17	
36	
42	
10	
65	



# of dogs	weight pulled
10	
20	
30	
40	
50	
60	
70	
80	
90	
100	

# of dogs	weight pulled
102	
116	
247	
893	
421	
600	
205	
740	
907	
334	