

She felt called to religious life and entered the Carmelite convent in Cologne, Germany. Once again, her mother was very upset and wept bitterly as she felt Edith had abandoned them. She took the new name of Sister Teresa Benedicta.



In 1938, the war against the Jews was declared openly. Edith believed that her presence in the convent put the lives of the other Sisters in danger, so she was smuggled out of the country to a Carmelite convent in Holland. However in 1940, the Nazis occupied Holland. Within a short time all Jewish Catholics,

including members of religious orders, were under arrest. The Gestapo arrived for her on 2 August 1942. She placed all her trust in Jesus and instead of thinking about herself, concentrated on trying to care for the terrified children and mothers who were on their way to Auschwitz.

On 9 August, Edith died in the gas chamber. She was canonized on 11 October 1998 by Pope John Paul II.

Activities

1. Sometimes it is hard to believe that Jesus is with us.
 - a) Identify the times you think Jesus was with Edith Stein.
 - b) Recall a difficult time in your own life or in the life of someone you know. Write a prayer to thank Jesus for the ways he helped.
2. Edith's decisions greatly upset her mother.

What caused this suffering?

Do you think she was right to follow her conscience? Explain.
3. Think again about what Jesus said about being a disciple (see page 43-45).

In what ways do you think this teaching influenced Edith Stein?

Proclaiming the Faith



Know why Jesus blessed those persecuted
for doing what is right.
Think of what you can do to help those suffering today.

Blessed are those Persecuted for the sake of Righteousness

Blessed are those who are persecuted for their belief in God for theirs is the kingdom of heaven.

These are the people:

- who have to suffer for teaching others about Jesus,
- who are rejected when they put the teaching of Jesus into practice,
- who speak the truth and stand up for what is right.

Jesus says:

"Do good to those who hate you..." (Luke 6:27).

"Judge not and you shall not be judged ..." (Luke 6:37).

"Love your enemies..." (Luke 6:27).

Let us find examples for these words in the life of Miguel Pro.

Blessed Miguel Pro SJ (1891-1927)

Miguel was born in Mexico. He had ten brothers and sisters. As a child, he was always full of fun and also quite cheeky.

Gradually, he realised that he wanted to become a priest and entered the Society of Jesus, the Jesuits. As the government in Mexico at the time hated Christians and forbade them to practise their faith, Miguel was sent to Jesuit houses in other countries for his priestly training.



When he returned to Mexico, he had to carry out his priestly ministry in secret because, if he was caught wearing priest's clothes, he would have been fined about £2,000. Priests were not allowed to celebrate Mass, hear confessions or

administer the sacraments. Miguel used to dress up as a cleaner or a beggar to visit the homes of Christians. He was fearless and was prepared to risk his life rather than leave people without Mass and the sacraments. He was determined that unjust laws would not stop him from helping the people to practise their faith. On one occasion, he dressed up as a policeman in order to get into a jail to give the last rites, the sacrament of the dying, to men who were condemned to death.

Eventually, the police caught Fr Miguel and threw him into prison. He was given no trial, so there was no opportunity for self-defence. On 23 November 1927, the president ordered that Fr Miguel should be shot. At the moment of his execution, he forgave his executioners and offered all to Jesus. He stretched out his arms like Jesus on the cross and shouted Viva Cristo Rey, 'Long live Christ the King'.



Activities

1. What are the qualities you see in Fr Miguel that you would most like to see in yourself?
2. If Fr. Miguel had obeyed the government and not served the people as a priest:
 - a) What would the people have missed out on?
 - b) Take one of the examples you have given. Explain in detail.
3. In the time of Miguel Pro, priests were not allowed to minister to the people. Schools were not allowed to teach religious education. What effect do you think this could have had on:
 - **Beliefs** – who would young people put their faith in?
 - **Moral values** – what might be their reasons for acting justly or unjustly?
 - **Behaviour** – how might they have behaved if they never heard of the teaching of Jesus?
4. a) Watch the Power Point presentation on Fr. Miguel Pro SJ (CD ROM 5).
 b) Was it morally right for him to disguise himself in order to administer the sacraments? Discuss.

Handing over to God



Understand why Jesus blessed the poor in spirit.
Reflect on what we can learn from Fr. Arrupe.

Blessed are the Poor in Spirit

Jesus began his Sermon on the Mount with “**Blessed are the poor in spirit for theirs is the kingdom of heaven**”. The poor in spirit are those who recognise their need for God and place all their trust in Him. Fr. Pedro Arrupe is an example of the poor in spirit.

Fr. Pedro Arrupe S.J. (1907-1991)

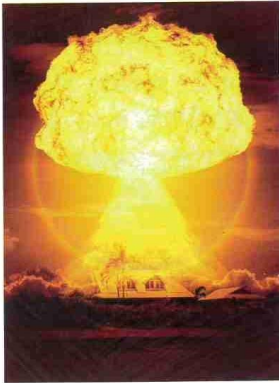
Fr. Arrupe was born in Spain. He was studying medicine at the University of Madrid when he felt God calling him to join the Jesuits. He was later sent as a missionary to Japan in 1938. Following the bombing of Pearl Harbour in 1941, he was arrested by the Japanese and accused of being a spy.

Fr. Pedro was kept in solitary confinement where, most of all, he missed being able to celebrate Mass. On Christmas night 1941, he heard a group of people gathering outside his cell door. He wondered if the time of his execution had come. Then he heard some people singing a Christmas carol, one that he had taught to his own Christian converts. He said, “I was unable to contain myself. I burst into tears. They were my Christians who, heedless of the danger of being themselves imprisoned, had come to console me”.



A month later when he was released from prison, Fr. Pedro moved to Nagatsuka, on the outskirts of Hiroshima, where he was the master of novices for the Japanese mission. On 6 August 1945, he heard the sirens wail as a single American B-29 bomber flew over the city. Suddenly, he heard an enormous explosion which blew in the doors and windows of his house.

He went outside with some novices and saw the first of the 200,000 casualties of the atomic bomb. When they walked up the hill, they saw the city of Hiroshima turning into a lake of fire.



Fr. Pedro decided to use his medical training to help as many casualties as possible. With the assistance of the novices and the other priests, he was able to turn the house into a make-shift hospital for 150 victims. They knew nothing of the dangers of atomic radiation and had only the most basic food and medical supplies. They had to care for people without anaesthetics or modern drugs. Nevertheless, of the 150 wounded that they took in, only one boy died from the effects of his injuries. Fr. Pedro said that it was in the moments of greatest suffering that they felt God closest to them.

Later on, when Fr. Pedro was in Rome as the Superior General of the Jesuits, he suffered a terrible stroke which left him paralyzed for the last ten years of his life. Just before he lost the power of speech, he shared his profound love of God and said:

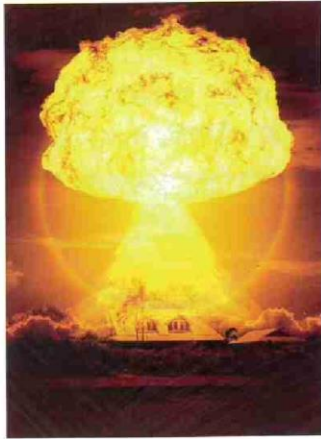


“More than ever, I find myself in the hands of God. This is what I have wanted all my life from my youth. But now there is a difference; the initiative is entirely with God.

It is indeed a profound spiritual experience to know and feel myself so totally in God’s hands.”

Activities

1. a) When the atomic bomb exploded on Hiroshima, what choices did Fr. Pedro have?
b) In what ways do you think he placed all his trust in God?
2. What do you think helped Fr. Pedro most of all when he was left paralysed? What can we learn from him?



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New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	

Grammar sheets

1. Underline the prefix which means 'between'.			2. Underline the suffix which, when added, forms the present tense of the verb.		
<i>sub</i>	<i>inter</i>	<i>anti</i>	<i>walk</i>	<i>er</i>	<i>ing</i>
3. Underline the correct homophone to use in this sentence.			4. Underline the correct homophone to use in this sentence.		
The (<i>tire / tyre</i>) had a puncture.			Keep off the building (<i>sight / site</i>).		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
<i>obvious</i>	<i>obvios</i>	<i>obvius</i>	<i>division</i>	<i>divishun</i>	<i>divition</i>
7-8. Number these words to show their alphabetical order .					
<i>grape</i>		<i>great</i>		<i>grind</i>	<i>ground</i>

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
<i>run</i>	<i>sprint</i>	<i>hurry</i>	<i>race</i>	<i>walk</i>
10. Underline the nouns in the sentence below.		11. Circle the adjectives in the sentence below.		
The hot, summer sun rose up over the hill.				

12-13. Underline two connectives that can be used to compare or contrast .				
<i>unlike</i>	<i>all of a sudden</i>	<i>however</i>	<i>happily</i>	<i>secretly</i>
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition .				

Running for the bus, (David / he) realised (he / David) had left (his / David's) school bag at home.					
16-17. Underline two fronted adverbials that might help signal cause and effect .					
Unfortunately,		Consequently,		Perhaps,	
				For this reason,	
18. Underline the correct word to complete the sentence.			19. Underline the correct word to complete the sentence.		
I have (written / wrote) to you.			They (were / was) playing together.		
20-21. Underline the fronted adverbial . Punctuate this sentence using commas .					
Unfortunately for him the police had seen what he was doing.					
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession .					
The fa i r y s dress was beautiful.			The fa i r i e s wings were silver.		
24-25. Punctuate these sentences using inverted commas (" "), commas (,) and any other punctuation needed..					
Do you want to play tennis asked Jake			Not really replied Jo I'm too tired		
Total:					
		Red (0 – 9)		Yellow (10 – 19)	
				Green (20 – 25)	
1. Underline the prefix which means 'under'.					
sub		inter		anti	
		play		er	
				ing	
2. Underline the suffix which, when added, forms the present tense of the verb.					

I (mite / might) not be home for tea.			She put the (dye / die) on her hair.		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
hideus	hideos	hideous	conclusion	conclushun	conclution
7-8. Number these words to show their alphabetical order .					
drink		drown		drain	
9. Underline the words which have a similar meaning to the word in bold (synonyms).					
shout	cross	yell	holler	bellow	
10. Underline the adverb in the sentence below.			11. Circle the noun phrase in the sentence below.		
Slowly, the old, frail man sat down.					
12-13. Underline two connectives that can be used to compare and contrast .					
tragically	despite	afterwards	eventually	yet	
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition .					
As (he / James) turned over the pages of the book, it began to dawn on (James / him) that (he / James) had heard this story before.					
16-17. Underline two fronted adverbials that might help signal cause and effect .					
Inevitably,	Secondly,	Therefore,	Last year,		
18. Underline the correct word to complete the sentence.			19. Underline the correct word to complete the sentence.		
You could (have / of) gone on the bus.			I have (eaten / ate) all my apple.		
20-21. Underline the fronted adverbial . Punctuate this sentence using commas .					
Later that day Sammy went to visit her friend in hospital.					
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession .					

The c a r s engine roared.

The c a r s engines roared.

24-25. Punctuate these sentences using ***inverted commas*** (“ ”), ***commas*** (,) and any other punctuation needed..

I like your car smiled Danny Thanks said Mark it's new

Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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