

Saint Louis *de* Montfort

Teacher's Manual

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Saint Louis *de* Montfort

Teacher's Manual

a comprehensive companion to the book by
Mary Fabyan Windeatt



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Dear Parents,

Mary Fabyan Windeatt was known as “the storyteller of the saints.” In the 1950s and 60s, she wrote more than twenty historical fiction novels on the saints, bringing to life these holy men and women for young readers across the world. Her unparalleled work strengthened the Catholic Church during and after her own life and will continue to do so in succeeding generations.



TAN Books now offers these companion workbooks meant to test your students’ reading comprehension, instruct them on matters of the Catholic Faith, and bring them closer to each of these great saints. Through engaging and fun activities like crossword puzzles and word searches, as well as through essays and challenging multiple choice questions, they will come to better know the content and sanctity found in each story.

Following this letter, you will find information to help guide you through the steps of introducing this workbook to your students. It is our hope and prayer that these books and workbooks will nourish both the minds and the souls of your children.

In Christ,

TAN Books

Contents and Suggested Schedule

Chapter Reviews: The workbook is composed of a quick review following each chapter intended to help the student comprehend the text (shorter chapters will be bunched together). Within this review are key terms to know, vocabulary and comprehension questions, and an *optional* activity. It is recommended that the student pause after each chapter (or group of chapters) and complete the review. While the chapter reviews are not meant to be graded, **most of the quiz questions will come directly from these reviews.**

**Not all chapters will contain an activity. Most activities will not be covered in the Teacher’s Manual because they often do not require a concrete answer (i.e., writing a prayer, saying the Rosary, etc.)*

Quizzes: There will be three quizzes that break up the lesson reviews following each third of the book. The student should pause to take the assigned quiz for the specified chapters.

**Point scale is provided on each individual quiz (100 Point Total). Points assigned to vocabulary, multiple choice, matching, and narration exercises will vary based on how many there are in each quiz.*

***Students will be allowed to look back through their chapter reviews for the Vocabulary section of the quiz to assist them in completing the crossword puzzle. This is the only section of the quiz they will be allowed to do this for.*

Essay: At the completion of the novel and all the quizzes, each student should write a final essay detailing the virtues the saint displayed and how they might emulate those virtues in their own lives.

**Essay is in the student workbook and should be graded at the parent’s discretion.*

Vocabulary

Your student should have defined the word in **bold** in a similar way to the italicized definition.

1. For several minutes the bishop gazed **moodily** into the fire, heedless of the fact that there had been a knock at the door.

In a gloomy or absent-minded manner

2. The Monsignor bowed again and then placed a **sheaf** of papers before his superior.

Bundle

3. Because of the shabby cloak that **enveloped** him, few at the poorhouse had taken him to be a priest.

Surrounded

4. Scores of people, formerly indifferent to the **plight** of the poor, began to see what they could do to help.

Distressing condition

5. The smile and words were so unexpected that for a moment the matron—a **shrewd** woman—was taken off guard.

Clever or perceptive



Comprehension Questions

Note the suggested response and ensure your student's answer either matches exactly or closely resembles it.

1. What concerns did the Monsignor voice to the bishop, and what did he keep to himself about Father Louis Grignon?

He told the bishop that Father Grignon's clothes were embarrassingly shabby. To himself, he thought of the lack of observance Father Grignon had of nice things and the way he would kneel in prayer on any occasion.

2. What society did Father Grignon start while he was a student at the Seminary?

He founded the Slaves of Jesus, in Mary. He offered himself, body and soul, to the Blessed Virgin for her to do with as she would.

3. How was Father Grignon greeted at the poorhouse?

Everyone was very happy to see him. He had stayed there himself a few months before, so the poor were overjoyed to see him again, and the staff were pleased to have him back to help.

4. What kind of changes did Father Grignon begin to make at the poorhouse?

He began to improve everything about the structure, meals, and cleanliness to make it more fit for people to live.

5. Why were there concerns about Father Grignon's improvements?

The maids, handymen, and other staff felt they had too much work to do. They were beginning to feel like slaves to the poor and did not like feeling belittled.