

THE LP BULLETIN

NOTES, QUOTES, AND LOST COATS

The LP Bulletin #14
November 17th, 2016

UPCOMING LP EVENTS

Tuesday, November 22nd - 3rd Grade to Gibson House
Wednesday, November 23rd - Thanksgiving Feast and Early Dismissal - 12:15
Thursday, November 24th - Thanksgiving - NO SCHOOL
Friday, November 25th - NO SCHOOL
Wednesday, November 30th - 6th Grade to BLS

HEADLINES

It's happening. Whether intended or not, inflamed rhetoric on the national stage has consequences.

According to The Southern Poverty Law Center, in the six days following the election, there were more than 300 reported incidents of intimidating behavior toward minorities, and, in particular, towards Muslims, Latinos and women. And while anecdotes often don't make good evidence, here's one that chilled me. I heard it this week from a former LP parent who heard it second or third hand from people who knew the victim, a young female student at Tufts. This student was on the subway when a man approached her from behind and grabbed her breasts, saying, "I can do this now."

This conduct is not a partisan issue and it is not 'just' a women's issue. It is a *human* issue. And, while we may prefer to avert our eyes from the sort of incident involving the Tufts student because we are personally appalled by it and know *no one* who would do such a thing, we all know the victims-- woman, Muslims, Latinos, and immigrants. And we cannot avert our eyes to them. Silence in the face of bigotry is not an option-- most surely not for responsible adults.

So . . . what about our children? First, they need reassurance that they are safe and that we will keep them safe. But that might not be enough, especially for older children. News about incidents of the type just described-- sordid, shocking, worrisome-- tends to fly through the world quickly and I would expect that our older children will eventually hear and wonder, perhaps worry.

And before they do, we should 'get in front of the issue' in order to help them filter and understand what they hear. I would do that by sharing some (not all) of what we are hearing and ask if they've heard any of the same. Then we should deepen the conversation: Ask if they have theories about why people might say or do something bigoted or hurtful. And ask what they might do if confronted with hateful comments or actions. At a minimum, they should tell an adult; even better is if they have the *courage* to speak up.

Courage, indeed, will be a particularly important quality for us to cultivate in our children if their future increasingly resembles what we have seen in the past week. It can no longer be seen as a quality that we are simply content to admire in others, or

CURRENT 'HABIT OF THE HEAD, THE HEART, AND THE HAND'

Citizenship

WORD OF THE WEEK

Apply
Concede
Responsibility
Indulge
Predicament
Dawdle
Germinate
Tarnish
Flounder
Maneuver
Artifact
Prompt

ATTACHMENTS

[December Calendar](#)



The 4th Grade had their Science Festival this week and everyone did an excellent job. We are looking forward to the rest of the Science Festivals this year!

something that is inexplicably bestowed on some of us and not on others. Courage is a quality of character like any other-- it must be developed and nurtured at an early age before it will become a driving force in a person's life. And, as with all other qualities of character, children learn courage when they have adults in their lives who are unafraid to speak up against bigotry, belittlement and crass conduct, and who are unafraid to speak up for tolerance, respect, and civility even when there may be some 'risk' in doing so.

Here is the link to an excellent Huffington Post article entitled: 'What Should We Tell the Children?'

http://www.huffingtonpost.com/entry/what-should-we-tell-the-children_us_5822aa90e4b0334571e0a30b



Thanksgiving Feast

This Wednesday we will be having our traditional Thanksgiving Feast in the ballroom with pencil pals sharing the meal. We do it in three sessions starting at 9:00 AM with the Third and Sixth grade pencil pals and also with the Kindergarteners, who receive cards from the sixth graders. At 9:30 Grades One and Four will come down, and then at 10:00 Grades Two and Five.

Our menu will be a 'reprise' of last year's, with some minor modifications. Heavy on starch, and without the centerpiece at most tables the following day, it will include mashed potatoes made with milk and butter; (we will make an allergy friendly version with non dairy milk and butter); turkey rice soup made with chicken stock, onion, carrots and celery (we will make some rice soup with vegetable stock and no turkey for any vegetarians); corn bread made from a standard boxed mix (also with an allergy friendly version) ; apple crisp made with apples, gluten free oats, and with a butter substitute; and par-boiled green beans. We will also do a cranberry relish item (for color as well as flavor!) made with cranberries, sugar and oranges.

Maggie has been in communication with the parents of children with allergies that we know of. If we've missed someone, please check with Maggie next week so we can be sure to make the correct accommodation.



Fourth Grade Science Festival

Hooray for our fourth grade scientists. Their research topics this year were:

Eleanor Allen "Candy Snap" Will candy get more brittle or more ductile (bendy) after it is frozen?

Alexa Schmitt "Quickest Route to School" Which route is the quickest and what things might change the time it takes?

Anya Pakhladzhyan "How does a chick breathe inside its shell?" Exploring how chicken eggs work.

Judson Hally "Solar Power" What time of day will provide the most power to a solar panel?

Ashley Uchegbu "Green but Tasty" Does the color of food or drinks affect whether we like them or not?

Christo Velikin "Formula One Racing Cars" How can Formula 1 cars move without spinning wheels or sliding off the road?

Robin Murphy "What sized bottle will flip best? Does the size of a bottle affect bottle-flipping success?"

James Redekopp "Catapult Science" Which angle makes the catapult launch the projectile the furthest?

Oliver Grant "DNA" Do Strawberries, bananas and orange juice have DNA, and is it the same?

Molly Schwechheimer "My Purrfect Experiment" Which cat toy will my cat prefer?

Ruby Sadecki "Timing the Tides" How much time does each tidal zone spend out of water?

Anna Wadlington "Sweet or Salty?" Does your age affect if you have a sweet tooth or a salty tooth?

Carina Fujimoto "Amazing Magnets" Are larger magnets stronger than smaller ones?

Emiliano Pedroza "Camera Obscura" Investigating how a pinhole camera works.

Benjamin DeJesus "Electric Motors" How does the strength of an electromagnet change how a homemade motor works?

Caden Walker "Magnets!" Does temperature of a magnet affect its strength?

Word of the Week: Apply

: to ask formally for something (such as a job, admission to a school, a loan, etc.) usually in writing

: to put or spread (something) on a surface, a part of the body, etc.

: to cause (force, pressure, etc.) to have an effect or to be felt

ANNOUNCEMENTS

A Third Gentle Reminder

Just in case you missed the first two in last week's Bulletin, they were, **first**, a reminder that *our front door officially opens for children at 7:30* (necessary exceptions happily made by prior arrangement with Claire) and, **second**, a request to help us keep our children at dismissal time off *private property--particularly the paths and stairs of adjacent building*.

Today's Gentle Reminder is about **parking at drop off and dismissal**. It is vitally important that we not impede the free flow of traffic in general; that we prevent our children from inadvertently 'dinging' other cars when they open their car door; and that we not block in parked cars by leaving our own cars unattended.

So, a couple of specifics:

When arriving, please pull over so that children opening car doors will not accidentally ding the adjacent cars. (With young children, who have difficulty getting in and out of cars, it may be best to open and close the door yourself. That will likely also speed up the process.) Please, also, pull over enough so there is always good clearance for passing cars and, especially, for wide trucks.

To shorten the impact of our double parking at dismissal, please plan to arrive no earlier than 3:05, and please guide babysitters accordingly.

And please never leave a double-parked car unattended for more than a few seconds. If you wish, for example, to walk your child upstairs, in the morning, please find a metered space before doing so. They are almost always available in the morning along Clarendon Street, or sometimes in the first few spaces of the next block of Marlborough.



Boston Latin Academy **Information Night**

When: *Wednesday December 7, 2016, 6:00 p.m. to 8:00 p.m.*

Where: St. Johns Parish Hall
27 Devens Street Charlestown, MA 02129

What: Boston Latin Academy ("BLA") is one of three exam schools available to residents of Boston students in grades 7-12 admitted based on an exam score and grades. Their motto is "Vita Tua Sit Sincera," which translates to "Let Thy Life Be Sincere."

- ★ Meet the Headmaster Troy Henninger
- ★ Sign up for a student-guided tour at BLA
- ★ Learn about the admission process and deadlines
- ★ Get information about curriculum
- ★ Meet current students and parents to ask questions
- ★ Hear about all the sports and clubs
- ★ Hear about the college preparation and guidance available, including guidance counselors and "PIC"

Please register at <https://goo.gl/forms/obu9zLJQFS9I19U2>

The LP Food Drive

Boxes are available for your donations of non-perishable items. Please place your items in the collection boxes in the lobby at #107 and #110. Our food drive will last until Friday, December 2nd. The food pantry at Rosie's Place will be the recipient of your generosity!

I hope that this collection process provides an occasion to talk with your children about sharing with unknown others, about inequalities of wealth in this country, and about the moral duty imposed on all of us to take care of people in need. Doing so is what makes life worth living.



Auction Survey!

The LP Auction is March 31, 2017. We need your input and suggestions. Please click the link below to complete this short survey!

<https://survs.com/survey/mq151g38a0>



Rent-a-Rainbows

The Rent-a-Rainbows are working very hard to raise money for their trip to DC. They are very grateful for your support and wanted to gently remind you that they are available to help with any holiday chores you might have! - Thank you!



Mothers Out Front

Come Join Us!

DOWNTOWN BOSTON GAS LEAK TAGGING EVENT

December 10th at Noon - Mothers Out Front, an organization dedicated addressing climate change, will be gathering with volunteers and supporters from all over Boston at the intersection of Commonwealth Avenue and Arlington Street in the Back Bay to raise awareness about the estimated **220 methane gas leaks in downtown Boston!** These leaks have been identified and located by National Grid and are damaging our health, killing our trees, impacting our climate, and raising our utility bills - but they are not required to be fixed under current laws since they are not at risk for exploding. Come help us change this by raising awareness of this issue!

After a brief talk by Mothers Out Front organizers, you will have the opportunity to join with other volunteers to go throughout your neighborhood (either into areas of the Back Bay, Beacon Hill or parts of the South End) to put small signs up near the locations of the leaks to share information about methane gas leaks.

Ms. Cesarz Blog

You can now benefit from some of Ms. Cesarz's professional wisdom 24/7 by going to her blog at <http://lpparents.weebly.com/about.html> and reading some of the articles she has posted for your consideration, and, because it is a blog, you can share with others your own insights.

ARTISTS OF THE WEEK

Ancient Egyptian Portrait

Following a wonderful trip to see the Ancient Egyptian collection at the MFA, and a comprehensive study of Egypt in their classroom, First graders drew portraits of themselves as rulers of Ancient Egypt. We discussed the short life of King Tut, also known as The Boy King, and looked at many images of his face and headdress, and learned of his significance in Ancient Egypt. The students used a mixed media process to add color, and many students added extra features and colors to emphasize their power over Egypt.



Sydney Lee, First Grade

Dinosaur Prints

This mixed-media project is an extension of the Second Grade study of fossils and dinosaurs. In science, the students learned exciting facts about fossils. They used this knowledge, and the examination of various images, to create a sketch of a dinosaur. They applied their knowledge of visual texture (the way something looks as if it might feel) to draw an image of a dinosaur. They transferred their textured dinosaur drawing to foam, and printed it as many times as they liked. They then used a wax-resist process to create a prehistoric environment for their dinosaurs.



Lucas Werning, Second Grade

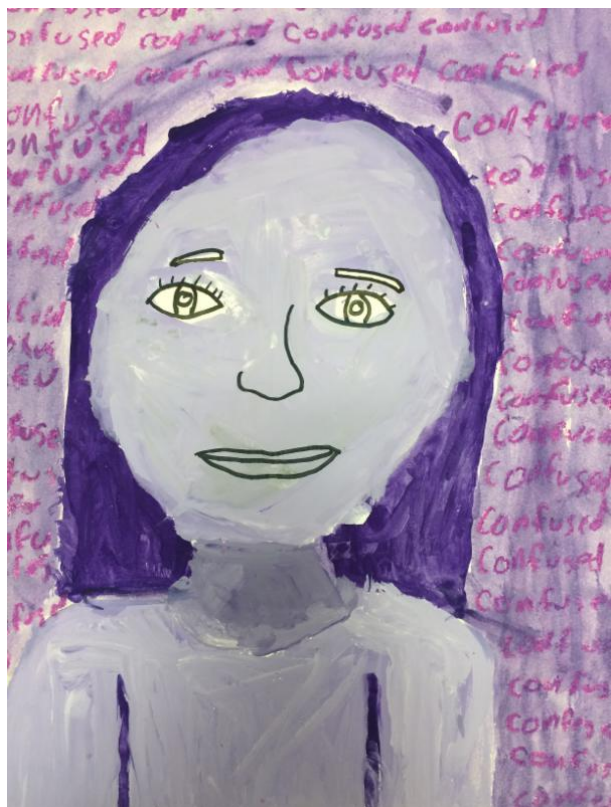
Ancient Roman Vase Scratch Art

In the Third Grade classroom, the students are studying Ancient Rome. For this project, we examined ancient Roman pottery, and observed that while the vessels were used for utilitarian purposes, they were decorated with elaborate designs and reliefs that told stories of military victories, celebrated the gods, and related mythological ideas. The students looked at examples of Roman mythological creatures and designed a vase displaying a story. They used a scratch-art technique with oil pastel, tempera paint, and a special scratching tool to etch their designs.



Yonas Tesfalem, Third Grade

What Mood Are You In? To continue our study of color theory, the sixth grade class discussed how to create mood in our artwork through color relationships. We looked at the color wheel and discovered that certain colors can be used to express certain feelings in artwork, such as the work from Picasso's Blue Period. The students were asked to think about a memory that sparked an intense emotional response. They practiced making emotive facial expressions in the mirror and used pencils to draw the emotion they wanted to represent. They then connected their expression to colors they felt represented that emotion, and used tempera to paint their compositions. They then wrote the emotion they conveyed in the background.



Angela Busard, Sixth Grade

