



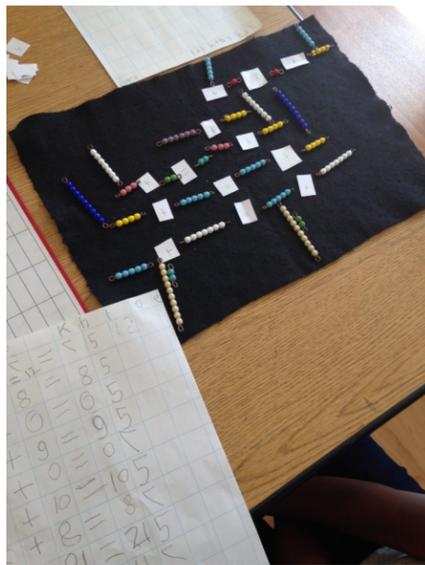
December 2016 / January 2017 Monarch Minutes

Classroom Updates

Ms. Nashid / Elementary



Enter our classroom and you will find an environment that is organized, friendly, and buzzing with activities! The students are happy, engaged in work, and finding the value of collaboration. Areas of interest include phonics, timelines, chains, story writing, and math, math, math!



Grace and courtesy also play a major factor in our environment. Learning to share, listen to others, and take turns are skills that will help our students value not only members of our classroom community, but society as a whole. We are off to a GREAT start and look forward to moving in the right direction!

Ms. Pilette / Elementary

Did you know that another important election took place on November 8? As adults all over the country went to the polling places, the children in Room 107 also participated in a democratic vote for Student Council representatives. This activity was a culmination of the third grade unit on Government. After learning about the history behind the creation of the United States and the desire for a new type of government, the third graders then learned about the three branches of government and the important role they each play in our democracy. We then focused on the history of voting



A student contemplates who she will vote for to represent her in Student Council

rights in our country and the importance of having the right to vote. Finally, after reading various texts about how campaigns are run as well as an excerpt from a speech Michelle Obama gave citing the qualities of a leader, the candidates wrote and gave their speeches to their constituents. The whole class by then had learned about the Electoral College and each person was randomly chosen to represent a different state and consequently a different amount of Electoral Votes. Through a secret ballot system, everyone in the class voted for their chosen candidates and the votes were tallied by the entire group.

The children brought up many important insights, such as the importance of a secret ballot, the importance of the checks and balance system, the importance of freedom of speech, and most importantly the importance of having a say in who will represent you. Great job to all the brave students who ran for Student Council!

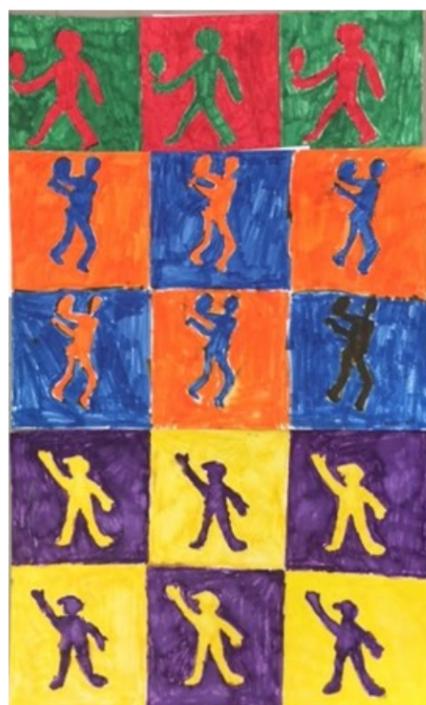
Ms. Lombardo / Art Room

First Grade Students studied American Artist Romare Bearden's masterwork, *The Block*, to learn how to use shapes to create a cityscape showing foreground, middle-ground and background in a work of art.



Second Grade Students learned about some of the traditions of the Mexican holiday, Dia de Muertos. They used paint and oil pastel to create their own calacas (skeletons) which are hanging in the annex.

Third Grade Students studied the concept of surrealism and looked at work by Salvador Dali. We read the children's book, *Cloudy With A Chance of Meatballs*, and created surreal self portraits where the skies rained various objects.



Fourth Grade Students learned about figure drawing from life, creating a stencil, using complimentary colors, and making a composition based on multiples inspired by American artist Andy Warhol.

(Continued on page 2)

Classroom Updates

Fifth / Sixth Grade Students looked at work by American artist Wayne Thiebaud and how he uses value to create the illusion of 3D space on a 2D surface. They then created their own compositions using value in oil pastel to show form.



Seventh / Eight Grade Students learned about value and abstract patterns to create gridded portraits inspired by American artist Chuck Close. They used mathematical translation to scale the work proportionally.



All School Family Art Night sponsored by the PTSO featured Emily Bray from the Phillips Collection and The Migration Series by American artist Jacob Lawrence. Students and their families learned a little about Lawrence and created art describing a narrative from their own lives.



Ms. Chambers / Science

On November 15, I accompanied four seventh graders to the Think It Up Conference—a student powered, teacher led, and crowd funded workshop—to present their idea of writing, producing, and performing an interactive play about Henrietta Lacks. I am so overwhelmingly proud of the work they have put into every step of this.

Their end goal is to perform and/or distribute video copies of their performance (as well as activities for teachers to use with their students) to area middle schools. For 2.5 hours they participated in workshops and presented their project on a board for feedback. We were happy to be invited and allowed to participate.

We were even more excited to win the Empathy Award for their project idea and a \$1000 kickstart grant to make it happen! (If our project exceeds the initial grant, Think It Up will assist us with raising the remaining funds!)

So, over the next few months, we will be working at a feverish pace to make sure that we can hold our first performance in late spring (after PARCC, of course)! But we could not have gotten this far without all of you, our parents, colleagues, and supporters!

The kids wanted me to extend their thanks and to give shout-outs as well! (A few of mine are in here as well.) Here we go...

Mrs. Davis: For sending Ms. Chambers the information for the conference, and giving birth to the wonderful Jaylee

The Robinsons, Brown-Weavers, and Briscoes: For creating such fascinating human beings.

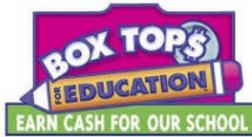
Mr. Eatman: For allowing us to do what we do best—be kids in the best school ever!

Ms. Kim: For agreeing to help us write our play
Mr. Ben, Madame Hylton, and Mr. Strother: For letting us miss class yesterday (November 15)!

From the kids: Ms. Chambers!

December 2016

Clipping Box Tops is one of the easiest ways to make money for our wonderful school.



Box Tops products are perfect for the fall/winter holiday season! Ziploc food storage products, Hefty paper plates and cups, Hefty garbage bags, some Kleenex tissues, Annie's mac & cheese, Green Giant fresh veggies, Progresso soups and broths, Nature Valley granola bars and Mott's apple juices and applesauces are just some of the many products that have valuable Box Tops. And new to Box Tops for Education, some Lysol brand products!

Many thanks to the families who have diligently brought in Box Tops thus far this school year. Keep clipping!!! The goal is \$1000!

For more information go to: <http://www.BTFE.com>

Parents!

If you have any of the following items at home, the Art Room could use them.

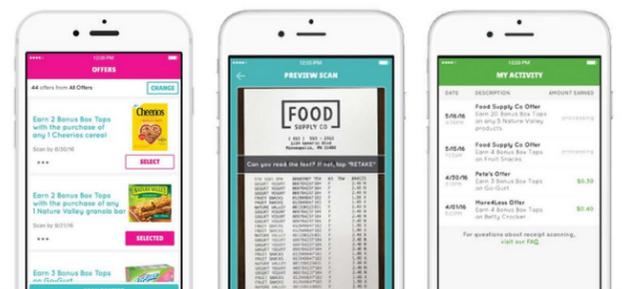
Thank you!

- Old National Geographic Magazines
- Newspapers
- Wrapping paper scraps or any patterned paper
- Baby Wipes

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Student Writing from the Adolescent Program With Ms. Kim

Thwaites' Life

Alona Robinson

The character traits that Roald Dahl uses to describe Thwaites in his memoir, *Boy: Tales of Childhood* are that he's a know-it-all and he is gullible. Thwaites is an eight year old boy who's father is a doctor. Thwaites father catches him eating liquorice bootlaces and he lectures him about how they're made. His father tells him a story that the candy is made out of rats, which Thwaites believes. Thwaites instructs his friends to not eat any candy because he thinks he knows everything about candy and the human body. Thwaites believes everything his dad tells him. Because his dad is a doctor, he naturally feels his dad knows everything. For example, Thwaites tells his friends that a gobstopper at the sweet shop changes color when you suck it because of your spit. Thwaites says in the text, "It's your spit that makes a gobstopper change colour." This shows that Thwaites always believes what people say so he tells people what he hears. In conclusion, Thwaites is described as gullible and a know-it-all to Roald Dahl.

A Raisin in the Sun

Kallista Robinson

In Hansberry's last scene she writes, "He finally come into his manhood today, didn't he? Kind of like a rainbow after the rain..."(151). When mama says that Walter has finally come into his manhood that means that he finally matured and became a man. Mr. Lindner, the representative of the all-white Clyburn Park area, is someone who is trying to stop Mama's dream -- to buy a house in that neighborhood. He offers them more money than they paid for the house so they won't buy it. Walter has become a man when he tells Mr. Lindner that they will not take the money, this is because they are a proud family. They are determined to buy the house. Mama and Ruth both have had a dream to live in a bigger house and in a better part of town. When Mama describes Walter as, "kind of like a rainbow after the rain", Mama means that since Walter never really succeeded in life, he lived under a cloud and under a rainy, gloomy fog. This puts people's moods down. When Mr. Lindner tried to prevent the family from moving into their new home, Walter manned up, he displayed pride for himself and his family, and like a rainbow, his colors shined through.

Race ≠ opportunity

Jasmine Smith

"If there is a lack of equality then there is no opportunity"

Racism has always been a problem for humanity, it has dimmed the opportunities of multiple races and cultures for centuries. Discrimination in the Americas first started when Christopher Columbus brought "new" discoveries and products to the New World — he forever altered the lives of Native Americans, African Americans and their descendants; this alternation can still be seen today in multiple ways. For example, the police brutality that's occurring. Racism comes in numerous forms and can happen anywhere. In the play, *A Raisin in the Sun* by Lorraine Hansberry, Racism occurs when Walter and his family are trying to obtain a home. This is still a big issue, especially with the amount of immigration that has been occurring. In *The Washington Post* article, "Showdown Over Oil Pipeline Becomes a National Movement for Native Americans" by Joe Helm, he discusses the US government's plan to place a pipeline on Native American sacred grounds. *The Journal of Christopher Columbus* revised by Cecil Jane describes Columbus' land and the Tainos, who he instantly assumes have no creed and are ignorant because of their lack of clothing and the fact that they were not Caucasian. Lastly, Jane Yolen's picture book, *Encounter*, paints a tragic and prophetic picture of the Europeans' arrival to the New World from the perspective of a young Taino boy. These acts of racism happened both in the past and it has influenced the current racial climate. During all of the times in which these texts are set, people were and are being unjustly judged and discriminated against because of the color of their skin or the culture they belong to. Opportunities have been taken away from people unjustly, and it has left others feeling helpless and powerless. I think, as a African American woman that racism is altogether an ignorant ideal and that the differences between all people should bring us together; consistency can sometimes get boring so you should branch out.

In the play, *A Raisin in the Sun* by Lorraine Hansberry, racism is executed and can be seen multiple times towards the Younger family. The Youngers are trying to leave their southside Chicago slum to obtain a residence in a community that is predominantly Caucasian during a time when racial mixing of any kind is not socially acceptable to some. They are asked by Mr. Lindner, the representative of the "welcoming committee" to move elsewhere because they believe that "Negro families are happier when they live in their own communities" (118). When they decline the request of the white community, money is used to influence the family's decision. "... we are prepared to make your family a very generous offer..." (118). This is an example of residential discrimination. The community that the Younger family is trying to join objects to racial mixing, and they are so adamant that they are willing to pay the family to not move there. By the end of the play the family decides to disregard the bribe and threats that the community have made against them, they determine that they deserve to live there because they worked hard and that was what their deceased father wanted and worked for.

In the *Washington Post* article "Showdown Over Oil Pipeline Becomes a National Movement for Native Americans" by Joe Helm, he focuses on racial, cultural, and religious discrimination against Native Americans. The U.S. government has made a plan to place a pipeline on a piece of land that is sacred to the Standing Rock Sioux Nation. There are broken promises, trespassing, police brutality, and disregard for the safety and health of innocent people. Examples of this maltreatment is when Native Americans were peacefully protesting the building of the pipeline and pepper spray

and guard dogs were used as force against them. "When tribe members... six protesters were bitten." This is an exemplification of how people in power, primarily Caucasians lie and cheat to get what they want. The U.S. government lied to the Standing Rock Sioux Nation, they overlooked the law that protects the sacred land of the Native Americans. "The reservation sued the Corps of Engineers... historic preservation."

In *The Journal of Christopher Columbus* revised by Cecil Jane, Columbus describes the Tainos, the indigenous people of Hispaniola as illiterate, uneducated people with "no creed". He takes advantage of the compassion that is shown towards him, he subjects his religion, culture and beliefs upon the Tainos, and he fools them into coming back to Spain with him to become servants. "They should be good servants... I believe that they would easily be made Christians, for it appeared to me that they had no creed." This is an exemplar of manipulation and prejudices against the thought to be inferior race. Columbus believed that the Tainos were uneducated with no creed and was helping them by subjecting them to his way of living, and by doing them this great favor they were obligated to become servants for him and the king that he served.

In the picture book *Encounter* by Jane Yolen, a narrative from the perspective of a young Taino boy. The young boy has a dream and sees it as a warning, he sees in his dream evil looking bird creatures, ships. When he wakes from his dream the ships are at the bay of his inland and they have brought strange looking men. "... strange creatures, men but not men"(4). He pleaded to his chief to listen to his warning of a dream and dismiss the visitors "Do not welcome them here," I begged him. "My dream is a warning"(2). But the chief doesn't listen. "You are but a child"(2). As the story goes on the Taino boy sees that the foreign visitors are evil and manipulative. "I watched their chief smile. It was a serpent smile— no lips and all teeth"(14). The foreign visitors forced the Taino boy and his people to undertake their religion, culture and beliefs up until the point where the only way you could tell them apart was by the difference in their complexion. "So it was we lost our land to the strangers from the sky... and all the people in every land"(25). This book is an illustration of assimilation. The Tainos acquire the social and psychological characteristics of the dominant people, the Europeans.

In conclusion, racism has and is affecting a lot of people in various ways. It has left people feeling powerless, hopeless but most of all empowered. The discrimination against the Native Americans and African Americans have resulted in coalescing of the minority races. In Cannon Ball, N.D. where the pipeline battle is going on, thousands of Native American from all over the country have traveled to the North Dakota reservation camp to show their support. White Bull, a member of the standing Rock Sioux Tribal council said "It's making us whole. It's making us many oyate — one nation. We're not alone." Racism is still a very big problem but no one is going through it alone, there is always someone you can confide in with that problem. Racism is something that should bring a race together, to fight against it. It is not something that should result in assimilation or submission, you should be proud to be the race that you are, who you are, and where you come from. Racism is an ongoing problem that will never go away as long as there are people with backwards thinking, but you should never let anyone do anything that makes you doubt the power you have inside you.

PTSO News & Notes

PTSO Community Events

The PTSO hosted several community events so far this school year. We had a fun time at our **Parents and Staff Night Out**. Thank you to **Laura Zehr** for organizing and **The Pug** for hosting. Families enjoyed popcorn while snuggled up to The Incredibles during our outdoor **Movie Night**. Thank you to **Betsy Abdella** for running that event and **Fulcrum Properties** for sponsoring. Our community had a spooktacular time at our annual **Haunted Harvest**. Thank you to **Shelly Pratt** who chaired the event and to all the volunteers who made that night a success. And finally, our students, parents and teachers learned about artist Jacob Lawrence and drew art reflecting their story of moving at **Family Art Night**. Thank you to **Brooke Rosenblatt and Ben Barbin** for organizing that event.

And thank you to everyone who came out to these events. We hope it gave you an opportunity to connect with the school community. Looking forward to more fun events next year!

Donation Days - 2017-2018 Annual Giving Campaign

The winter break is almost here which means its almost the end of our donation drive. So far we have raised \$18,200! Thank you to those who have supported the school. Many of you have generously donated your time to help with the school, PTSO events, and classroom events. Many of you have also given to our donation drive. We aim for 100% participation in both giving your time and making a monetary donation that makes sense for your family.

If 300 families give \$20 a month for the next three months that's \$18,000! If those families give \$50 a month for that same period, we will raise over \$45,000. It adds up quickly so please give what you can! **There will be 2 more donation days coming up: December 7th and 8th.** Forms are available on those donation days and always available on our website at capitolhillmontessorischool.org. You drop off the form on a donation day or any time in the PTSO box in the main office.

Happy Holidays. Have a safe and fun winter break!

—Erika Hoppes
President, CHM PTSO

Annual Online Auction

Our annual online auction will be held from **April 3rd to April 12th**. We are adding a fun Auction Night Party on **April 6**, a free social event for parents, featuring several great auction items, and activities for kids.

This is our biggest fundraiser designed to raise the bulk of the money we need to support our classrooms and school for next year. There are lots of ways you can help meet our overall goal of \$75,000! If you have an idea related to the below areas, please email Elizabeth Nash at ecabotnash@gmail.com. Many businesses are already being solicited by the fundraising committee and we don't want to duplicate our efforts!

- (1) **Sponsors:** Do you know a company that will give us cash in exchange for high-level promotion on our website, the auction website, in email communications, and on banners around the school?
- (2) **Donors:** Do you know a *restaurant or bar* that could donate a gift card? Do you know a business owner who wants to donate a *service* (think spa treatment, handyman service, etc.)? Do you have a *property* we can auction off for a vacation stay? Do you know a *hotel or amusement park* that will auction off a stay or trip? Do you have access to *sporting tickets or music events*? Anything that we can auction off for money will work!
- (3) **Special CHML dinner or social gathering:** In the past, families have offered to auction a dinner at their house – one price per person – cooking a regional or family specialty of their choice. Or you could offer a social gathering (dessert night, wine & cheese, brunch) You can limit the number of people and set your own parameters. It's a great way to have a group of parents to your house, socialize with others, and raise money for the school. If you are interested, I'm happy to talk more about it.
- (4) **Class art project:** Are you willing to work with your child's teacher and fellow students to auction off a one of kind item for auction? If so, reach out to Jackie Davidson at mariehornyak@gmail.com or contact your teacher directly.

Montessori Child @ Home

Italian Holiday Festival

American Art Museum, Kogod Courtyard
Saturday, December 10
11:30 am - 3:00 pm
Free. All ages

There's no place like SAAM for the holidays. To celebrate the vibrant culture of Italy, Simona Rodano returns as The Italian Fairy to engage kids with the beauty of her native language. Along with Nutcracker ballet and winter-themed crafts, this festival will have all the music and Italian flair you'll need to get in the spirit of this joyful season.

<http://americanart.si.edu/calendar/event.cfm?trumbaEmbed=view%3Devent%26eventid%3D121225635>

DC Public Library - Northeast Library

Lego Club
Sunday, December 11 & Sunday, January 8
1:00 pm
Free. Ages 5-12

Get brains thinking and fingers building with the Northeast Library Lego Club! We'll have challenges and free play to get the ideas flowing!

DC Public Library - Northeast Library

Yoga Storytime
Saturday, December 17
2:00 pm
Free. Ages 3-7

Join us on Saturdays at 2:00 p.m. for a Yoga Storytime with local instructor Crystal Waitekus! Go on an adventure with yoga! This special class will feature songs, music, and lots of creative yoga games. Children ages 3 to 7 will build literacy skills and healthy bodies during this fun, informative program!

Space for this class is limited! You can sign up in person at the children's desk on the second floor or by calling the desk at 202-698-0183. Additionally, as this is an exercise class, parents or guardians should be prepared to sign a physical activity waiver/permission slip the day of the program.

Yoga and mindfulness have many benefits for children, including flexibility, alertness, and a greater sense of calm, so reserve your spot today!

Amending America Family Day

National Archives, Boeing Learning Center, Washington, DC
Wednesday, December 28
10:00 am
Free. Ages 6+

Only 27 times out of 11,000+ proposals have Americans changed, or amended, the Constitution. Come explore some of the successful and not so successful proposals and figure out the answer to how do you change the Constitution?

<https://www.archivesfoundation.org/event/amending-america-family-day-2>

Martin Luther King, Jr. Memorial

Daily except December 25
24 hours
Free. All ages

As you explore the Martin Luther King, Jr. Memorial, you will have views of quotes from throughout King's lifetime and of a striking sculpture of the civil rights leader. You will also have views of [cherry trees](#) and the Tidal Basin.

Ranger programs and site tours are available throughout the day. Look for signs in the memorial for the next program's location and start time. Ask a ranger if you have questions about the memorial!

Kids can pick up a Junior Ranger booklet at the information window at the bookstore. The book is filled with activities to explore the National Mall and Memorial Parks and find out more about the memorials. Nearby points of interest include the District of Columbia War Memorial and the Franklin Delano Roosevelt Memorial.

<https://www.nps.gov/mlkm/planyourvisit/things2do.htm>

Spotlight on Montessori Materials

This year's Monarch Minutes articles about Primary Montessori will focus on the four main areas of the room, rather than on specific lessons. Each child's experience in the Primary Montessori classroom begins with Practical Life, so we will begin with an article about the Practical Life presentations and materials.

Dr. Maria Montessori's work with young children showed her that they were interested in doing the activities that adults do in everyday life. They didn't want to just play tea party, they wanted to actually learn how to make and serve real tea. They wanted to be active contributors to their own everyday, real lives. She realized that if they didn't pour real tea from real pitchers into real cups, they wouldn't know when to stop the flow of liquid. Dr. Montessori knew that she needed to provide the children with furniture and materials that were real, but also child-sized, for them to receive accurate feedback from their interactions and experiences. She knew the importance of providing the children with opportunities to practice and repeat everyday activities of housekeeping (with the Care of the Environment materials) and self-care (with the Care of the Person materials). Fostering a love and eagerness for these activities gave the children a gift to enjoy these things for the rest of their lives. In creating this environment for children that contained real-life activities to fit a child's size, she was creating a special and unique place for them; what we refer to as the Prepared Environment of the Children's House. This was a place where they could come and do things that they weren't allowed or able to do at home. She realized the importance of creating an environment that nurtured and protected the children's growth and development. She allowed them to be themselves and to participate in the activities that they yearned to try. The Practical Life exercises allowed them to fulfill some basic needs: caring for the world around them, caring for themselves, interacting with each other, and fostering their physical growth and development.



Wood, Brass, and Mirror Polishing; Coloring; Cutting; Collage; Painting

In the Practical Life area, the Care of the Environment exercises give the children the skills to take care of the world around them. They learn how to wash a table and water a plant, among many other activities. These exercises start out as repetition of movements for the sake of how it feels to practice and repeat. At some point the children realize the importance of washing a table in order to take care of their environment and that a plant needs water to live. Many of the movements in these exercises are preparing them for future movements such as writing. The Care of the Person exercises show the children how to take care of themselves. They learn how to wash their hands, zip a zipper, and tie a bow, just to name a few of the lessons they receive. These exercises are valuable for pure hygienic reasons and also for creating a strong self-image. The children feel great satisfaction in being able to care for themselves and those around them. The Social Relations exercises, also known as Grace and Courtesy lessons, focus on social graces. Children are very social and greatly enjoy verbal interactions. These exercises give them the language to use to convey their social feelings towards one another, as well as the means to live peacefully together in their classroom community. The Analysis and Control of Movement exercises (Walking on the Line and the Silence Game) help the children develop their bodies physically and gain awareness of how their bodies move and work. Focusing on movement helps children become aware of how their bodies fit into their environment. Another part of Practical Life is the children's work with the Exercises of Expression (art and sewing materials). These materials foster their creativity and self-expression.

All aspects of the Practical Life exercises give the children the tools to be independent and self-sufficient. The Practical Life materials call to the young children because they allow them to choose work and gain skills that they have previously seen only adults do. Since the materials are child-sized, the children are encouraged, rather than frustrated, by them. This promotes repetition, which leads to concentration, which aids in each child's self-construction. The Practical Life area lays the foundation for all of the work the children do in the future.

—Sarah Kaufman-Relph



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