



DIORAMA AT MUSEUM

31st HOME/SCHOOL CONNECTION

Thursday, 6/13/13



- BUNKER HILL:** On Thursday, we went on our field trip to Bunker Hill (really Breed's Hill). The reason we went is because being on the very spot where an event took place can make history come alive for some people better than reading or seeing a little video.

- What about you? Did going there help you connect to something that took place 238 years ago?

Another focus of the trip was to hear less well-known stories about people and events that took place during the battle. You found out that over 100 African and Native Americans fought on that day along with the other Continental soldiers. For example, some of you read about a man named Salem Poor. Salem Poor was born a slave in or around Salem, Massachusetts around 1747. He got that name because he belonged (terrible word to think about) to a man named John Poor Jr. Somehow, Salem Poor was able to earn enough money to buy his freedom. At the age of 28, Salem enlisted in a regiment, and soon after that, he and 1200 colonial troops under the command of William Prescott, were sent to Charlestown and instructed to build a redoubt (earthen fortification) on the top of the hills. They used pick axes and shovels and worked quickly and quietly throughout the night. The British did find out and mounted an attack. Two times, the colonial forces held them off even as canons were shooting at them, but on the third assault, the colonial forces ran out of ammunition and lost the battle. Some of you heard an amazing story of the first British soldier to climb over the colonial redoubt. He was killed and fell back into the arms of his son! That is the story that Patrick, our Park Ranger told us. Not only did Patrick describe the battle, you got to observe the impressive dioramas and huge 360-degree mural of the battle. Unfortunately, half of you did not get to climb to the top of the monument due to a tourist throwing up at the top. It was very disappointing but perhaps it made the trip more memorable in some ways. If you didn't get to go up, might you go there with your family this summer?

- What part of the field trip did you most enjoy or find interesting?

- MOB MENTALITY and the TRAIN:** On the way home, almost the whole 5th grade rushed onto the train because they saw most of the seats were empty and wanted to grab one. Your teachers were upset by the frantic and inconsiderate way students behaved. If there had been a small child or frail person on the train, they would have been bowled over. During recess on Friday, we discussed 'mob mentality' and how dangerous it can be. Groups of people can 'lose their head' and people can get hurt in the process. I am hoping it was a lesson to you about maintaining your own calm and decision making if you are ever in a group that is doing something you wouldn't do if you were alone.

- What did our discussion make you think about? Do your parents have stories of being in situations where something like that happened?

- COLONIAL FAIR: On Wednesday you participated in our Colonial Fair in the theatre. You spoke to parents, teachers, and eight classes of children. You got many, many compliments for your posters, objects and ability to share a lot of the information you learned. How was it for you? What parts of the project (making the poster, building the object, taking notes, speaking in public) taught you the most?
- BOOK GROUP: By this Monday, you will have finished the book for this round of book groups. Have you enjoyed the book? Was it a good book for a book group? Why do you say that? What question or comments did someone in your book group say that made you think differently about your book? What could YOU do to make the discussion better? After having shared your reading responses and listening to the reading responses of your group members, what do you think makes the reading responses better?
- INTRO TO ADOLESCENCE: We reviewed your maturity responses to the situation about the 6th grader named Ronald who was physically more mature but not as mature emotionally. We also began to focus on social maturity and what can happen socially when you go through adolescence. We talked about how friendships can change and shift, and we began to talk about pressures you might face at this age or around this age. How do you see yourself or your peers becoming more mature? What are areas socially where you realize *you* or your peers could become more mature?
- REVIEW OPTICS TEST: How did you do? What questions do you still need to review? Are you going to stay with Ms. Stark after school on Monday to go over some parts of the test? No matter what you got, I want you to review parts you did not fully understand. Don't forget to bring your test back in to school on Monday. I just need to use it for your retakes/review and then I will send it home again next Friday in your Friday Folder.
- POINTS DAY: You voted on how you will use your points. On Wednesday, June 26th, we are going to have a water fight, change into p.j.'s or comfy clothes, watch a movie, and then go to 16 Handles to get frozen yoghurt. Somewhere in there, we will eat lunch and maybe have a game of capture the flag or soccer outside. Our class made a HUGE list of possible movies to watch. What movies are you hoping for? Some of you weren't sure if they were rated PG. If you have an idea for a movie you want us to watch but don't know if it is appropriate for school or not, perhaps you can do some research on it. We will vote for the movie we will watch on Monday.
- ANYTHING ELSE? Did you like the 6th, 7th, 8th Grade COB performance? What will you do next year in terms of band, orchestra, or chorus? What's going on in Library, Art, Music, P.E., C.O.B., and Chinese? What is happening in Read Aloud? Anything else?

Due: MONDAY. Parent Signature: _____

Parent Comments:

Student Rating: 1-5. Please say why.