



IMPORTANT DATES AND REMINDERS

Monday, May 6 - Friday, May 10
Teacher Appreciation Week

Tuesday, May 7
Picture Day!

Friday, May 10
Kindergarten Classes (K1/K2) to Farm School

Saturday, May 11, 7:00pm-11:00pm
The Mission Hill Get Down

May 03, 2019

Volume 22, Issue 26

Terrance Roberts

Dear Mission Hill School Friends, Families, Students and Staff,

We have begun our work in the final theme for the school year, *Struggle for Justice: The African American Experience* and are engaging in discussions throughout the school about what it means to struggle for justice, how that struggle has looked in the past and how it continues to play out today. Not only are we studying different historical events in this struggle but also learning about the people who have served as warriors and heroes in this fight; the walls of our school will soon be adorned with the portraits of African Americans whom our students have chosen to honor for their contributions to this struggle and who inspire us to keep fighting as well.

It is with great honor and excitement that we will welcome one of these heroes, Dr. Terrence Roberts, to speak with our community on Thursday, May 9th. Dr. Roberts is one of the “Little Rock Nine” who desegregated Central High School in Little Rock, Arkansas in 1957. As a 15 year old eleventh grader, he joined eight other students and became one of the first nine black students to go to a formerly segregated public high school in Little Rock. Dr. Roberts is a graduate of California State University at Los Angeles (BA), and UCLA (MSW) and obtained his Ph.D. in Psychology from Southern Illinois University in Carbondale, Illinois. He continues his work in promoting fairness and equity as the CEO of Terrence Roberts Consulting, a management consultant firm devoted to fair and equitable practices in business and industry. He has written books about his experiences at Central High School in *Lessons from Little Rock* and *Simple, Not Easy: Reflections on Community, Social Responsibility and Tolerance* and is a sought out speaker and lecturer on many topics.

One of the essential questions we have been working to address during this theme is “How does struggle create change?” Dr. Roberts is the embodiment of struggle creating change. We are eager to hear Dr. Roberts share his story with us and to learn from his experiences. Students have begun to ponder what questions they want to ask him; we know this is an incredible opportunity the Mission Hill community has been granted. This visit will inspire us all as we continue to work to understand the origins and impact of racism on our daily lives and seek ways to combat racism in our world so that we, like Dr. Roberts and so many other African Americans, can make an impact in this struggle for justice as well.

More information about Dr. Robert’s work is available at his website: Terrenceroberts.com

Jenna Hadley-Goss
(7th & 8th grade teacher)

Vanessa Allaway
(5th - 8th grade learning coach)

KINDERGARTEN

Room 106

Kathy, Liana & June

We have been learning about two women named Harriet. We learned about Harriet Tubman and Harriet Powers. We Learned about Harriet Tubman's journey to freedom. We also learned that once she was free, she returned to the South to help others escape to freedom.

The children learned that the North Star was what folks used at night to guide their way. We also learned that during the day people looked on trees to find moss growing. Moss grows on the north side of trees. This was helped peopleful to navigate.

Along the way people helped enslaved peopleslaves by making their homes part of the Underground Railroad. We learned that quilts were placed on roofs and porches to indicate when it was safe to enter. Quilts They were also used to send messages. We have been looking closely at the quilt square North Star.

This connected us with Harriet Powers. Harriet was also enslaved. She used scraps of fabric to make quilts that told stories. One of her quilts is currently at The Museum of Fine Arts Boston. It is very fragile and not kept on permanent exhibit.

-Kathy

Room 107

Jada & Manny

As we delve deeper into this new theme, we recently asked the Dragon Kitties, "What does it mean to be free?", they responded in following ways:

- Jonathan R.- It is if you go in a trap and they accidentally did that to you, they let you free.
- Jonathan V. - It is when the police let you free and you can go to your home and be happy.
- Alessandra- It means to play anything whenever you want. You can be free forever.
- Will- It is when you are in the jail and the police officer says you didn't do it and they let you out of jail.
- Josue- Free means like no more slavery for you. Slavery is when you're trapped and you can't get free and you have to do a lot of work.
- Joy- It means to run away from your parents and be with nobody else except yourself.
- Adin- It means to be free out of jail.
- Eddy- It means you are out of school.
- Abubakar- It means to go outside. You go to the big playground and play.

- Areli- It means to go to Egypt. I love to go there.

-Jada

Room 108

Geralyn & Donna

The Rainbow Fish have been working on drawing family portraits. We began by discussing what a family portrait is. We then moved onto small group work and read two books, *The Case for Loving - The Fight for Interracial Marriage* by Selina Alko and *The Great Big Book of Families* by Mary Hoffman. We discussed some of the things we noticed: families can be the same color or different colors; some families are small and some are big; some members are born into the family while others are adopted; pets can be part of a family; and some members of the family have the same hair, different hair or no hair at all. We then discussed our own families. Who do we consider family? How many people are in our family? We used paper and pencil and started a rough draft of our portraits. It was great to see how some approached their drawing with forethought while others 'got right to it'. Some had confidence; others had some trepidation but each one persevered and were reassured that they would have more opportunity to continue working on their portraits. All are welcome to see our works in progress.

-Ms. Donna

Room 109

Katie & Mary

The Rainbow Butterflies have been learning about Dr Martin Luther King Jr's March on Washington. We read Martin's Big Words and The Youngest Marcher, and we talked about rights. The children have discussed many things that could be considered a right: education, food, air, clothing, enough money, a home, safety. Children are just starting to understand these big concepts.

During April break, I visited Washington DC and took a picture in front of the Washington Monument. When we came back to school, the children used blocks to build their own Washington Monuments. Their buildings were tall - the tallest they have built this year. They have built many versions of the monument, and it has been interesting for the children to switch from pyramids to this famous obelisk.

In Washington DC, I also visited the National Museum of African American History and Culture. This visit is prompting me to think about our current theme and the importance of talking about this history with children.

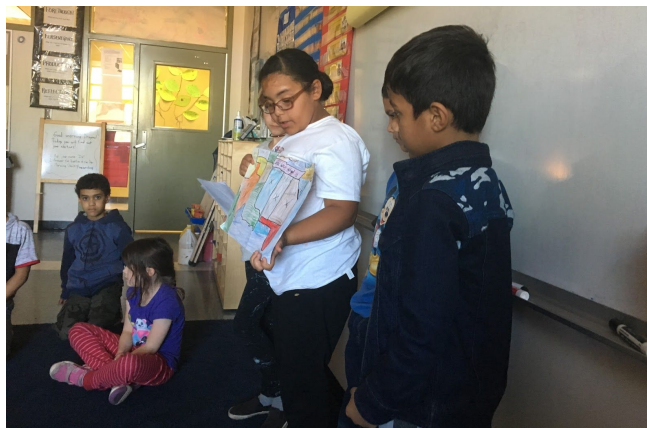
-Katie



Student from Katie's room building blocks!



Photos above and below from room 216!



GRADES 1 & 2

Room 205

Ashleigh & Alana

What an exciting week! We combined our poetry study and civil rights unit by writing poems about the civil rights movement. We have been writing acrostic, rhyming, and repeating poems. During project time, students researched civil rights leaders and wrote biographies about them. During math we are learning to solve word problems with

a missing number, and comparison-problems. The students were eager to start their elective this week. Electives will be 2-3 pm each Friday. On Thursdays we continue to enjoy learning outdoors. We hope you enjoy your weekend!

-Ashleigh

Room 216

Danny & Felicia

The Dragons are studying the Civil Rights Movement in the Deep South for our final theme of the year. To begin, we took a step back to learn more about slavery in the United States so that we could make connections between these times in history. Last week students worked in groups to research a topic and prepare a presentation for the class in only two days! There was

much frantic searching for the phrase “Jamestown, Virginia” in books, looking for any image of a train that might be connected to the “Underground Railroad” and so on. Once every group found their topic and read about it, they began to construct a project to share with the group. Isaac’s group worked on a drawing of Harriet Tubman leading slaves to freedom along the Underground Railroad. Anish drew a map for his group so they could label states affected by the Emancipation Proclamation. Ethan’s group built a scene out of Legos to show slaves being freed after the ratification of the 13th amendment. As we go forward in our theme, students will be learning about and making projects connected to school segregation in the South.

-Danny

Room 217

Kate & Stephanie

I wanted to write a message to the Mission Hill Community to share my plans for next year. I have already shared this information with my class. This summer, my husband, Jake, and I are moving to Burlington, Vermont. We are thrilled to move up to the Green Mountain State to be closer to Jake’s family



and the outdoor activities we love so

Students from room 204 leaning up our outdoor community!

much. It has always been a goal of ours to live in the mountains and now feels like the right time in our lives and careers. I have loved getting to work with you and your children during my time at Mission Hill School. I’ve learned so much from them and have so many joyful memories. Change is always hard but I will bring my many positive experiences to my new school in Vermont.

-Kate

GRADES 3 & 4

Room 203

Jenerra & Mayra

Our first week back from April vacation was busy and full. Along with the start of Electives and our first session of the Math MCAS, we also acknowledged Earth Day. Earth Day was the Monday we returned and it

provided a great opportunity for us to “be kind” to our surroundings. After watching a video that informed us about when Earth Day was started (?), by whom (?) and for what purpose (?), we put on our plastic gloves, grabbed some paper bags and took a walk

around the school. Our mission? To pick up as much trash as we could to not only be kind to the earth, but our school community.

As we walked, unfortunately we found lots of trash, everything from hair ties to empty bottles. There were many comments of surprise at the things we found and that we found so much! At the end of our walk it was time for recess. We posed for a quick picture to remember our efforts and pledged to do another walk or two before school is out. My favorite line of the day....“Hey Miss Jenerra! We’re the cleaning Ninjas!” Yes we are!

-Jenerra

Room 207

Amanda & Amina

This year, the third and fourth grade has been on almost 10 field trips. As 3/4th grade teachers, we acknowledge that there are many amazing opportunities to explore in our city. We have certainly taken advantage of the opportunities

our city provides. As we travel to and from the place-based

CLASSROOM NEWS

learning opportunity, we explain the importance of respecting our city. Students learn to clean up after themselves, move to the side as someone pass on the sidewalk and quietly ride public transportation. On a recent trip, students were sitting on the train. Kyle noticed an older adult get on the train. As she was looking for a seat, he stood up and offered her a place to sit. His kindness did not go unnoticed. Spectators on the train thanked him for his kindness. It was striking to see how the kindness of one influenced others as another adult offered him his seat. Thank you Kyle for being a role model for community members across our city. We will continue to practice these skills as we travel around our city.

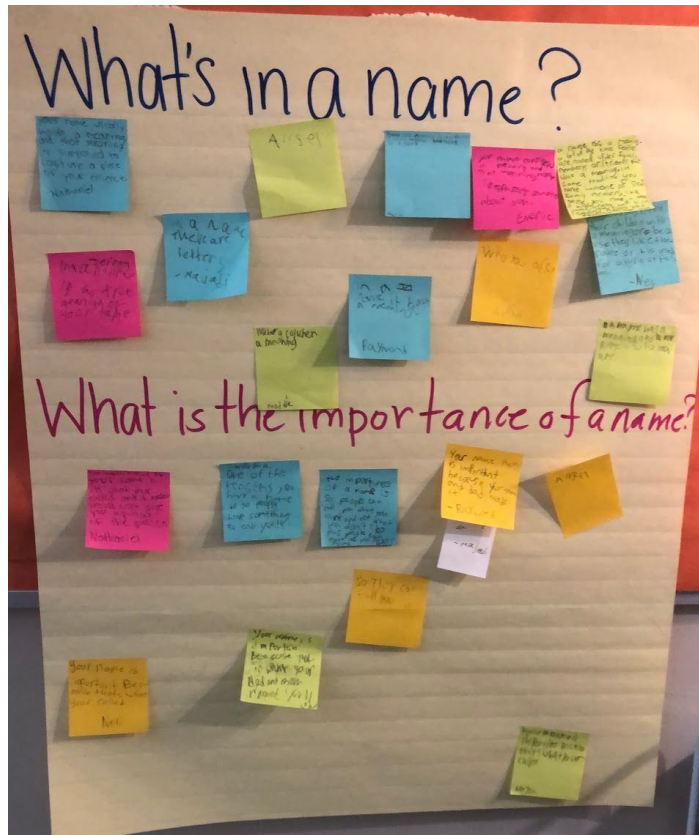
-Amanda

Room 212 Cleata & Ayan

The Panther's began our struggle for justice Theme, The African American Experience with questions about identity. We explored questions such as "What is the importance of a name?" and "What if someone calls you a name you do not want



to be called?" Some response from the Panthers are,



Students from 207 using the MBTA to explore the city!
Name poster submitted by room 212!

The importance of a name is so people can call you what you want and what you don't like,

plus people can recognize you by your name."
'Parents usually name their children with a meaning or because they like a that name or if its used for a type of person.'
"If someone calls me a name I'd tell them that my name is Neli and I'd get angry."

"If someone calls me a name I would try and stay calm and not get angry, If I was able to stay calm I would tell them that's not my name, If I get angry I might call them a name."
Please come and see other responses to our discussions on name and identity.

-Cleata

GRADES 5 & 6

Room 210 Nakia & Kat

No news. Check back next Week!

Room 215 Abdi & Courtney M.

In Room 215, we have talked about the role technology plays in our lives, identifying not only how communication technology makes things easier but also is essential to our lives. Students reflected on how the use of their smartphones, computers and

iPads for essential things compared to using them for entertainment. A few of us volunteered to participate in the National Screen-Free Week, and here's who is doing what:

- Noah will go screen-free on Thursday
- Enya screen-free on Thursday
- Eva screen-free on Friday
- Cole is screen-free on Tuesday
- Chani is also screen-free on Tuesday
- Michelle and Jayden G. will be screen-free on Friday
- Ares is screen-free on Monday
- Liam is screen-free on Mon, Tues, Wed, and Thursday
- Ms. C will be screen-free on Thursday
- Abdi is screen-free on Thursday and Friday

Please join us and pick one day or half a day to be screen-free.

-Abdi

GRADES 7 & 8

Room 213

Jenna & Natel

At Mission Hill, spring means electives time! Electives are an exciting opportunity for staff to bring some of their passions into

the classroom that are outside the realm of their normal teaching experience and an opportunity for students to try something new. Students in 7th and 8th grade are involved in electives ranging from Ultimate Frisbee and basketball to calligraphy and engineering; this past Friday was their first chance to jump into these classes and hone the skills they already have or try a new skill altogether. As a teacher, it was also exciting for me to run my elective for the first time and engage with students in a totally different way; where I typically work with 7th and 8th graders on math and theme work, with my elective I am playing soccer and riding trikes with preschoolers! This requires a completely different mindset and brings a whole new set of challenges. Despite the rain, it was really fun to be with younger learners as we worked on passing the soccer ball with each other and even got to shoot on the net!

-Jenna

Room 214

Reginald & Frances

The 7th graders sat at a table with Ms. Frances. The 8th

graders sat next to me. We are reviewing the portfolio assignments. In a few minutes, the 7th graders will begin to brainstorm ideas for their Beyond The Classroom portfolio and the 8th graders will do the same for the Book Comparison.

There is a good vibe in the room. The mood is serious, but there isn't a high level of anxiety. There are no surprises. Many of the 8th graders feel prepared, "this is easy" they say. That's good. We have been working toward these assignments for two years. The challenge will be how much work happens during the April break. I remind them that in order to complete everything by the deadline, they need to work from home. Each day, spend a few minutes writing their essays and completing their worktags.

There are always hurdles along the way during portfolio season. The MCAS tests for example. However, this groups feels prepared to take on the challenges.

-Reginald

Ayla Gavins, Principal

Deborah Meier, Founder

Laura Perille, Interim Superintendent

Mission Hill K-8 School

A Boston Public Pilot School

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2019 MISSION HILL
SCHOOL STAFF
APPRECIATION WEEK



***BECAUSE YOU
LIFT US***

UP

Hello Families,

We will celebrate Mission Hill School Staff Appreciation Week **Monday, May 6 - Friday, May 10.**

Please see below for the designated day for your classes.

Grade	Responsible for
Monday, May 6th: Grades 7-8	Breakfast
Tuesday, May 7th: Grades 5-6	Refreshing drinks and Snacks
Wednesday, May 8th: K-Quad Families	Lunch
Thursday, May 9th: Grades 1-2	Healthy Snacks (Fresh Fruit, Granola, etc.)
Friday, May 10th: Grades 3 & 4	Desserts (cupcakes, cookies, etc.)

Let's show the Mission Hill School staff how much we appreciate them!

If you have any questions/suggestions or need support, please reach out to the family council at familycouncil@missionhillschool.org

Thank you!

Family Council Team

LET'S
GO
CRAZY

MISSION HILL
GET DOWN PARTY!

SATURDAY, MAY 11TH

7:00PM — 11:00PM

SPONTANEOUS CELEBRATIONS

TICKETS \$25.00 ON [EVENTBRITE.COM](https://www.eventbrite.com)
OR TICKETS AT THE DOOR

MUSIC, DRINKS, DANCING
AND FUN COME AS YOU
WERE BACK IN THE DAY.

IF THE COST IS PROHIBITIVE— NO PROBLEM!
JUST GET A FREE TICKET FROM MHS OFFICE
OR LET US KNOW AT THE DOOR.

Party
LIKE ITS
1999

ADULTS ONLY