

# The Hillel Gazette

TEACH. EMPOWER. INSPIRE.

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## Tefillin-Making Project Michael Kahen, 7th Grade

This year, seventh and eighth grade boys are becoming bar-mitzvah. Our very own Rabbi Swigard and Rabbi Tsaidi introduced a tefillin-making program for incoming boys who are becoming bar-mitzvah. The program informs seventh and eighth grade boys about what tefillin is and why we put it on. We learned that we wear tefillin because we want to remind ourselves about the bondage we've been through in Egypt.

The group of 50 boys goes through an intensive one-week program on building tefillin. The first Friday of the program, there was a briefing on what tefillin is and why we use it. After that, the real program began. Every day from Monday through Thursday, we had two sessions a day, one in the morning and one after lunch. Every day they reminded us of the ten rules that made the tefillin kosher. Day after day, we took our unmade tefillin and kept adding to them to make them tefillin. We spray painted them, we folded them, we embedded the "shin" in them, we added straps to them, we weaved them, and much more.



Above: Rabbi Tsaidi, surrounded by 7th and 8th graders, works to complete a handmade tefillin.

After the briefing they showed us what the tefillin is going to be made out of, which is goat skin. They took the leather then dipped it in strong chemicals. The person performing this is called borski, and he explained that the reason we dip the goat skin in these chemicals is because it's in the name of Hashem, and this process makes the leather holy. He is taking the leather and instead of perhaps using it to make a basketball or baseball mit, he is making leather straps - he is using the leather to make something more holy. According to the Halacha, being the wife of a borski is just grounds for divorce because when the man comes home, he smells really bad! (Continued on page 38).

## Rav Rimon Visits Hillel Sarah Nachimson, 8th Grade



Above: Rav Rimon speaks emphatically with a small group of students and faculty.

When Rav Rimon visited Harkham Hillel Hebrew Academy to give lessons and Shiurim, both faculty and students alike were in awe. "He told so many beautiful stories," says Judaic Studies Principal Rabbi Tsaidi, of Rav Rimon's Motzei Shabbat shiur. "One of them that I remember is that he told us one time, when an Israeli soldier was in a tank, he wanted to know if he could daven. Tefillin cannot be put on in a smelly place, and being in a tank with no bathrooms for ten days can become really disgusting. An American rabbi was with him, and turned to him and said 'Of course he doesn't have to put tefillin on in a tank.' To which Rav Rimon replied, 'He is not looking for an excuse to get out of davening, he is looking for a way to daven. Because these Israeli soldiers, they want to daven to Hashem so badly.'" Rav Rimon is an esteemed figure in the Judaic community. Some of his many accomplishments include founding the Halacha Education Center, which is currently used

as curriculum by many schools including Hillel, and establishing a responsa center, which answers halachic queries from around the world. He is the founder and Chairman of JobKaif, which he launched after the disengagement to assist Gush Katif evacuees re-integrate into their livelihood and society. In 2008, he was awarded the President's Prize of Volunteerism by President Shimon Peres. He was also awarded the Moskowitz Prize for Zionism in 2014. (Continued on page 38).

## Message from Student Council

**Dear Hillel Students, Faculty and Friends,**

The Hillel Middle School Student Council has had a busy last few months of school. During one of our past Hillel Voice assemblies, all the middle school students participated in creating Shabbat kits for those in the hospital. It was very meaningful to all the students to participate in this active chessed.

Additionally, STUCO's eighth grade leaders created a fun and exciting day for our middle school on Yom Haatzmaut! We went to Camp Brandis Bardin for a competitive Color War filled with ruach and teamwork. We ended off the day with a great barbecue and celebrating the winning team. Congratulations Green team!!!

We completed our last Hillel Voice, in which we voted on our next STUCO leaders. All the students had an action-packed few weeks, preparing for their campaigns and speeches. Friday, June 2nd, was Election Day. Great work to all of the candidates!

Looking forward to finishing off the school year strong!

Hillel Middle School Student Council  
Written by Yaelle Shaye and Daniel Sentchuk, 7th Grade

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## Hillel Celebrates Yom Haatzmaut Eemunah Garmaise, 6th Grade

This year was a special Yom Haatzmaut. We are celebrating 69 years of Israel's independence. We are also celebrating 50 years of Yerushalyim being united.

On Yom Haatzmaut, students started off the day by releasing blue and white balloons into the sky, creating a beautiful scene. The eighth grade girls performed a flag dance to the Yerushalyim song. In the few weeks leading up to the flag dance, eighth grade worked hard to master the precision and energy that it required. With that said, they did an amazing job.

Then there was a school-wide dance at the yard followed by a march around the block where students waved Israeli flags. Elementary school participated in round robin style day, learning and experiencing the new Jerusalem and the old Jerusalem. One of the highlights of the day was to visit a recreated Maachane Yehuda Shuk (open air market) using Israeli currency and Ivrit language to make their purchases. Grades 5-8 were bussed to Brandeis Bardin where they got the chance to experience the feeling of nature and outdoors in Israel. Students were divided into twelve groups. Six of the groups were themed Yerushalyim Hachadasha and the other six groups were Yerushalyim Haatakia. They were competing all day and doing team building activities, creating their own anthem and flag and breaking through the walls of Yerushalyim. "We got to be together and do fun activities that we don't usually do together," says seventh grader Abigail Benhaghazar. There was a kumzitz and BBQ of hot dogs, hamburgers and baked potatoes. The highlight of the day was participating in the escape room. It was an amazing, fun-filled trip for all.

### יום העצמאות בהלל!

Dorin Rabbanian, 7th Grade

מדינת ישראל בת 69! כל שנה אנחנו חוגגים את יום העצמאות בבית הספר הלל. השנה, אנחנו חגגנו את יום העצמאות בסימן חמישים שנה לאיחוד ירושלים. בתחילת היום, אנחנו מתפללים, ואחר כך כל התלמידים הולכים לחצר לחגוג בריקודים ושירים. היו 500 בלונים (עשר פעמים 50) בצבע כחול ולבן, כמו הדגל הישראלי שהתלמידים שיחררו לשמים. כל שנה, כיתה ה' בנות מכינות ריקוד דגלנות בשביל יום העצמאות. השנה הן רקדו לפי השיר "ירושלים" וסיימו עם דגל ירושלים. כשסיימו את הדגלנות כל תלמידי בית הספר רקדו עם שירים ישראלים. אחר כך, היתה צעדה מסביב לבית הספר עם דגלי ישראל. תלמידי חטיבת הביניים, ותלמידי כיתה ה' נסעו למחנה ברנדייס ברדין. במחנה המורים חילקו את התלמידים לשתי קבוצות; ירושלים החדשה וירושלים העתיקה. היו במחנה שש תחנות. אחת מהתחנות, הייתה "חדר בריחה" (escape room). בחדר הזה, התלמידים קיבלו משימות הקשורות לירושלים וארץ ישראל. בסוף, התלמידים היו צריכים לחבר פאזל שהיה כתוב עליו "הר הבית בידינו" קראו בקול וכך יצאו מהחדר. זה היה מאד מרגש. בתחנה אחרת, התלמידים כתבו שיר על ירושלים והם שרו את זה בסוף היום בקומזיץ. בסוף, אכלנו ברביקו ודיברנו על חוויות היום ביחד. כאשר סיימנו לאכול, עלינו לאוטובוסים וחזרנו להלל. יום שכל תלמיד זוכר אותו. אני כבר מחכה לחגיגות של שנת ה70 למדינת ישראל!

### יום העצמאות בהלל ובלוס אנג'לס

Liam Abucasis, 8th Grade

ביום העצמאות אנחנו חוגגים את היום הולדת של ישראל. כל שנה אנחנו חוגגים את יום העצמאות בה' באייר. בבית הספר הלל אנחנו חוגגים את יום העצמאות עם ריקודים ושירים. אנחנו גם הולכים מסביב לשכונה שלנו ורוקדים עם דגלים כדי להראות לכולם את אהבה שלנו לישראל. הילדים בחטיבת הביניים בבית ספר הלל הלכו לפארק ושיחקו משחקים, התקיימה תחרות גדולה בין 2 קבוצות - הקבוצה הירוקה והקבוצה הכחולה. בסוף היום הקבוצה הירוקה ניצחה את המשחק. אחרי שבוע היה פסטיבל גדול ברנצ'ו פארק בלוס אנג'לס וחגגנו את היום הולדת של ישראל.

## Day in the Life of Rabbi Sufrin

Emunah Garmaise and Alexa Heumann, 6th Grade

How does the Head of School spend his day? To begin, you should know who Rabbi Sufrin is. He is the head of school. What does that job title mean to him? "A big responsibility." What exactly is that big responsibility? Have you ever wondered what goes on behind the closed doors of Rabbi Sufrin's office? Of course, you go to the Oakhurst office to get a late note or to call your mom if you forgot your homework, but if you walk forward, down two doors, then you will see an office with dark wood flooring, a shelf with pictures of Rabbi Sufrin's grandchildren and books and a desk in the center. There is a TV screen, flipping through a montage with pictures of school events.

Walking into the interview for this article, we knew very little about how Rabbi Sufrin spends his day. But we came armed with the knowledge that he has a packed day, making sure Hillel is running smoothly. We were determined to figure out how Rabbi Sufrin spends his day so we could better appreciate his hard work on our behalf.

Rabbi Sufrin is an extremely busy person. To illustrate that, I will say that during the interview, he had to take a call, so the interview was done in two segments.

First, we asked Rabbi Sufrin a bit about his morning schedule at Hillel. "I daven with a minyan every morning. Sometimes, I daven with the middle school, which is nice," Rabbi Sufrin shared. "I usually arrive at the school at around 7:30 in the morning a.m."

Rabbi Sufrin loves greeting the students and staff when he first gets here and wishing them a good morning with a smile on his face. Next, he makes his way to his office, to take care of anything that might be on his desk that needs to be done right away. "Next, I check my email," says Rabbi Sufrin. It takes 15-20 minutes to do this.

At some point in the morning, Rabbi Sufrin has a few meetings, either with parents, staff or donors. His favorite part of the morning? "Walking around the building, interacting with the students, watching the learning."

The second half of our interview happened around 1:00 pm, when Amber, his executive assistant, was heating up his lunch. Rabbi Sufrin usually eats lunch around this time. He doesn't take a break for lunch; usually Rabbi Sufrin just eats at his desk and continues working. Rabbi Sufrin usually attends and holds several meetings daily. After lunch, he fields concerns and questions. "At some point in the day, there's usually an off-campus engagement, like meetings or programs." On some days, Rabbi Sufrin tries to leave the office by 6:00 p.m. to 6:30 p.m., but on other days, there are meetings. By this time, it's around 7:30 p.m. After Rabbi Sufrin comes back, he meets with community members or board people.

A funny story that Rabbi Sufrin related to us is the following: "Some of our younger students think that a head of school can do magic. A lot of times, very young children ask me for vacation, better hot lunch, or they ask me to eliminate allergies so that peanut butter can be allowed on campus. The innocent way children think about life can be very funny."

As you can tell, Rabbi Sufrin is extremely busy. "But, yes, definitely, it is gratifying." When we asked Rabbi Sufrin one thing he can't do his job without, we were expecting an answer like "my favorite pen." But we were in for a big surprise: "The people in our community who believe in the power of children." Hillel feels so lucky to have such a hardworking head of school.

## Lev Chayal

### Rebecca Cohen, 8th Grade

In the second semester of the school year, the entire eighth grade is given the privilege of having an elective called Leadership. In this elective, we learn leadership skills such as courage, strength, and compassion, and we are given the opportunity to meet many people who display leadership skills.

In early March, we had the unique privilege of meeting Israeli soldiers who have been wounded but have overcome their setbacks and stayed strong. These soldiers were brought to Los Angeles through a program called Lev Chayal, which gives wounded soldiers a week of relaxation and fun in Los Angeles as part of their healing process. A part of their time in Los Angeles was spent with Hillel, when they spoke to the eighth graders.

The eighth grade met with about ten soldiers in the Beit Midrash and spoke with them about their experiences in the army and the injuries that they had to recover from. They discussed the challenges that the soldiers faced while bouncing back from tragedies, and how their experiences show qualities of a leader. The soldiers had many interesting stories.

One soldier had gone through army training and many battles with a handicap. He had been born with the fingers on one of his hands damaged, so most of the fingers on that hand were either unusually short or nonexistent. He explained how he had made an effort and petitioned to be allowed to be in the army at all, and how he had overcome struggles such as learning to fire a gun with only one hand. Another soldier had been a sniper on top of a building that was bombed. He had barely made it out in time with his life and lost many of his fellow soldiers in the blast. This was an emotional experience for the eighth graders, who were exposed to stories and people who they had previously had no knowledge of.

### יום השפה העברית

Lenny Sitbon and Eden Pardau, 3rd Grade

ביום השפה העברית אנחנו חוגגים את יום ההולדת של אליעזר בן יהודה. אליעזר בן יהודה היה מחיה השפה העברית. הוא כתב מילים חדשות בעברית כמו: אופניים, סוכריות, בובה, גלידה ועוד. הוא אמר למשפחה שלו לדבר רק בשפה העברית וככה יותר ויותר אנשים דיברו בעברית. בשיעור עברית, עשינו עוגיות בצורה של אותיות אלף-בית ולמדנו על המילים שכתב אליעזר בן יהודה.



### יום המאה

Jonathan Dayani, 4th Grade

ביום המאה (100 ימי לימוד בבית הספר), כל התלמידים בכיתה שלי לבשו בגדים של זקנים בני מאה. הבאנו מקל הליכה והתנהגנו כמו זקנים. בכיתה קפצנו מאה פעמים, כתבנו מספרים מאחת עד מאה, וכתבנו את השם שלנו מאה פעמים. המורים שלי גם לבשו בגדים של זקנים. אנחנו כתבנו מה אנחנו נעשה כשנהיה בני מאה. אני כתבתי שאני כל הזמן רוצה לאכול ולישון.

## Planning a Bat Mitzvah

### Atara Samson, 7th Grade

Do you know how hard it is to plan a bat or bar mitzvah? A bat or bar mitzvah is a celebration of becoming an adult. A bat mitzvah happens at the age of twelve while a bar mitzvah occurs at the age of 13. At a bat mitzvah, a girl either reads a speech or does candle lighting, which is the lighting of 12 candles that symbolize different important people in her life. Before a bat mitzvah, you are not obligated to fulfill any of the mitzvot: you do not have to fast. After a bat mitzvah, most women do not go into the men's section, because you are considered an adult. After your bat mitzvah, you have to have a lot of responsibility. At a bar mitzvah, the boy usually reads the Torah on Shabbat and also reads his speech. Men read the Torah because once you are a bar mitzvah, you can be part of a minyan. Also, your bar mitzvah is your first time to read the Torah.

One part of preparing for a bat mitzvah is learning a section of the Torah with a teacher. After you learn the Torah section, you put it in your speech in order to explain it to everyone. I actually learned about the powerful women in the Chanukah story with my mom. For a few Saturdays before my bat mitzvah, I learned about Chanukah and the women that took part in the stories of Chanukah. I learned about the special women that saved the Jewish people in the Chanukah story.

Bar and bat mitzvahs are really hard to plan, but when I had my bat mitzvah, it was the time of my life. Now, we know what there is at bar and bat mitzvahs, what the child does for her or his speech, and that a wedding is just like a bat mitzvah. In conclusion, bar and bat mitzvahs are enjoyable, but they are really hard to plan, and quite pricey. I know I will always remember my bat mitzvah, and maybe you will remember your bar or bat mitzvah for the rest of your life.

## 50 שנה לאיחוד ירושלים

Saul Barnes, 8th Grade

בישראל עושים הרבה חגיגות כדי לציין את יום ירושלים.  
הנושא המרכזי בחגיגות יהיו "שחרור ירושלים".  
החגיגות היו בטקס רשמי בגן הלאומי עיר דוד.  
מי שאחראי על האירועים היא השרה מירי רגב.  
הלוגו של החגיגות הוא סמל אריה, למטה יש נבל, בצד יש עיגול בתוכו חומה ומעליה מגן דוד, מתחת לאריה מופיע הכיתוב "50 שנה לשחרור ירושלים". הלוגו בצבע זהב, וכתוב "ירושלים מאוחדת, מאחדת?".  
הנבל מסמל את כינור המלך דוד.  
ב-2 בפברואר 2017 נערך בירושלים "כנס הרבנים העולמי ה-14", אשר עמד בסימן "50 שנים לשחרורה ואיחודה של ירושלים".  
ב-17 במרץ נערך מרתון ירושלים, בסימן חגיגות ה-50.  
ב-28 במרץ נערך חידון התנ"ך הארצי לנוער, בסימן 50 שנה לשחרור ירושלים.  
טקס יום העצמאות בשנה זו, יעמוד בסימן חגיגות היובל.  
עיריית ירושלים הפיקה לרגל החגיגות סרטון "Voices of Jerusalem", המשלב מגוון הקולות ואנשים שנמצאים בירושלים "אשר מתארים אותה ואת מה שהיא מסמלת עבורם מהזווית האישית שלהם". את ההפקה בצעה חברת "כוורת" והוקדשו לו 540 שעות צילום.

## Yom Hashoah

Abigail Kestenbaum, 5th Grade

The full name for Yom Hashoah is "Yom Hashoah Ve-Hagevurah," which means the day of remembrance of the Holocaust and the heroism. Yom Hashoah is a day of remembrance for the Holocaust. During the Holocaust, the Nazis took many Jews and forced them to do very hard work with very little food and sleep. We remember the Holocaust to remember many things. One of the things is to remember the six million Jews that were killed. We remember Yom Hashoah in different ways. In Israel in the middle of the day, there is a siren that goes on for one minute straight. Everyone who is driving stops and gets out of his or her car. After this, everyone returns to what they are doing like nothing happened. There are also many museums that help us remember the Holocaust. Right here in Los Angeles we have a museum called The Museum of Tolerance. It is important to visit museums and talk about the Holocaust so we can remember and never forget what happened. It is also important to teach future generations about this so it will never happen again.

## Yom Hashoah Assembly

Kayla Golbari, 7th Grade

Everyone has a story, what's yours? The Yom Hashoah assembly that took place on April 24, 2017 for the remembrance of Yom Hashoah shared stories of the six million Jews who stood up to share light in a dark time. Jews in the ghettos captured their experiences through diaries. Through the assembly, we learned that the human spirit has the potential to be greater than anything that can be done to it. Jews worked tirelessly to maintain a regular daily routine. A young Polish girl describes her life in this diary. Hannah Senesh's (1921-1944) poem became a symbol of Jewish bravery for her resistance to the Nazis. And, Avraham Koplowitz (1930-1944), a young boy, died in Auschwitz and wrote a poem about escaping.

In addition, we learned about well-known Holocaust survivor Elie Wiesel, who was encouraged to read and study literature as well as Torah when he was young. He was best known for his book *Night*, and he is a human rights activist. One famous quote that Elie Wiesel said is, "We cannot allow our past to become our children's future." He was a big advocate for Holocaust education. His message is not to lose hope.

We also learned about artist and poet Zelda, who wrote a poem called "Each of us has a name." This poem is recited in Israel every Holocaust Remembrance Day. In Israel, whether you are on the highway or walking around on the sidewalks, once the siren has been heard, everyone in Israel will stop and take a moment to observe and remember the time of the Holocaust. Overall, the lessons we took from the assembly are that our stories will create the future of tomorrow, and that children are the hope of the future.

## Yom Hazikaron

Eli Gelb, 7th Grade

Yom Hazikaron is about the remembrance of the Israeli soldiers who fought for us and our home, Israel. On May 1, 2017, we had an assembly at school about the 1967 Six Day War, when Israel took control of Jerusalem. During the assembly, we heard the air raid siren and stood up in respect of Israel reenacting what unfortunately happens in Israel often.

Also, we had a special guest, Ben Miles, who graduated from Hillel in 2011 and Yula in 2015. He talked about his experience as a soldier in the IDF. Ben also talked about how much he enjoyed receiving notes from students in Hillel while he was serving in the army. We had another special guest, Nati Regev, who has four children enrolled in Hillel. He talked about his experience working as a major for Magen David Adom. In both 2006 and 2014 he fought in the Israeli army.

At the end of the assembly, we all said mincha together and went back to our classes. Overall, it was a wonderful experience because we all became more knowledgeable about the hardships of Israel.

**פורים**

Danielle Finn and Abigail Benhaghazar, 7th Grade

כל שנה אנחנו עושים דברים מיוחדים לפורים. בראש חודש אדר עשינו תפילה מיוחדת לכבוד חודש אדר עם הרבה שירים. בשבועה שלפני פורים מועצת התלמידים ובת עמי עשו תקנון פורים עם חוקים מיוחדים לפורים. לדוגמה בכל כיתה היה ריבוע על הרצפה, אם המורים היו דורכים על הריבוע הם לא יכלו לתת שיעורי בית. כל יום שמענו שיר בכיתה והתלמידים היו צריכים לרקוד. יום אחד היינו צריכים ללבוש בגדים כמו בשנות ה-50, יום אחר המורים התלבשו כמו תלמידים והתלמידים התלבשו כמו מורים, באחד הימים כולם לבשו כובעים משוגעים או דברים מוזרים בשער ולבשו תלבושות של כדור סל או כדור בסיס. ביום פורים בת עמי קישטו את הבית ספר כמו בקרקס. באותו יום התחפשנו ונסענו ל Glow Zone. במוצאי שבת ויום ראשון בבוקר היתה קריאת המגילה בקפטריה וכולים היו מחופשים. התלמידים נתנו משלוחי מנות לחברים שלהם, אכלו אזני המן והיו שמחים!



Above: 5th grade girls get into the Matzo Ball Run spirit!

## Hillel Hosts Second Annual Matzo Ball Run

Dorin Rabbanian, 7th Grade

On Sunday, March 26, 2017, the 2nd Annual Matzo Ball Run took place at Dockweiler Beach. Harkham Hillel Hebrew Academy spearheaded this initiative on behalf of the extended community for the second consecutive year.

The Hillel community gathered together to support and partner up with the Children's Hospital to benefit both the hospital, and our school with the donations. The idea of the Matzo Ball Run was created by a Hillel parent who envisioned a fun, healthy, and engaging way to gather as a community.

The vision for the run came from a Hillel parent Jason Gruenbaum, who had the goal that this would be a fun, community-wide event, in which people of all ages and fitness levels can participate. Also, another goal of the Matzo Ball Run is to reach beyond the Hillel community, and so fundraising benefits organizations such as Children's Hospital. The goal was to have an event in which people of all ages and fitness levels, and from schools across the city, could participate. This year, in addition to representation from some of the LA Public Schools, Yeshivat Yavneh brought a large team of faculty and students. Additionally, this year staff of the Children's Hospitals and other schools participated along with the Hillel community. There were walking and running groups to support all people of all ages. The Matzo Ball Run is a family friendly way to embrace the Los Angeles community. Approximately 200 people attended the Matzo Ball Run this year. All the participants enjoyed the run and gave great feedback, but the Hillel community plans to have even more participants join in the future, and we want more participation from all communities, sports teams, coaches, and teachers. The Second Matzo Ball Run was bigger and better than the first, and the Hillel community is looking forward to continue the trend with the third! Be sure to save the date of next year's Matzo Ball Run, Sunday, March 18, 2018.

The Matzo Ball Run needed many combined efforts to make it happen. Jessica Fernandez, the Hillel Events Coordinator, was the point person that coordinated the event, working in partnership with many Hillel leaders, Hillel faculty, and student enthusiasts. The planning took about six months - and we have already started planning for next year's Matzo Ball Run! The Hillel community hopes to promote the Matzo Ball Run by making a video contest about the Matzo Ball Run. They hope to start this to make the students, teachers, and parents more excited about and engaged in the Matzo Ball Run. Also, Hillel wants to engage the students and prepare them, by having training during PE classes and having student leaders lead teams. Maybe we will even have team clothes, and a few themes too. To conclude, the Matzo Ball Run was a great experience and I hope you can all join next year!

## Purim in Middle School at Hillel

### Dorin Rabbanian, 7th Grade

The Hillel Student Council planned an enjoyable week for Purim, which included events such as dressing up, Volleyball Senior vs Staff Game, and a full day to dress up for Purim. STUCO has put a significant amount of time to plan this week and make it as enjoyable as possible. This week was especially fun for the Hillel Middle School because they dressed up each day as another theme.

The spirit of Purim is about dressing up and having fun, which is exactly what the Hillel Middle School students were able to do. To celebrate Hashem having a “hidden hand,” which means that Hashem creates miracles, the Hillel Middle School gave the Middle School the ability to dress up and show their Purim spirit. To allow the students dress up, a schedule of the dressing up week was: Monday- 50s Day, Tuesday- Teacher/Student Mix Up Day, Wednesday- Jersey, Crazy Sock, Crazy Hat, and Crazy Hair Day, Thursday- Clash Day, Friday-Full Costume Day, and lastly- Monday (Shushan Purim)- Zebra Day. The custom of wearing costumes on Purim is a practice that relates to the nature of the Purim miracle, where the details of the story are really miracles hidden within natural events. Additionally, we dress differently on Purim to minimize the embarrassment of the poor who go around collecting charity on this day; Purim is a day when we give charity to everyone who outstretches his or her hand.

Another way the Hillel Middle School students had the Purim spirit throughout the week is by having mini, fun challenges throughout the day for the teachers and the students, which make the whole day more exciting. One example is that there was a square on the floor in each classroom. If the teacher stepped on it, he or she was not able to assign homework that day. This makes the class more engaging for the students and teachers. Also, second period teachers started the day with a joke or personal story. Lastly, to wrap the whole exciting day up, the last period teachers played a Purim song at 4:21. This left the students and teachers excited for the next day of school.

Besides school days, Hillel hosted many events to celebrate Purim. All the students and parents that went to the Megillah reading dressed up with their costumes with the spirit of Purim and headed to the Megillah reading. On Motzei Shabbat, the whole Hillel community gathered together and read the Megillah in both Sephardic and Ashkenaz. Additionally, on Sunday, the annual PTA Purim Carnival was at Hillel, with rides, food and drinks, laser tag, and much more.

During the week of Purim, a few exciting events occurred. First, on Monday, which was 50s day, there was an exciting staff vs. eighth grade soccer game, which brought some Purim spirit to Hillel. Also, on Friday, the full dress up day, the Hillel Middle School Students and Fifth Grade attended Glow Zone for their annual Purim trip. The trip to Glow Zone contained Laser Tag, Rock Climbing, Ropes Course, Glow in the Dark Mini Golf, and much more. At the end of the day, the students headed back to school for dismissal.

In the end, the week of Purim is a memorable and exciting week. Thank you to the Hillel Student Council and all the others who put in a tremendous amount of effort to make the Purim week as amazing and fun as it was. I really look forward to the Purim week at Hillel next year, and I hope you all enjoyed this Purim week as much as I did!



Right: 7th graders Emily Klausner and Atara Samson share their Purim spirit on a dress-up day during Purim.

## Take a Seat! Chairs at Hillel

### Bracha Garmaise, 6th Grade

What do you think of when someone says the word "classroom?" Most people would think of neat rows of desks and chairs, with a whiteboard in front. But Hillel, among many other schools, is different. From the sturdy plastic chairs in more traditional classrooms to plush beanbag chairs in CoLab rooms, there are many different options for seating. "Previously, we were living under the assumption that traditional chairs were the best way to learn," says Mr. Ablin, General Studies Principal at Harkham Hillel Hebrew Academy. Mr. Ablin says, "We are learning about the assumption that sitting is the best way," says Mr. Ablin, "when actually, students can be focusing better and getting a greater learning experience whether they sit, stand, or try something in between. In the next few years, I want to experiment with different chairs and see how students like these and react to them."

I prefer the soft space chairs for many reasons. The most important reason is that when I am comfortable, I focus better and I am more productive, resulting in more learning. Personally, I find it easier to stay alert, focused, and attentive. The different chairs are sometimes too comfortable, which doesn't sound like a problem but is; for some activities, such as test taking, I prefer the standard desk and chair.

Teachers weigh in on the discussion. Ms. Pack, an English teacher, recognizes the pros and cons of a more flexible classroom. She says, "However, it varies from student to student." "I think that the soft spaces allow for the students to learn how they work best," says Ms. Rudin, who teaches three sixth grade classes and two seventh grade class per day. "I think that for the majority of the time, they allow for lots of flexibility in our learning spaces. But, there can be times when they become more of a distraction than a positive addition to our classrooms."

Students might find themselves getting sleepy or focusing on the best sitting position, rather than on the actual subject. Mostly, students appreciate the comfortable chairs. Joelynn Aynesazan, a middle school student, agrees: "I prefer the Hillel CoLab chairs because I feel more comfortable in them. I don't like the stiff chairs," she says.

One of the cons of these chairs in the classrooms is that you have to provide training for the teachers. "At the beginning, I had some teachers coming to me, begging me to remove these chairs. This is why training is key - you need the teachers to know how to use this tool. When I walk into a classroom, I want to see the choices students are making. I don't mind if they are laying down or leaning back, whatever helps learning be more effective," says Mr. Ablin.

Some people might be skeptical, saying that the traditional chairs are better, which is why we had them for so long, and that is only partly true. Times have changed. Recent research says that needs are different than they were ten years ago, or even five years ago. We have mostly technology and nutrition to blame for that. Kids these days are spending more time on screens than they have in the past, and as a result, they may not be getting outside, exercising or making good food choices. These are major factors in kids' attention and focusing ability.

Chairs aren't the only option for seating, though. "Pillows are also a great option for seating. I feel like when I am comfortable, there is a big difference in my ability to get things done, well and efficiently. Since pillows aren't chairs, you won't be trying to find the best sitting position, because you can just relax. Once you are comfortable, you are on your way to meeting your best learning potential," says a middle school student. So in the end, learning needs and styles all different from student to student, but that makes every student unique.

## חידון התנ"ך

Rebecca Cohen, 8th Grade

השנה, הייתה השנה הכי טובה לחידון התנ"ך בהלל! למדנו הרבה והיינו ממש מוצלחים. כל שנה, התלמידים בחידון לומדים כמה ספרים מן התנ"ך. השנה למדנו את ספר דברים מהתורה, חלקים ממלכים א' ו-ב' מספר נביאים, וחלקים מספר איוב ומגילת רות. במהלך השנה אנחנו עשינו שלושה מבחנים ואת אותם מבחנים עושים בכל העולם. מי שהציון שלו טוב הולך למבחן לאומי בניו יורק. הילד שמקבל את הציון הכי גבוה באמריקה הולך לישראל למבחן בינלאומי. בשנה הזאת, התלמידים בבית ספר הלל קיבלו ציונים גבוהים במבחנים אזורים. כל הבנות מבית ספר הלל יסעו לייצג את הלל בניו יורק. השנה נהניתי מאוד ללמוד את חידון התנ"ך. אנחנו מאוד שמחים וגאים בכל מה שלמדנו השנה.

## Chidon HaTanach Yaelle Shaye, 7th Grade

Chidon HaTanach is a program where children all around the world learn the Tanach all year round and take a series of tests on the material. If you win, or pass the tests, you move on to the next level, eventually going to Israel for the Chidon HaTanach Internationals in Israel. At Hillel, this program is offered to the seventh and eighth graders. This program requires hard work and participation. Throughout the year we learn and study several books from the Tanach, preparing to take our regional exams.

This year we were tasked with learning sections of Devarim, Melachim, Rut, and Iyov. All the students in the program studied hard, and took the regional tests. Regionals were three tests, thirty questions each. If the students pass a certain score, we advance to the next level: Nationals, in New York. Several students passed, and spent many weeks learning for Nationals, knee-deep in the material, studying the Tanach in depth.

Finally, it was time for Nationals in New York City! All the contestants flew to New York, and had an action-packed weekend in Roslyn Heights. On Sunday, we drove to Manhattan Day School where we took the National exams. After the winners were announced, our Hillel group made our way to Times Square where we toured many famous attractions, such as the M&M and Disney stores, and ended off the day with seeing Charlie and the Chocolate Factory on Broadway.

Overall, Chidon HaTanach was an amazing experience. Not only do we learn the Tanach, but we also learn important and valuable life lessons through the text. This program has inspired me to always keep on trying and to never stop believing. Chidon has opened up my eyes to a completely new and inspirational way of learning, and I can't wait for next year!

We would like to say a special thank you to Morah Klein for everything you have done over the year, and Rabbi Rosen for making the trip to New York with us. We would also like to thank Mrs. Borofsky for opening up her home and allowing us to have such a memorable trip.

## A Visit from Holocaust Observer Bill Levine Lirone Sitbon and Nadav Golfiz, 7th Grade

You have probably thought that the people that were not truly affected by the holocaust, were not affected at all. Students at Hillel had the chance to have a visit from someone named Bill Levine. As a young boy, Bill was an observer of the Holocaust in America. Bill wrote a letter to the President Roosevelt in order for him to stop this crisis. In the letter, it showed how he felt seeing the people of his religion of Judaism be killed and seeing them suffering. After this letter was sent it, became famous throughout the whole world. Everyone saw the pain Bill was feeling as an observer of the Holocaust. It impacted his society and more work was put into stopping the Holocaust. Years later, the letter that he wrote was put in a museum. Therefore, even if you think that you will not make an impact, always try because to some people you will make a huge impact.

## My Malibu Experience!

### Naomi Plotkin, 5th Grade

Excited and tired because I couldn't sleep, I was talking to Ava. "Are you excited for the trip?" I asked. She looked at my smiling face, jumped up and down and screamed, "Yeah, super excited!" We were all sitting and standing, all 63 of us, in the Doheny lobby for about 15 minutes, waiting for the busses to arrive.

"Do you think the food will be good or bad?" I asked. I imagined paper plates with dry chicken and some sort of salad and apple juice. "Yes very good!" she answered. I thought that she was picturing it will be a whole buffet with 4 kinds of salads, 9 kinds of drinks, and 8 kinds of meat. We kept talking about the meals but, before we knew it, the buses arrived. Our whole 5th grade was babbling energetically in the lobby while Mr. Ablin pointed to people and said, "1, 2, 3, 4, you 4 come outside and put your luggage under the busses." When he said to go on the bus everyone was so animated. Everyone was enthusiastic. The teachers took attendance and we took off. For about 1 hour and 30 minutes, we talked, slept and played games like cards. As soon as we arrived, we actually went hiking! We had to climb a mountain to get to our campus which took 45 minutes. It was hot and beautiful with palm trees and cacti everywhere. At the hilltop the camp counselor gave us a lecture about what we were going to do. "Welcome to Camp Hess Kramer. You are going to put your luggage in cabins, have some lunch and start your activities. Your activities will be rock climbing, building a car and racing each other." I turned to Ava and said, "That sounds cool!" "Yeah, very cool," she responded. The counselors gathered us and assigned us to cabins. Then we had 5 minutes to unpack everything and get in warm clothes for the night. I put on my pink sweat pants and a pink t-shirt. (Yes, I like pink!)

Dinner was juicy chicken with Caesar salad, close to but better than what I expected. After dinner, we sang songs like "Acheynu Kol Beit Yisrael" and "Mishe Mishe...", and made s'mores! They were very yummy. Some people took showers that night (and the rest in the morning) or talked, and then.... Bedtime! There were 16 of us in one cabin. It was weird but fun sharing a cabin with so many girls, not something I'm used to!

In the morning we had breakfast which consisted of pancakes, waffles and french toast, something else I'm not used to! Heading outside we davened with the mountains before us. It was a little chilly but gorgeous. After Aleynu we started to hike down to the buses. We got down and had extra time because the counselors and bus driver had trouble putting luggage under the busses so we played a 15-minute gaga game.

"Everyone, it's time to go on the busses," the counselors said. Everyone was so sad to leave! The busses came and we loaded the busses. We moved slowly as a bed of sloths because we did not want to leave. I wanted to do the race all over again and eat one more bowl of Caesar salad.

The bus driver turned on the engine and announced, "Please do not walk in the aisle!" "Did you like the trip?" "How did you like the food?" "Did you bond better with your friends?"

By the time we knew it we were at Hillel. It looked like 3,000 parents at the front of the Doheny lobby. We grabbed our bags and headed home with our parents. The next time I eat Caesar salad, I will think of the memories.



Right:  
The 5th  
grade  
gathers  
for a  
photo  
during  
their  
Fulcrum  
trip.

## iPads Across the Classrooms at Hillel

### Orelle Maghen, 7th Grade

If you ever walk into a Hillel classroom, you will see students on their iPads, learning in a unique way through multiple apps. At Hillel, the students love their iPads. The 7th graders like the iPads because it saves all their work so they can keep track of it. The 6th graders like the iPad because it makes learning fun and lets them expose their creativity in a unique way.

In middle school, the students take their iPads home to finish up projects, notes, and homework. The students use their iPads in almost every class to take notes and create projects. A majority of the students in middle school prefer iPads to pencil and paper. But in elementary school, the students don't take the iPads home. They use the iPads for assignments and projects. Each student shares the iPads with one person and they each have a number so they can tell the iPads apart.

In elementary school, the students use their iPads for English class while they work on Writers Workshop. The students use the app Scratch Jr., which is an app that makes your story or book and the pictures come alive and move by coding. The students in elementary school love learning on the iPads because there are games for math and science, which makes learning enjoyable for them. However, one thing the students don't like about the iPad is that when they focus on it while working for a long time, their eyes start to hurt. Some students prefer making projects on the iPad because they can get their work done faster. Other students prefer making projects on a poster because they feel that they can show their creativity.

From the elementary teachers' perspective, the iPads are great learning tools. The teachers enjoy using the iPads for teaching because it gives the students another way to write and learn many new skills. The teachers believe that the iPad is a useful tool for learning in this society when they are used appropriately because they offer the students to express themselves in a way that no other tool can offer. However, some elementary school teachers prefer that their class learns mostly with paper and pencils because younger students need to build up their fundamental skills like penmanship and motor skills. Overall, the elementary school teachers feel like the iPads offer the students a unique way to express themselves and gain new skills.

Hillel has been using the iPads as learning tools for a while now, and they have been awarded the Apple Distinguished School award, which we featured on the cover of a previous edition of the Hillel Gazette.

## יום סבא וסבתא וחברים

Atara Samson, 7th Grade

בהלל היה יום מיוחד - "יום סבא וסבתא וחברים".  
 זה היה ביום שישי. סבא וסבתא של התלמידים באו לבית ספר ועשו פעילויות עם הנכדים.  
 אצלנו בכיתה ז' עשינו עבודת שורשים על היסטוריה של המשפחה שלנו. בהתחלה למדנו בכיתה שחשוב  
 לדעת את ההיסטוריה שלנו כיהודים והיסטוריה של המשפחה. כל אחד כתב מידע ולמד את ההיסטוריה של  
 המשפחה שלו. קודם כתבנו על ההורים שלנו על האחים שלנו ועל עצמנו. אחר כך שאלנו את ההורים  
 שלנו מה המשמעות של השם שלנו, ומה המשמעות של שם המשפחה שלנו. שאלנו את הסבא וסבתא שלנו  
 הרבה שאלות עליהם שהיו ילדים ומה הם זוכרים שהם היו קטנים. למדנו המון עליהם והיה כל כך מעניין  
 לגלות דברים על המשפחה שלא ידענו. לדוגמה אני גיליתי שהמשפחה שלי מפולין. אחר כך כתבנו הכל  
 באלבום שמנו תמונות של המשפחה שלנו וקישטנו.  
 וביום סבא וסבתא כל תלמיד הראה את האלבום שלו לסבא וסבתא שלו. זה היה מאוד מרגש.  
 בנוסף היה עונג לכל האורחים והתלמידים ושרנו שירם של שבת.  
 בשבת היתה קהילה שבת. סבא וסבתא וחברים של המשפחה באו להתפלל בהלל. כולם היו ביחד. קהילה  
 אחת!

## Friendship Circle, Abigail Benhaghazar, 7th Grade

"I was very excited to go to Friendship Circle," said 7th grade student Bayley Sandler. Friendship Circle is an organization that helps Jewish children with special needs. Our school has a partnership with them. Every 7th Grade class gets the opportunity to visit the Friendship Circle. We even had a special gathering at the end of the year on Shabbat with Friendship Circle kids and Hillel students. Before visiting, a woman from the Friendship Circle comes to our school to help us train. Training for Friendship Circle is a really important first step because you can't just go there. You have to understand how to treat the Friendship Circle kids. The day before we attended Friendship Circle, a woman named Chanie Lazaroff, came to our school. Chanie got us ready by training us on how to interact with them, treat them like real friends and make us feel comfortable around them. She explained to us that when we walked in, we can't feel bad for them, we just need to treat them like our own classmates. Chanie mentioned that some kids don't use all of the words we have to speak. We did an activity and I was chosen. She gave me 6 words, and I had to explain to the teacher that I had just thrown up! It was really hard and I felt really frustrated. This helped prepare us because it helped us understand how to interact with the children and understand how they feel. Another way Chanie prepared us was by telling us that there will be a girl there with a hearing aid and when we speak to her, we're not allowed to scream at her face. We just needed to speak to her normally and she would understand. Without the training, I would not know how to interact with and react to them.

Going to the Friendship Circle was my favorite part of the process. When arriving there, my friend Sara and I got partnered up with a sweet girl. The activities that we did with her were, coloring, davening, playing outdoors, and eating donuts!! The part that stood out to me the most was when we got into to a circle and davened. The reason this stood out to me was because these kids were really happy to daven because they don't get to experience it every day. This is because the school they attend does not focus on religion. They focus on teaching them on other classes. Another activity that stood out to me was playing outdoors. The playground is made especially for them! It was different playing with them than with my classmates because I was scared that she would get hurt. Luckily, she didn't get because the playground was made especially for children like her.

I interviewed four different students in 7th grade to get their opinions of their experiences during Friendship Circle. As Yaelle Shaye said, "Yes it was very exciting to go because after the training it sounded really important to do something nice for other people." Without the training, Yaelle wouldn't have understood the real reason for helping others. Others felt the same way. When I interviewed Shira Weinreb she said, "I didn't really know what to feel at the beginning but as we were playing and doing different activities it didn't feel weird." If Shira didn't interact with her buddy she would have felt uncomfortable. Many 7th graders felt that playing outside was the best activity. Josh Moradian said, "The most memorable part was playing outside."

Finally, many students felt very upset when leaving, because they wanted to stay and learn more about the Friendship Circle kids. As we were saying good bye, my buddy gave me a hug. Her hug showed me how much she appreciated us visiting the Friendship Circle.

### חברות בעולם העתיד

Eshrat Botach and Jessica Melamed, 7th Grade

איזה חברים יש לך? לכל אחד יש חברות מסוגים שונים. יש החבר שתמיד אכפת לו ודואג לך, זה חבר באמת. יש חבר שלפעמים דואג לך, זה חצי חבר. והחבר שאף פעם לא שם, הוא לא חבר. יש חברות פנים אל פנים. גם יש חברות ברשת חברתית. יש לכולם חבר באמת, חצי חבר, וגם לפעמים חבר לא אמיתי.

לפעמים שמבקשים מחבר משהו שחסר לנו התגובה של החבר מראה לי איזה מין חבר הוא. כשמבקשים מחבר/ה להשתמש במשהו ששייך להם והם עונים בחיך ובקול נעים זה חבר/ה טוב/ה. ואם הם עונים בפרצוף חמוץ ובקול לא נעים זה מראה שהם חבר/ה לא טובים. ואם הם עונים בחיך אבל בקול לא נעים אז זה מראה שהם חצי חבר. ברשת חברתית יש הרבה חברים, אבל אנחנו לא יכולים לראות איזה מהחברים טובים או לא טובים, כי אנחנו לא מכירים אותם מקרוב. לסיכום, לדעתי כל אחד צריך לדעת מי הם החברים שלו, אם הוא חבר אמת או חצי חבר. זה לא משנה אם הוא חבר ברשת חברתית או פנים אל פנים.

The Friendship Circle taught me that everyone should be treated equally, no matter what. I learned to be appreciative of what I have and what is around me. Without this trip, I would never have realized these life-changing moments. I will never forget the smiles that the children had that day. This trip was an experience I will never forget. Without my school, this would never have happened.

## Integrated Learning Day 2017

### Dorin Rabbanian, 7th Grade

Integrated Learning Day started with a community walk for the Middle School from Circle Park to Harkham Hillel Hebrew Academy. The walk included the three grades in Middle School with a few of the teachers, too. At 7:00 am, the Middle School gathered and started walking until 7:45, when they arrived at their destination: school. The purpose of this walk was to be together as a kehillah and to conserve gas and energy normally used by cars driving to school.

Once the students arrived at school, they began davening. After davening was over, the students and teachers gathered together in the atrium for a surprise flash mob created by the Student Council. STUCO had also created a video and a few speeches showing us what our world would look like without kehillah. After the introduction, we gathered with our groups and headed to the first session. The 6th, 7th and 8th grades were combined and assigned to be in multiple different groups, doing the different workshops at the same time, but in different rooms with different teachers. The workshops contained many aspects of being in a community such as ethics, city-building, and communication. With all these sessions combined, the students learned how to build a kehillah. After the sessions, the students brought their cities to the lunchroom where they shared what their kehillot looked like.

In the first session, we learned about ethics and what it means to be an ethical person. The session was about 45 minutes long and discussed how technology can help us become better people, what principles guide us when we are faced with ethical dilemmas, what characteristics citizens of strong communities exemplify, and what guidelines strong communities and strong nations follow. This session was a discussion, leading into the next sessions, when we created a constitution. In the second session, we identified five core values, and wrote them out on cue cards. Then, we identified the common values for our group and wrote them down. In this session, we learned discussed the responsibilities of the community to the individual members, what responsibilities individual members have to the community, who the leaders of the community are and how this is decided, and the expectation of leaders in a community. We also created an emblem to represent our community. In the second session, we discussed what is needed in a community, and started building our 3D model communities. We had 1 hour and 30 minutes in total to build it. In the last session, we created brochures for our community that included our community's name, photos of the 3D model of the community, the logo of our community, the names of the people in our group/community, values from our community's Constitution, currency and language, and the religions allowed in the community. Once the brochure was done, all the Middle School headed to the lunchroom with their finished 3D models and brochures, sharing the, to their fellow classmates, friends, and middle-schoolers.

To conclude, Integrated Learning Day was an amazing experience where I learned to collaborate with people that I don't normally even talk with. This day was a great experience and I look forward to going to Integrated Learning Day next year, and so should you!



Left: At the end of Integrated Learning Day, students gathered in the cafeteria to showcase the communities they built during the day.

## Model U.N. 2017

### Nicole Kahen, 7th Grade

The Model UN team devotes a great amount of time to their trainings. Some of these trainings include the skills of gaining confidence to speak and researching about their individual countries. Every Friday during lunch and P.E., the team forms together with our Model U.N. director, Mrs. Zadok, to practice our ability to speak with great confidence and to review the process of the beginning of the sessions.

Research is completed by the participants on their own time. While each participant is researching about their countries, they are looking for information about their country's economic status, politics, government, religion, and imports and exports. Once the participants have collected enough information about their country, they form the information into notes with explanations to remind each presenter of what to talk about. Mrs. Zadok trains the participants to list bullet points about their countries, verses forming speeches ahead of time. She trains us in this way because the debates and conversations on the day of the Model UN conference may take a different turn and a pre-written speech may not be relevant at that point.

The debate took place at YULA Girls School on Sunday, April 2. The participants are expected to arrive with a formal attire while they are representing their country. The day begins with an opening ceremony. After this, the first session begins, and all the participants separate into each of their committees. The first session is to gather information about each of the countries that speak to form potential allies. We then continue to session two. Once a country motions to caucus, all the countries form into small groups, depending on who they formed allies with, and begin brainstorming about what their solution will be to the issue they are discussing. Once an idea has been set, the participants include their idea into the working papers. A working paper is a rough draft of a resolution that has to be submitted to the chairs to be represented. After session two, there is a break followed by lunch. Session three began with a crisis. The crisis at Model UN was a crazy scenario where the participants had to create a solution to and record it on their working paper to be submitted. After session three, we then transition into session four, where the participants then submit a resolution, which is their final paper. Each country then votes on one resolution that has been submitted by other counties. The voting is conducted by the chair and has to be passed. Once session four has come to an end, all the committees transition into the award ceremony conducted by Dr. Soifer. The Model UN team consists of three teams. These teams are, Hillel, Maimonides and Emek.

Throughout the day, there are multiple committees taking place during the four sessions. Some of these include: Security Council and World Health Organization. When committees meet, each country debates according to their specific topic. For instance, the World Health Organization committee discussed the black market organ trade. Over the course of the committee sessions, the participants learned how to improve on speaking with confidence in front of the rest of the participants. When there is a serious topic to be discussed, the countries would interact with one another to try to solve the issue.

At the end of the Model UN debate, some participants felt proud of their hard work and dedication towards this program. Participants mostly gained various achievements such as confidence in public speaking, and we look forward to participating again in this experience the following year. Model UN assists students in a number of ways including helping you later in high school, or life.



Left: The Hillel Model UN team proudly shares the countries they represented this semester.

## Twelve Angry Men and the U.S. Jury System

Yaelle Shaye, 7th Grade

Juries are an essential part of Federal District Courts. State trials rely on juries, which are randomly chosen from many registered voters and people with driver's licenses. There are two types of jury a citizen can serve on. A petit or trial jury, which is made up of 6-12 people for a criminal trial. The other option is a grand jury, made up of 16-23 people who discuss whether or not there is a "probable cause" to charge someone with a crime. When one is selected, they must fill out a questionnaire and undergo a process called voir dire, where the judges and lawyers question them additionally. Citizens with past personal experiences in relation to the case, recognition of either party, or obvious prejudices are disqualified from serving as jurors. This, in several places, has been shown to be in question, as several jurors have taken part in the case with biased and prejudiced opinions.

*Twelve Angry Men* is a play, and it brings up the case of a boy who is charged with killing his father. This young man was raised in the "slums" as the jurors say, and therefore is subject to negative prejudices in the courtroom. Eleven of twelve jurors vote him "guilty," the eighth juror firmly believing that anything is possible and that the jurors are obligated to look into the evidence further. Throughout the play, we see the eighth juror bring up points and extra evidence that ultimately convinces the other jurors to set aside their prejudices and create a verdict of "not guilty." The readers see how the defendant is originally charged as "guilty" due to where he was raised. He grew up in a poor neighborhood, and therefore has been around violence and crime all his life. The jurors automatically decide he must be guilty because of his background. We see how prejudice can affect a courtroom very strongly, and even punish a potentially innocent man. In the book, after the tenth and second jurors have a fight, the eighth juror brings up the point that prejudice always obscures one's thoughts and therefore puts the truth in jeopardy. "It's very hard to keep personal prejudice out of a thing like this. And no matter where you run into it, prejudice obscures the truth" (Rose 66). Prejudice in a courtroom has been shown in *Twelve Angry Men* as well as in real life.

In a recent New York Times article, "Jury Secrecy Doesn't Apply if Bias Taints Deliberations, Justices Rule," published on March 6, 2017, it recalls a case in 2010 when a Mexican man was found guilty for assault, even though a witness stated that he was elsewhere at the time of the crime. Later on, one of the jurors was proven to have racial prejudice against the defendant, sworn on by two other jurors. Where he had patrolled as an officer in a previous job, nine out of ten times Mexican men were guilty of assault. As such, his judgement was affected by this experience and his prejudice towards men of that background. This case stirred the discussions of whether or not jury trials should be made more public. In earlier cases, the Supreme Court has said that even egregious misbehavior in a jury room cannot be used to challenge an investigation. In 2014, the Supreme Court ruled that jurors may not testify about the discussions in a jury room, even to reveal prejudiced thoughts or irresponsible actions.

Overall, prejudice can be shown in trials throughout literature and events all over the world. Innocent people may be found guilty due to biased discussions made in jury rooms. The system must root out racial, and any other, prejudice and create a courtroom truthful to the Sixth Amendment. The Sixth Amendment states that, "In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State." Juries should become more public and remain loyal to this amendment. Abolishing prejudice in jury rooms can finally create a justice system with "liberty, and justice for all" (Pledge of Allegiance).

## Los Angeles Times Festival of Books

### Sarah Nachimson, 8th Grade

Ninety degrees sun and a whole lot of booths. A lot of lines to meet some famous authors, including actors and tv stars. Select panels (both outdoor and indoor) discussing topics ranging from media adaptations of novels to diversity in literature to traveling. This is an accurate description of the LA Times Festival of Books, which occurs one weekend (usually sometime in April) annually at the University of Southern California. Thousands of people arrive for this celebration of literature, the arts, and culinary delights.



The diverse selection of authors coming from all different focuses of the festival is one of the reasons for the large crowd. The authors whom I was able to meet in the Young Adult category were Marie Lu (#1 New York Times Bestselling author of the Legend trilogy and of The Young Elites trilogy), Nicola Yoon (#1 New York Times Bestselling Author of Everything, Everything [which has a movie adaptation released next month] and The Sun is Also a Star), Kiersten White (New York Times Bestselling author of And I Darken), Angie Thomas (#1 New York Times bestselling author of The Hate U Give), and Jennifer Niven (#1 New York Times bestselling author of All The Bright Places).

Meeting the authors at the festival is an intimate experience. Once you approach the author, you have the ability to have a one to two minute discussion with the author. (Continued, right).

I was able to talk to authors about photo my friends and I took of their books, in addition to personal discussions. Some of the authors even remembered me from Instagram or Twitter! This was my fourth book festival (three LA times and once Yallwest) and I'd already met some of the authors beforehand. It was amazing to have some of the authors remember me from beforehand and even remember meeting some of my friends.

### שלושה בנים

Nadav Golfiz and Haim Oliel, 7th Grade

בשיעור עברית השנה למדו סיפור מאוד יפה על "שלושה בנים" בסיפור יש שלושה בנים: ילד אחד רץ מהר, ילד אחד מנגן יפה וילד אחד הוא רגיל. יום אחד שלושת האמהות הלכו לקחת מים. המים היו כבדים מאוד. הגיע איש זקן וראה את האמהות. האמהות ראו את שלושת הבנים ומאוד התרגשו. הילד שמנגן יפה לא בא לעזור לאמא שלו. הילד שרץ מהר לא בא לעזור לאמא שלו. רק הילד הרגיל בא לעזור לאמא שלו. האיש הזקן אמר " תראו, רק הילד האחרון עזר לאמהות, זה הילד היחיד שאני רואה". בסיפור למדנו על הדיבר " כבד את אביך ואת אימך למען יאריכון ימיך". מאוד חשוב לעזור להורים ולהיות ילד טוב.

### מדור לדור

Jacob Hoenig, 7th Grade

קראנו סיפור על ילדה בשם דורין. דורין חשבה שהיא נוצריה כי המשפחה שלה גדלה אותה כמו נוצריה. הם חיו כמו השכנים שלהם והגגו את אותם חגים ומנהגים. דורין למדה במשך השנים על ההיסטוריה של המשפחה שלה. היא למדה שהיא ממשפחה של אנוסים מספרד שהיו פעם יהודים והיו צריכים להתנצר. דורין הולכת ללמוד על המשפחה שלה בספרד. בספרד היא מרגישה שהיא חוזרת לבית למרות שהיא אף פעם לא הייתה שם. דורין אומרת שהיא זוכרת את ההיסטוריה של המקום אבל זה לא יכול להיות כי היא אף פעם לא הייתה שם. השם של המאמר הוא מדור לדור כי המשפחה של דורין המנהגים עוברים מדור לדור. הם מדליקים נרות ביום שישי ויש להם אבן שהם מנשקים בכניסה לבית.

## The Unwanted: Book Review

Dorin Rabbanian, 7th Grade

Every year in Quill, thirteen-year-olds are sorted into categories: the strong, intelligent Wanted go to university, and the artistic Unwanted are sent to their deaths. Thirteen year old Alex is scared when his fate is announced as Unwanted, even while leaving behind his twin, Aaron, a Wanted. Upon arrival at the destination where he expected to be eliminated, however, Alex discovers a stunning secret: behind the mirage of the “death farm” there is instead a place called Artime. The Unwanted find out that the story of being killed is wrong. The people that were supposed to kill them own Artime, a magical land where the Unwanted live. The people can show the kids around Artime and they all like it there.

While in Artime, the kids will learn to cast spells, become better at their hobbies, and go to warrior training. At first, Alex is not allowed to go to warrior training because the people of Artime think that he will go back to Quill. After a while, he gets to go to warrior training and then returns to Quill like the people thought he would. The best way to describe Lisa McMann’s first middle grade title is “magical dystopian.” This is a stupendous fantasy, dystopian story that young people will love. Lisa McMann does a first-class job of world-building and character development. I’m calling this book a magical dystopian because it’s such an interesting mix of both. On the cover of the book it says, “The Hunger Games meets Harry Potter.” I agree with the Harry Potter comparison because the school, Mr. Today, and some of the characters are similar, but they certainly stand out as their own characters. I can see some similarities to The Hunger Games like the Purge and the Reaping, but that was about as far as it went for me. I noticed more magic and fantasy in this novel than dystopian elements.

Much of the novel focuses on the school and Alex’s and the others’ education and preparation for a possible battle with the Wanted. The characters are learning about life beyond the dullness of Quill and the use of magic. The possible war with the Wanted adds the elements of dystopia. The world-building, for the above reasons, is fantastic and I really enjoyed the characters. The children moved on from a life of strict rules, to a school full of creativity, free thinking, and choice. The element of mystery brought on by Mr. Today and the bond between twins, Aaron and Alex, really added to the story. Mr. Today is a very compassionate and understanding man, but the way he speaks and acts leaves just enough to make you wonder what’s really going on. I love that normally inanimate objects like whiteboards have become characters in the story.

Besides wanting to know if they were ever going to actually follow through with all the preparing for a possible war with the Wanted, I enjoyed this novel thoroughly. Although things don't always add up, Lisa McMann does an excellent job of bringing both Quill and Artime to life. For readers who are interested in a dystopian novel, but are not quite ready for the violence of The Hunger Games, The Unwanted is a great selection. Readers are entertained, but also inspired to ponder concepts like government, freedom and good versus evil.



## Part 2: SpaceX

### Sam Mackler, 5th Grade

In part one of this two-part article (printed in the winter edition of the Gazette), I described how man first began exploring space.

I also introduced how Elon Musk founded SpaceX, a private company that is developing, building, and launching rockets into space. In December, I was fortunate to have the opportunity to visit the SpaceX factory. It is located in Hawthorne, California, not far from Los Angeles. We were given a private tour by one of the engineers who helps design the rockets. Currently, SpaceX builds two spacecrafts, the Falcon 9 and the Dragon. The Falcon 9 is a two-stage rocket. Because it has 9 engines in its first stage, it will be able to complete its mission even if one of the engines fails. In 2012, the Falcon 9 made history by safely delivering the Dragon Spacecraft into the correct orbit so that it could meet up with the international space station. This achievement made SpaceX the first commercial company to ever visit the station. Since then, SpaceX has made many flights to the station, delivering and returning cargo for NASA. Additionally, SpaceX is building the Falcon 9 Heavy. This rocket which should be ready this year is expected to be the most powerful rocket in the world! It will be able to lift 120,000 pounds into orbit. Its engines (the Merlin engines) will generate more than 5,000,000 pounds of thrust at lift off. This is equal to eighteen 747 airplanes. The Dragon is a free flying spacecraft which is designed to carry both cargo and people. Currently, the dragon carries cargo into space, but SpaceX is working with NASA to prepare for a manned mission. Together, they are preparing to send a privately crewed Dragon beyond the moon next year! SpaceX just successfully completed the ECHOSTAR XXIII Mission on March 16th 2017. This mission's purpose was to place a commercial communication satellite into orbit. For this mission, the Falcon rocket launched from NASA's Kennedy Space Center.



## פרוייקט משותף מדעים/תורה:

Orelle Maghen and Nooria Kerendian, 7th Grade

השנה החטיבה עשו פרוייקט משותף של מדעים/תורה. בפרוייקט הזה היו קבוצות של 3-4 תלמידים. כל קבוצה בחרה נושא למחקר וכתבה על הפוסטר את האינפורמציה של הנושא והקשר שלו לתורה. חלק מהקבוצות כתבו על כשרות וחלק כתבו על שבת. התלמידים גם צריכים לעשות וידאו שמראה את הקשר של הניסוי לתורה. כל הקבוצות עבדו ביחד לעשות עבודה טובה להכין פוסטר יפה עם תמונות והרבה מידע על הניסוי שלנו.

בשנים שעברו עשינו ניסוי במדעים בבית והבאנו תמונות של הניסוי לכיתה להראות לתלמידים ולהורים. השנה הצגנו את הניסוי ונתנו להורים ותלמידים לנסות בעצמם. לדוגמה, קבוצה אחת עשתה את הניסוי על הדבורים ונתנו משקפיים לתלמידים ולהורים שיכולים לראות כמו שהדבורה רואה. היו לנו בערך שלושה שבעות לעשות את הוידאו, דף מחקר, ולוח מידע. ב-14 במרץ אחרי הלימודים כל ההורים באו לראות את כל התצוגות של התלמידים. למחרת, בבית ספר הם הציגו את הפוסטרים לתלמידים בכיתות א'-ה'. כל התלמידים והורים אהבו את פרוייקט המדעים והיה הצלחה גדולה!

## Indian Girl Found Living Among Monkeys

Jacob Hoenig, 7th Grade

A young girl, about 10 to 12 years old, was found living with monkeys in an Indian forest. When she was found, she began screeching and the nearby monkeys surrounded her as if she was one of their own. When they tried to rescue the girl, they were chased away by the monkeys. Finally, they got her and took her to a hospital. "They said the girl...was very comfortable in the company of monkeys," police Officer Dinesh Tripathi told the. She is frightened by humans. This girl could not speak or understand human language, according to the Times of India. When she was admitted to the hospital, officials said she ran using her arms and legs, like a monkey, and ate directly off the floor with her mouth. She is now walking on her feet and eating with her hands, according to the Daily Mail. She was named 'Mowgli' because of the similarities to the movie "The Jungle Book," in which a boy named Mowgli was raised by wolves in India. This is also related to the movie "Lion." Lion is about an Indian child that gets lost and years later tries to find his family. At the end of the movie, they tell us, "Over 80,000 children go missing in India each year." Also, over 60,000 kids are abandoned each year in India. Lion has started a program called #LionHeart that helps protect children in India and around the world.

## Zombie Attack!

Bayley Sandler, 7th Grade

Today, video games are extremely complex and ubiquitous. People start playing video games at the age range of 2 through 5 and continue into their teenage and adult years, and some even participate in professional competitions. The industry has a huge influence on our world today. Video game designers are not just making games that are two-dimensional, but now you have the ability to live through a Zombie Apocalypse. The game is known as "Zedtown." When playing "Zedtown," players must run to safety in order to avoid the zombies and their desire for human flesh and brains. Katerina Halkeas, who plays a zombie witch, says, "It's a great feeling having hundreds of fully grown men and women running away in legitimate fear from you. It's really exhilarating." Like Katerina, people can choose to be players or zombies.

Middle schoolers here at Hillel are a part of the video game mania. When interviewed, Daniel Kunin, 6th grader, said, "I find zombie games unappealing, but I do play sports video games." Though, when Coby Noorani, also a 6th grader, was asked about zombie video games he said, "Yeah, I like zombie video games, I find that the graphics are really cool." Even though Daniel does not like Zombie video games he would like to experience what Zedtown is like and so would Coby. Video games have been improving and will continue as the years go on. Zedtown is just an example of these improvements and who knows what the future holds.

## Do Children Believe in Gender Stereotypes?

Gabriella Gomperts, 7th Grade

A recent study published in the journal Science suggests that young girls are led to believe that men are smarter and more talented than women. This belief can make girls less motivated to pursue ambitious careers and professions. Andrei Cimpian is an associate professor in the psychology department at New York University and co-authored the study. He believes that, "As a society, we associate a high level of intellectual ability with males more than females, and our research suggests that this association is picked up by children as young as 6 and 7." It is still unclear where these stereotypes come from. Cimpian claims that parents, teachers, peers and the media are the prime suspects. Wherever they come from, it is evident that action must be taken so that these stereotypes don't stop girls' professional goals.

Rebecca S. Bigler, a professor of psychology at the University of Texas, suggests that these stereotypes develop in early elementary school. This is the time when students learn about famous scientists, composers and writers in history, the majority of which are men. Bigler believes it is important to combine that knowledge with information on gender discrimination. "We need to explain to children that laws were created specifically to prevent women from becoming great scientists, artists, composers, writers, explorers, and leaders," Bigler added. Christia Spears Brown, a professor of psychology at Kentucky University, said that the research fits with previous studies, which found that parents and teachers attribute good grades in math to hard work for girls, but to natural ability for boys. "This study shows that girls are internalizing those cultural messages early in development, believing that, yes they may work hard, but they are not naturally really smart," she said. "These beliefs can have important implications for what types of academic paths children choose to take, and shows why girls are opting out of majors like physics, despite earning high grades in school." A few ways we can resolve this problem is to expose girls to successful women who can serve as role models. Mattel, a toy company, also known as the maker of the Barbie doll, has also started taking steps to reduce gender stereotypes. Their campaign holds out the possibility that girls can be anything, from paleontologists to fairy princesses.

## בית ירוק

Ariana Myers, 7th Grade

אנשים בבית ירוק אוהבים לחסוך באנרגיה.

בבית ירוק: סוגרים את האור בכל פעם שיוצאים מהחדר. בבית ירוק סוגרים את הטלוויזיה שלא מסתכלים. בבית

ירוק סוגרים את המחשב שלא עובדים במחשב. המשפחה ירוקה לא נוסעים במכוניות אם יכולים ללכת ברגל.

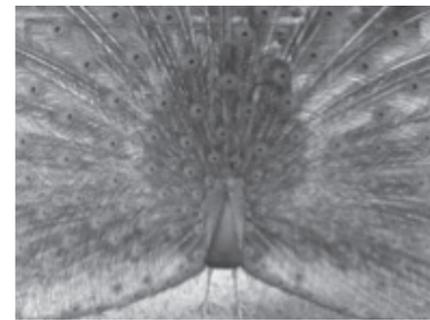
בבית ירוק לובשים בגדים חמים בחורף ולא מדליקים את המזגן.

**טווסים**

Kayla Golbari, 7th Grade

הטווס הוא ציפור צבעונית ויפה. כאשר הטווסים קטנים, בני 3 או 4, הם אוכלים חיות קטנות וחרקים. כשהם מתבגרים, הם לומדים איך לאכול פירות, עשבים, וזרעים. טווסים לא אוכלים ציפורים אחרות. צבע גופם של הטווסים הוא ירוק וכחול. לטווסים יש פנים ארוכות בצבעים שחור ולבן. זנבם של הטווסים יכול להגיע לגובה של 5 רגל. לפעמים הנוצות של הזנב נופלות, ואנשים שומרים את הנוצות שנפלו. לציפור הזאת יש 200 נוצות. כאשר הטווסים נמצאים בסכנה, הנוצות מאטות אותם כי הנוצות גדולות מאוד ולכן קשה להם לרוץ. לכן הם סוגרים את הנוצות שלהם. הטווסים מתקשרים עם קולות גבוהים כדי להודיע על סכנה ולדבר זה עם זה. הם גם משתמשים בשפת הגוף כדי לתקשר.

לכן לא תמיד רואים את הנוצות של הטווס. מאוד מעניין!

**פינגווינים**

Dorin Rabbanian, 7th Grade

רוב הפינגווינים חיים בחצי הכדור הדרומי. הפינגווינים הראש שלהם שחור והבטן שלהם לבנה. פינגווינים מתקשרים בקול, הם גם מתקשרים בשפת הגוף. הפינגווינים נראים כמעט זהים, כך שקשה מאוד לזהות אותם. כדי להתגבר על כך, הפינגווינים פיתחו קולות שונים ויש להם את היכולת לזהות את הקולות של פינגווינים אחרים. פינגווינים זכר ונקבה יש להם סוגים שונים של שיחות. השיחות הללו משמשות בטקסי חיזור וטקסי הזדווגות, וממחישות עוד יותר את חשיבות לתקשורת ביניהם. הפינגווינים עושים שלושה סוגים של קולות, כל אחת מהן למטרה אחרת. פינגווינים עושים קולות גבוהים כדי לגרש טורפים או מתחרים, שיחות כדי להכיר ציפורים מוכרות וכדי למשוך בני זוג. לפינגווינים זכרים יש ריקוד כוראוגרפי. פינגווינים אוכלים פירות ים והאוכל הראשי שלהם הוא דגים, חסילונים, קריל וסרטנים. הפינגווינים יכולים לשמוע קולות מרחוק ויש להם שמיעה טובה. הם שומרים על הילדים שלהם.

**פרפר**

Leah Sarir, 7th Grade

בכל העולם יש 28,000 מינים של פרפרים. יש 725 סוגים באמריקה ובקנדה יש 2,000 סוגים. במקסיקו גם מצאו 2,000 מינים. הפרפרים מתקשרים במחושים שלהם. הם מתקשרים כאשר הם רוצים אוכל. הם מריחים בעזרת הרגליים שלהם. הזמן הכי ארוך שפרפר חי הוא 4 ימים. כשפרפרים ישנים אז חיים שלהם יותר ארוכים.

**תקשורת בין הדולפינים**

Nooria Kerendian, 7th Grade

דולפינים מתקשרים בשני דרכים שונים. הם מתקשרים עם קולות ושפת הגוף. הם שורקים כשהם מתקשרים עם דולפינים אחרים. השריקה של הדולפין כמו השם שלו. זה איך דולפינים אחרים יכולים להזות אותו. עם השריקות שלהם דולפינים יכולים לדעת איפה הם בכל זמן. כשדולפינים מוצאים טרף הם לעתים קרובות מודיעים לדולפינים אחרים.. לדולפינים יש מערכת תקשורת מדהימה.

**התחממות גלובלית**

Shalva Kaplan, 6th Grade

המדענים אומרים שב-150 השנים האחרונות יש עלייה בטמפרטורות של כדור הארץ. המדענים אומרים שהסיבה לעלייה בטמפרטורות קשורה לבני האדם.

המדענים אומרים שבני האדם משתמשים יותר ויותר במכוניות ובחשמל. הגזים מן המכוניות ומתחנות החשמל נשארים באטמוספירה שמסביב לכדור הארץ ולכן הטמפרטורות בכדור הארץ גבוהות יותר.

המדענים אומרים שהעליה בטמפרטורות בכדור הארץ גורמת לבעיות:

1. יש פחות קרחונים באלסקה ובאנטרטיקה.
2. הקרחונים הופכים למים. המים זורמים לאוקיינוסים. בעוד כמה שנים המים באוקיינוסים יעלו ויגיעו למקומות רחוקים בחוף.
3. המים באוקיינוסים יותר חמים וזה משפיע על מזג האוויר. יש גשמים חזקים והמים בנהרות עולים ומגיעים עד לבתים ולשדות או במקומות אחרים אין גשמים וחם מאוד.

## Hillel Hosts Robotics Scrimmage

Benjamin Sarir, 6th Grade

On April 30, 2017 our school, Harkham Hillel Hebrew Academy, hosted a Robotics scrimmage. Nine different teams from schools all over the city joined at our school to show what we had worked for for about two months. Everyone arrived at around 9:00 a.m., but the competition started at 9:30. When the teams got there, we started practicing our programs to make sure the robots were performing as programmed.

When the competition began there were three places to be - either your team was at the center of the gym at the two competition tables, you could practice at the side of the gym, or you were in a meeting about your robot with two of the YULA students who were refereeing our competition. Spectators were watching from the side and cheering on their team.

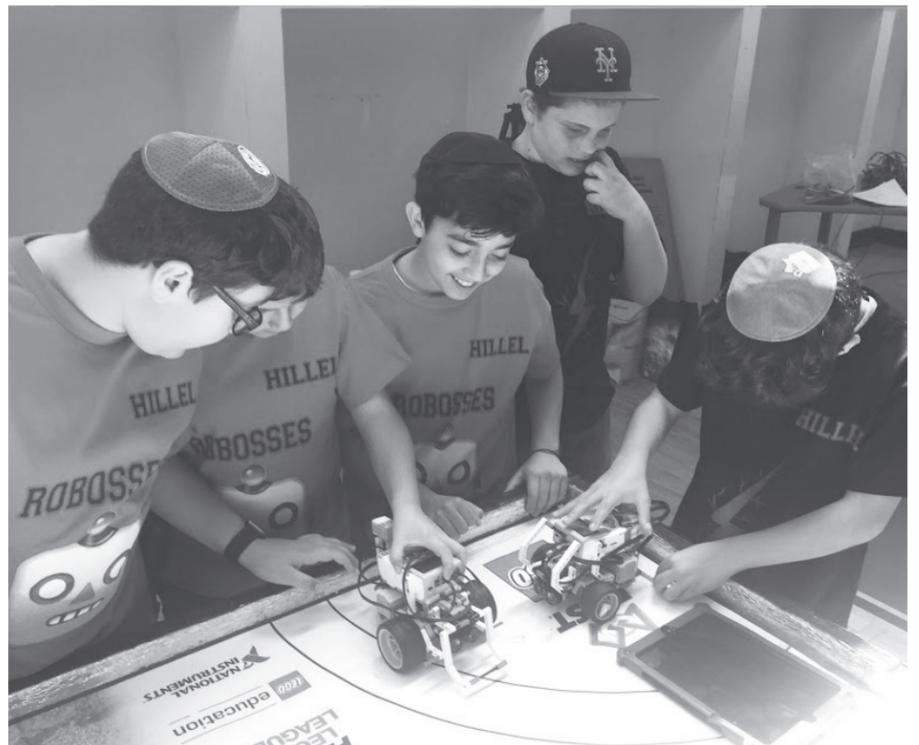
When we started training for the competition, we had about a month and a half. We planned to have one team as the Hillel robotics program, but soon we split. When we were one team, we had two robots for different missions. One robot had two programs on it and the other one had one program. About two weeks before the competition we split into two teams, "Blue Lightning" and my team, "Robosses." On the other team were Toby Shaffa, Ittai Louie, Hillel Nachimson, Jacob Javid and Eliyahu Nissany. On my team were Daniel Giloh, Daniel Itzhakov, Dylan Nassir and me, Benjamin Sarir. Each team had a different robot and different programs for the competition. Each team designed T-shirts which symbolized their team. In science, our grade has started a section on robotics. To other classmates this is new material, but to us on the robotics team, we are familiar with this subject. So we took the responsibility to help other classmates in our class or other classes.

At the end of three rounds at the scrimmage, all nine teams went downstairs to the auditorium to have lunch with our teams and just rest. Our team went around the room and thanked teams for coming to the competition. After everyone finished, Mr. Ablin and Mr. Barkai, our robotics teacher, came up to start the award ceremony. There were three winning teams that were given awards. In first place was "Ancroid." My team got in 5th place and the other Hillel team got in 8th place. After all I really liked the scrimmage and hope there is another one. I am proud that Hillel hosted the scrimmage and that I could take part in it. Special thanks to Mr. Barkai for being our head of the robotics team and Mr. Ablin for starting the robotics program.

## Surface Pro 4

Tuvia Frankel, 6th Grade

There is the iPad Pro, a big tablet with a removable keyboard. Then we have the MacBook Air, full-fledged computer. But Apple provides no medium, no in-between. It's so sad that we can't have a two-in-one. Or at least only if we buy Apple. Introducing the Surface Pro 4! A tablet and a computer, in one! That means that you can have the convenience of a tablet, with the functions of a computer. The Microsoft product has, for a starting price of just \$799.00, an Intel core M3, a tablet CPU, 4 gigabytes of RAM, 128 gigabytes of internal storage, and is running 50% faster than the MacBook Air. All Surface Pro 4s come running on Windows 10, one of the most stable operating systems. It has a touch screen, a removable keyboard, which comes separately, a pen with an eraser (may not be in all models), and a charger. You can get every app you can get on Windows 10. These include Adobe Photoshop, Blender 3D, Steam, and Minecraft. So if you want all of these amazing features, the Surface Pro 4 is the way to go!



Above: From right: 6th graders Dylan Nassir, Daniel Itzhakov, Benjamin Sarir, Hillel Nachimson and Toby Shafa work on their robot at the

## The Nation After the Election

### Daniel Kunin, 6th Grade

#### Sanctuary Cities

One part of the the nation's reaction to the results of the presidential election is the debate over the legality of sanctuary cities. What is a sanctuary city? A sanctuary city is a city in the United States or Canada that has adopted a policy of protecting undocumented immigrants by not prosecuting them solely for violating federal immigration laws in the country in which they are now living illegally. The designation has no precise legal meaning.

Donald Trump announced in a statement this week saying, "Sanctuary cities will not receive taxpayer dollars," meaning money that taxpayers contribute to the government will not be received by sanctuary cities like New York, Chicago, Los Angeles and many more. This will make it increasingly hard to stay a sanctuary city, due to not receiving any money from the government.

#### The Electoral College

Another recent event related to Donald Trump's election was the meeting of the Electoral College on Monday, December 19, 2016. The Electors meet in their state and vote for President and Vice President on separate ballots. The electors record their votes on six "Certificates of Vote," which are paired with the six remaining Certificates of Ascertainment.

The electors sign, seal, and certify six sets of electoral votes. A set of electoral votes consists of one Certificate of Ascertainment and one Certificate of Vote. These are distributed immediately as follows: one set to the President of the Senate (the Vice President) for the official count of the electoral votes in January; two packages to the Secretary of State in the state where the electors met—one is an archival set that becomes part of the public record of the Secretary of State's office and the other is a reserve set that is subject to the call of the President of the Senate to replace missing or incomplete electoral votes; two packages to the Archivist—one is an archival set that becomes part of the permanent collection at the National Archives and Records Administration and the other is a reserve set that is subject to the call of the President of the Senate to replace missing or incomplete electoral votes; and one set to the presiding judge in the district where the Electors met—this is also a reserve set that is subject to the call of the President of the Senate to replace missing or incomplete electoral votes.

### תל אביב - עיר בלי הפסקה

Elliot Serure, 6th Grade

תל אביב נמצאת במערב מדינת ישראל ליד ים התיכון. יש שם חופים יפים. בתל אביב גרים 432,892 אנשים. תל אביב העיר השנייה בגודלה בישראל. העיר תל אביב קמה בשנת 1909. אנשים שבאו לישראל מאירופה בנו את העיר. האנשים בונים בתים באחוזת הבית. מזג האוויר חם בקיץ ולא כל כך קר בחורף. העיר תל אביב היא במקום 31 בעולם ביוקר המחיה. יש הרבה טכנולוגיה בתל אביב. הכינוי של תל אביב הוא "העיר בלי הפסקה". ב-1965 בנו את "מגדל שלום" הוא בגובה 120 מטרים ו-34 קומות. היום מגדלי עזריאלי הם המגדלים הגבוהים בישראל.

### מלחמת ששת הימים

Dvir Regev, 4th Grade

מלחמת ששת הימים התחילה בחמשה ביוני אלף תשע מאות שישים ושבע כ"ח באייר תשכ"ז. במלחמה היו צבאות מצרים, סוריה, ירדן, לבנון ועיראק נגד צבא ישראל. המלחמה התחילה שהסורים ירו לעבר טרקטורים שעבדו בצפון. בתגובה ישראל הפציצה את המשגרים. הצבא הסורי שלח מטוסים אז גם ישראל שלחה מטוסים שיפציצו את המטוסים הסורים. לכן מצרים סגרה את מיצרי טיראן בפני אוניות שיעדן היה ישראל. כל הסחורה מהמזרח וכל המכוניות לא יכלו להגיע לישראל. מצרים וירדן חתמו על שיתוף פעולה. המצרים חתמו על שיתוף פעולה עם לבנון. ארצות הברית שלחה נושאת מטוסים כדי להגן על ישראל. ארבעת המעצמות, בריטניה, צרפת, ארה"ב ורוסיה, ניסו לעצור את המלחמה. כשזה לא הצליח כל העולם ידע שהמזרח התיכון בדרך למלחמה. חיל האוויר הישראלי הפציץ את כל בסיסי חילות האוויר של כל המדינות כולל עיראק הרחוקה. חילות האוויר הערבים היו משותקים וככה היה לישראל שטח אוויר חופשי. המלחמה התחילה. ישראל כבשה את הגולן, חצי האי סיני, הקו הירוק וירושלים המאוחדת. השנה זה יובל לירושלים המאוחדת. עיר העתיקה והעיר החדשה חוברו יחדיו. במהלך חגיגות ה-19 לעצמאותה של ישראל קיבלנו את ירושלים ואת שאר החלקים. זה היה נצחון מוחץ לישראל.

## The Women's March

### Bayley Sandler, 7th Grade

“We stand together in solidarity with our partners and children the protection of our rights, our safety, our health, and our families- recognizing that our vibrant and diverse communities are the strength of our country.” This is the mission statement for the Women’s March that took place on January 21st, Donald Trump’s first day as President. Women and men, from all different backgrounds and cultures came together in solidarity all over North America, in places such as New York, Washington D.C., Chicago, and Los Angeles. According to an interview with Linda Sarsour the national co-chair for the Women’s March said that 200,000 people may be too small of an estimated when asked how many people were marching by Amy Goodman.

This march will go down in history with the Martin Luther King Jr. march. Both are important to the history of our country and both fought for a specific set of rights. The women's march, marched for the human equality. These rights included women's safety, health, plan- parenthood, and rights for the women and men who are LGBTQA+. Linda Sarsour said, “We are here in the spirit of Dr. Martin Luther King.” She and the other protesters stayed true to this and made this march safe and respectful, but also moving and influential. “We’re here to let people know this is America, this is a democracy. I have the right to be out here and stand up for my rights.” On August 28, 1963 a little more than 200,000 Americans came together to support civil rights. Then, in 2017 way over 200,000 Americans came together to support women and human rights. People have been coming together for over 50 years to show what they believe and these historical marches show that as a nation, the American people are capable of anything.



### אנה פראנק

Hillel Nachimson, 6th Grade

אנה פראנק נולדה בפולין ב1929. בתחילת המלחמה אנה פראנק עברה עם המשפחה שלה לאמסטרדם, בגלל שהנאצים רצו להרוג את היהודים. אנה פראנק והמשפחה שלה, התחבאו שלוש שנים מאחורי ארון ספרים גדול. הם פחדו שהנאצים ימצאו אותם. בכל יום אנה כתבה ביומן שלה על המלחמה ומזג האוויר. ב1944 הנאצים מצאו את אנה פראנק והמשפחה שלה ושלחו אותם לאושוויץ. אנה מתה באושוויץ ב1944. אבא של אנה לא מת ומצא את היומן שלה. מהיומן הוא עשה ספר. היום הבית של אנה פרנק מוזאון.

**חיפה**

Elijah Stern, 6th Grade

חיפה נמצאת בצפון-מערב מדינת ישראל. חיפה על הר הכרמל ועל-יד ים התיכון. בחיפה יש הרבה דברים לעשות. חיפה עיר השלישית בגודלה בישראל. יש בחיפה גרים 278,90 אנשים. לפני 3000 שנה, כבשו את חיפה הרבה שבטים. בחיפה יש הנמל הכי גדול בישראל. סמל העיר יש ים התיכון ואוניות. האנשים מכל הדתות גרים בעיר. בעיר יש מקומות קדושים לכל הדתות. בעיר חיפה יש בית כנסת, ישיבות ובתי ספר ליהודים וערבים. בחיפה יש המרכז של הבהאים. שם בנינים והמשרדים שלהם. טכניון היא האוניברסיטה הגדולה בחיפה ואחת מהאוניברסיטאות הכי טובות בעולם. בעיר יש הרבה פארקים וגנים. הגן שמאוד פופולרי הוא גן האם הבהאי, אנשים מכל הדתות אוהבים לבקר בגן הבהאי. בחיפה יש רכבת התחתית. הרכבת התחתית מתחת לאדמה. בחיפה יש הרבה אומנות ברחובות יפים. בחיפה יש הרבה דברים לראות כמו מוזאון המדע, נמל חיפה, פסלים גנים.

**חיפה**

Ben Edidin, 5th Grade

אני אוהב את חיפה כי זאת עיר מאוד יפה ומיוחדת. בחיפה אפשר לראות הרבה מקומות מעניינים כמו הנמל של חיפה, אפשר לראות שם אניות של חיל הים. אפשר לנסוע בכרמלית- הרכבת התחתית היחידה בישראל! חיפה היא אחת משלושת הערים הגדולות בישראל. בחיפה אפשר ללמוד בטכניון, בית ספר לטכנולוגיה מאוד מפורסם בעולם. יש הרבה גנים וטבע בחיפה, יש את גן הבהאים, ואת גן האם, בגן האם יש גן חיות. חיפה נמצאת בצפון, על הר הכרמל ועל יד ים התיכון. יש שיר על חיפה: "חיפה, חיפה עיר אמיתית לה לה לה..."

**מדור לדור**

Aharon Tsaidi, 4th Grade

סבא רבה של אבא שלי הכין תפילין לבן שלו, הוא העביר את התפילין לאבא שלי. אבא שלי אמר שהוא יעביר את התפילין אלי. וב"ה אני בעתיד אעביר את התפילין לבן הבכור שלי. התפילין הזה מיוחד כי זה עבר מדור לדור

Jessica Ganjian, 4th Grade

העגילים בתמונה מאוד חשובים למשפחה שלי, הם עברו מדור לדור. קודם העגילים האלה היו של סבתא שלי, אחר כך הם עברו לאמא שלי. אמא שלי נתנה לי אותם, ועכשיו הם שלי!

**הנגב**

Yonatan Rosenberg, 5th Grade

הנגב נמצא בדרום הארץ ובאר שבע היא העיר הבירה של הנגב. הנגב הוא 60% משטח ישראל. דוד בן גוריון, הראש הממשלה הראשון של ישראל, היה גר בנגב כי הוא רצה שאנשים יבואו לגור ולבנות בתים בנגב. דוד בן גוריון גר ועבד בקיבוץ שדה בוקר. הוא גר בבית קטן (צריף) בשדה בוקר. אחריו אנשים עברו לגור בנגב. היום דוד בן גוריון ואשתו קבורים בנגב ואנשים באים לראות ולבקר את הצריף שלו ואת הקבר שלו. קודם הנגב היה שומם והיום הנגב פורה!

**אלי כהן**

Eitan Ulitzky, 8th Grade

אלי כהן גר במצרים בשנת 1954. בשנת 1960 הוא גויס ליחידה של אגף המודיעין. בנו לו דמות של סוחר ערבי בשם כאמל אמין תאבט והוא התיידד עם הקהילה הערבית המקומית. ב 1962 גר בדמשק וכולם חשבו שהוא איש עסקים והאמינו לו.

במהלך תפקידו בתור מרגל הוא היה מתקשר לישראל כל יום. הוא היה מגלה את הסודות של ראש הממשלה. בשנת 1965 הסורים החליטו על "דממת אלחוט" - כל מכשירי הקשר של הממשלה יהיו כבויים בשביל להחליף אותם למכשירים חדשים.

אלי לא ידע על דממת האלחוט והמשיך לשדר בקשר לישראל. הסורים תפסו את אלי כהן והרגו אותו. אלי אהב את ישראל ובזכותו מאגר המים בישראל לא נפגע והרבה דברים נגד ישראל לא קרו כי הוא סיפר לישראל את הכל.

המשפחה של אלי הייתה מאוד עצובה על מה שקרה. עד היום יש מצבה לזכרו של אלי כהן בגן הנעדרים בבית הקברות הצבאי הלאומי בהר הרצל בירושלים. עד היום הגופה של אלי כהן במצרים.



## Wax Museum From a Third Grader's Perspective

Alyssa Portnoy, or Ulysses S. Grant, 3rd Grade

After several months of writing, studying, working, and memorizing, the day of the wax museum came. To prepare for the wax museum, my classmates and I had to research our presidents and what was happening during their time in office. On the day of the performance the whole 3rd grade dressed up in a costume and put baby powder or hairspray in our hair. Then we sat for one hour and 40 minutes without a break, reciting our speeches over and over again. However, we only said our speeches if someone touched one of our triggers. If not, then we were as still as a wax figures. (that is why it is called the wax museum). But, the presidential wax museum was not just about reciting speeches. There was also some singing involved. The whole 3rd grade sang a presidential rap about what all 44 presidents had done in their life. Having to say my speech about Ulysses S. Grant was embarrassing, but after the wax museum passed I realized the wax museum wasn't about having the best speech or having the most people there to support you. It is about our education, learning about government, how to write a speech and most importantly having fun!!!

## 4th Grade Wax Museum

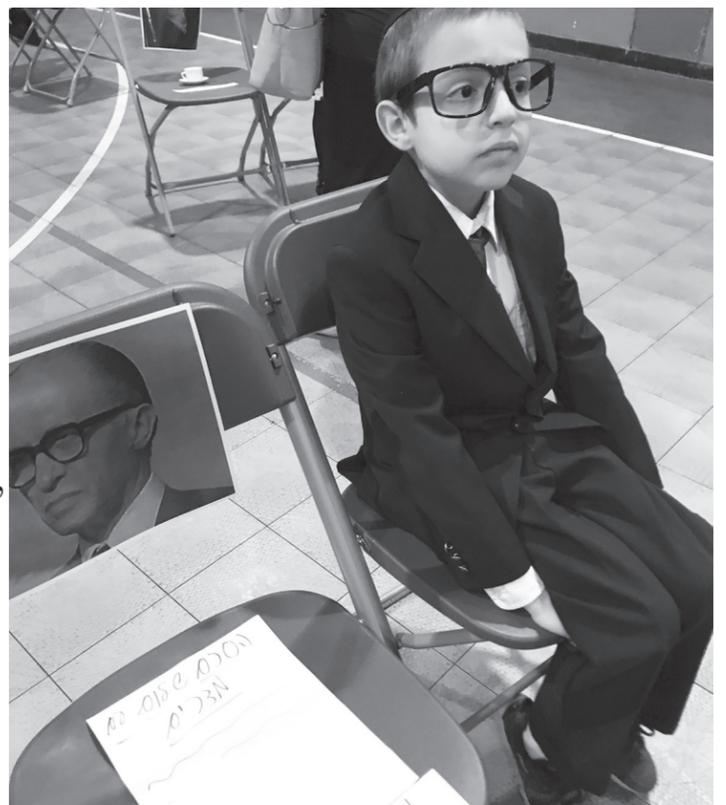
Kira Heumann, 4th Grade

On May 1, the fourth grade did a wonderful wax museum for Yom Ha'atzmaut. They worked for a month to prepare their speeches. They had to study and memorize the important facts about each influential person. For example, one student had Ada Yonath, who improved antibiotics. Another student had Golda Meir, who was the first and only female prime minister of Israel. These people are important because they did many things to help Israel. Many parents and students came to learn about these important people and see the work the fourth graders did to put on this wax museum.



Above: 3rd grader Avigail Sufrin as impersonates James Monroe, allowing some elementary students learn about him.

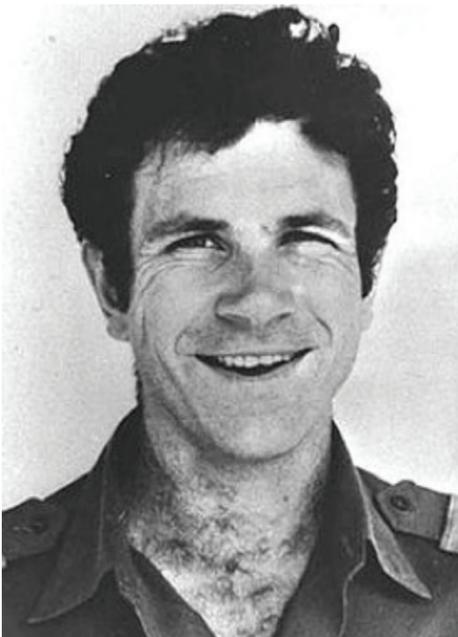
Below: 4th grader Zach Simon sits very still as he impersonates Menachem Begin, waiting for museum visitors to bring him to life and share his information about Begin.



## יוני נתניהו

Shaked Wiedman, 4th Grade

שלום אני יוני נתניהו.  
 נולדתי ב1946 בניו יורק,  
 אני הבן הבכור של פרופסור בן ציון נתניהו ואחי הוא בנימין נתניהו.  
 שירתתי בצה"ל במלחמת יום כיפור וקיבלתי את "אות הגבורה".  
 ב1976 הייתי מפקד סיירת מט"ח ומפקד מבצע יהונתן.  
 חילצנו שבויים ישראלים שנחטפו על ידי מחבלים והוטסו לאנטבה - אוגנדה.  
 חילצנו מאה ושניים חטופים.  
 במבצע נפלתי במילוי תפקידי.  
 הייתי בן שלושים.



**גולדה מאיר**

Estee Terzi, 4th Grade



שלום אני גולדה מאיר  
 נולדתי באלף שמונה מאות תשעים ושמונה בעיר קייב ברוסיה.  
 בגיל שמונה עברתי עם המשפחה שלי לגור ב Milwaukee בארצות הברית.  
 הייתי בתנועה הציונית ועליתי לפלסטינה. גרתי בקיבוץ מרחביה, בתל אביב, ובירושלים.  
 הייתי שרת החוץ ושרת העבודה בממשלה של ישראל ונבחרתי להיות ראש הממשלה.  
 אני האישה הראשונה והיחידה בישראל שהייתה ראש הממשלה.  
 אני דוגמה לנשים שהן יכולות לעשות כל תפקיד שהן רוצות.

**דוד בן גוריון**

Aiden Drake, 4th Grade

שלום אני דוד בן ועליתי לפלסטלינה בשנה אלף תשע מאות ושש.  
 אני הכרזתי על הקמת מדינה ישראל אחרי אלפיים שנות גלות, בה' באיר תש"ח.  
 אני הייתי ראש הממשלה ושר הביטחון הראשון של מדינה ישראל.  
 אני ביססתי את הביטחון והכלכלה של מדינת ישראל.  
 גרתי בקיבוץ שדה בוקר בנגב ושם אני קבור.

**רבי דוד לאו**

Zachary Hyman, 4th Grade



שלום אני רבי דוד לאו.  
 נולדתי באלף תשע מאות שישים ושש בתל אביב. אבא שלי הוא הרב הראשי לישראל-רבי ישראל לאו.  
 הייתי הרב של העיר שוהם והעיר מודיעין.  
 היום אני הרב האשכנזי הראשי של מדינת ישראל. קיבלתי את התפקיד באלף תשע מאות ושלוש עשרה. אני הרב  
 הראשון שנותן תשובות באינטרנט. אני כותב תוכניות ללמוד תורה באינטרנט ויש לי תוכנית בטלוויזיה. ביקרתי  
 אתכם בבית ספר "הלל".

**דני גולד**

Ethan Dawoody, 4th Grade

שלום אני דני גולד.  
 נולדתי באלף תשע מאות שישים ושתיים בתל אביב להורים ניצולי שואה.  
 אני מהנדס אלקטרוניקה ודוקטור להנדסת אלקטרוניקה.  
 אני המנהל של המחקר והפיתוח של אמצעי לחימה בישראל.  
 בצה"ל שירתתי בחיל האוויר.  
 אני והאנשים שלי בנינו את "כיפת ברזל".  
 זכיתי בשנת אלפיים ושתיים עשרה בפרס ביטחון ישראל.  
 הדלקתי את המשואה ביום העצמאות.

**ראובן רבלין**

Aaron Itzhakov, 4th Grade



שלום אני ראובן ריבלין.  
 נולדתי באלף תשע מאות שלושים ותשע בישראל.  
 גדלתי בירושלים. אני עורך דין ועוסק בפוליטיקה. אני מדבר ערבית.  
 אני הייתי שר התקשורת ודובר כנסת ישראל.  
 בשנת אלפים וארבע עשרה נבחרתי להיות נשיא מדינת ישראל.

**בנימין זאב הרצל**

Noa Kohan, 4th Grade

שלום אני בנימין זאב הרצל.  
 נולדתי באלף שמונה מאות ושישים בהונגריה.  
 הייתי כתב של עיתון אוסטרי במשפט דריפוס בפאריז.  
 אחרי המשפט התחלתי בפעילות ציונית כי הבנתי שתמיד תהיה אנטישמיות ושהיהודים  
 יכולים לחיות רק בארץ ישראל.  
 פרסמתי את הרעיון שלי בספר "מדינת היהודים".  
 ערכתי את הקונגרס היהודים הראשון בבאזל שבשווצריה.  
 ביקרתי בפלסטינה ב-1898.

**אילן רמון**

Daniel Nazarian, 4th Grade

שלום אני אילן רמון. נולדתי באלף תשע מאות חמישים וארבע בישראל.  
 בצה"ל שירתתי בחיל האוויר. אני טייס והבאתי לישראל את המטוס F16.  
 השתתפתי בהפצצה של הכור האטומי בעירק. נבחרתי להיות טייס החלל הישראלי הראשון.  
 טסתי במעבורת החלל-קולומביה. לקחתי לטיסה גם ספרי תורה ומזוזה.  
 החללית קולומביה התפרקה בחזרה לכדור הארץ.  
 נפלתי במילוי תפקידי ונקברתי בישראל.

**אלי כהן**

Avital Louie, 4th Grade

שלום השם שלי אלי כהן.  
 נולדתי במצרים באלף תשע מאות עשרים וארבע ועליתי לישראל.  
 עבדתי בשביל המוסד. מאלף תשע מאות שישים ואחת עד אלף תשע מאות שישים וחמש הייתי מרגל בסוריה.  
 שלחתי אינפורמציה לישראל שעזרה לצה"ל לכבוש את רמת הגולן במלחמת ששת הימים.  
 הסורים תפסו אותי והרגו אותי.

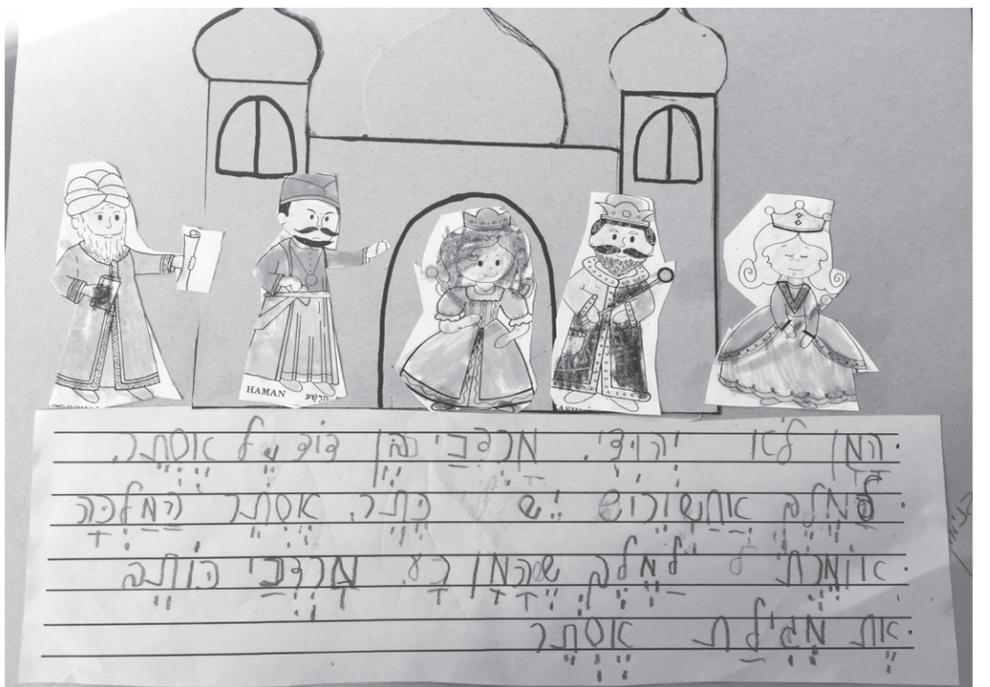
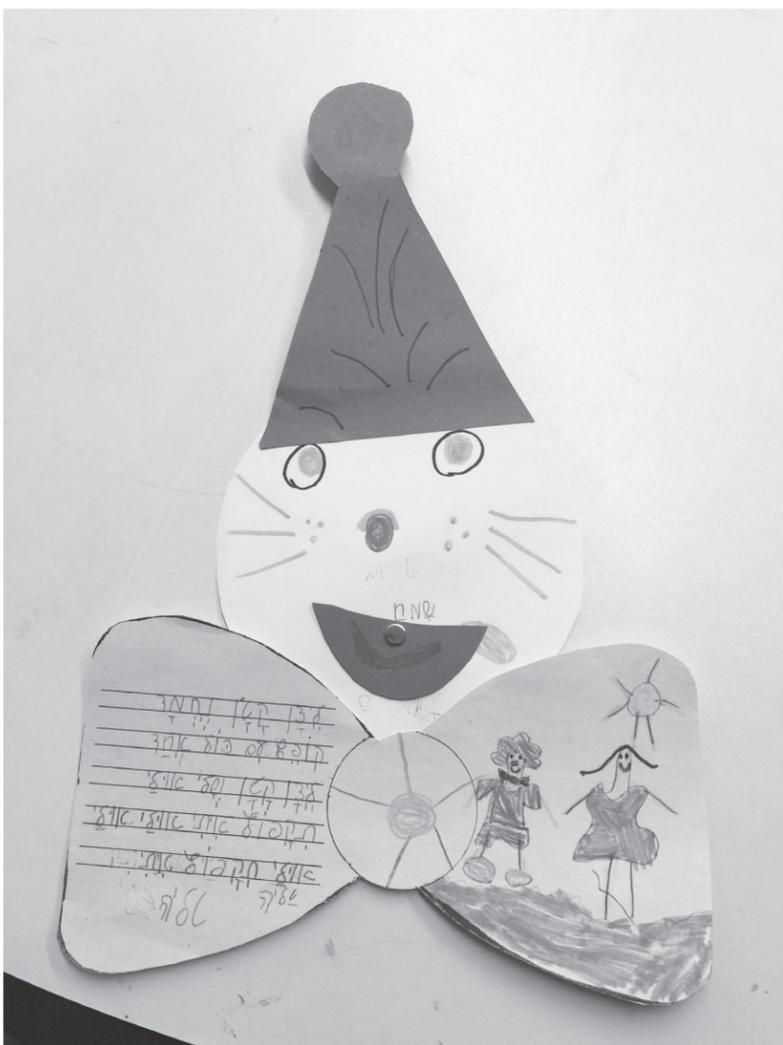
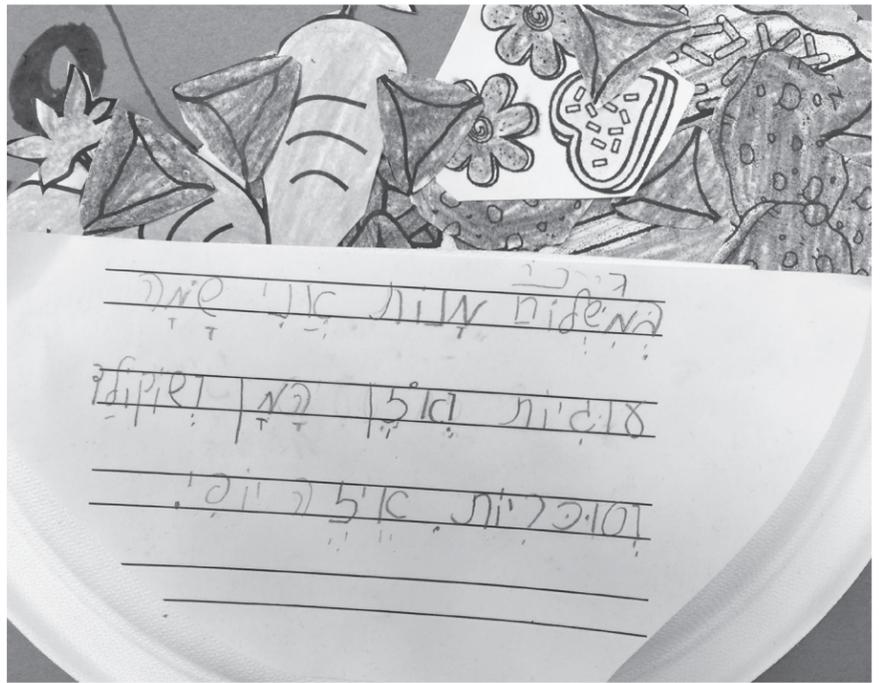
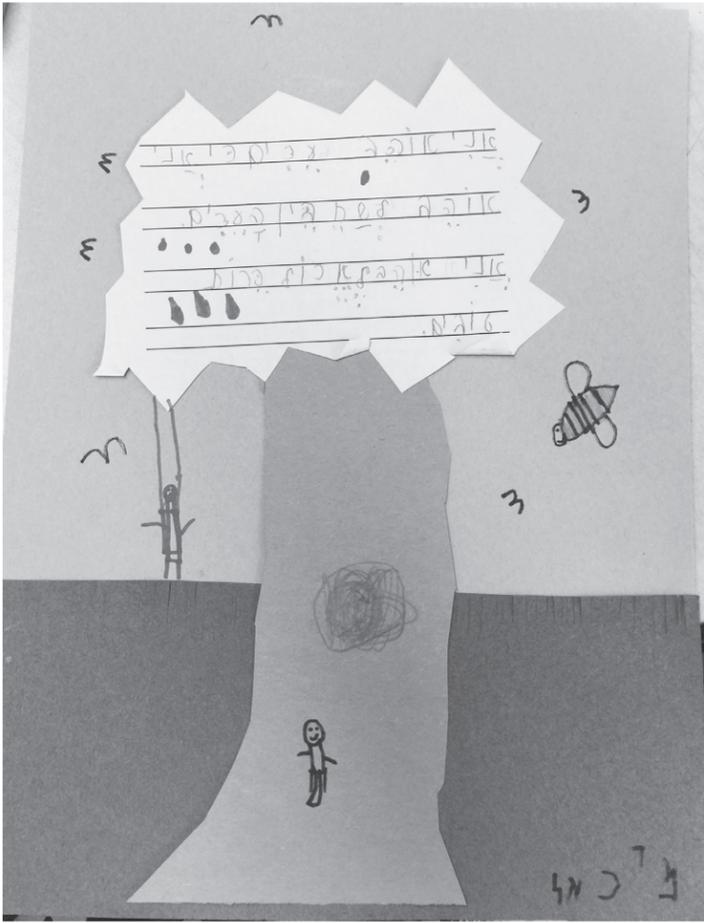
**אליעזר בן יהודה**

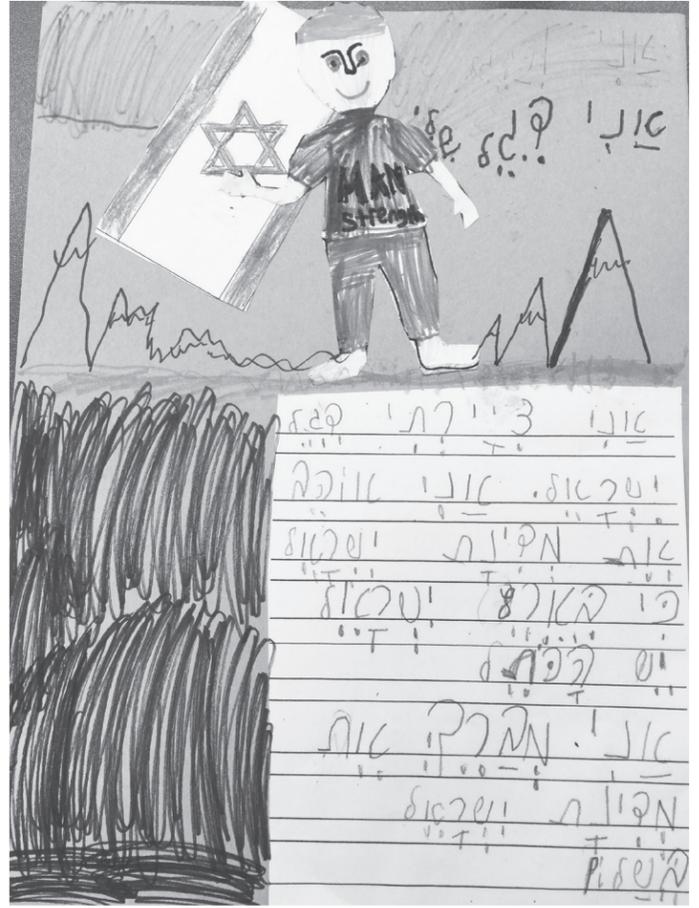
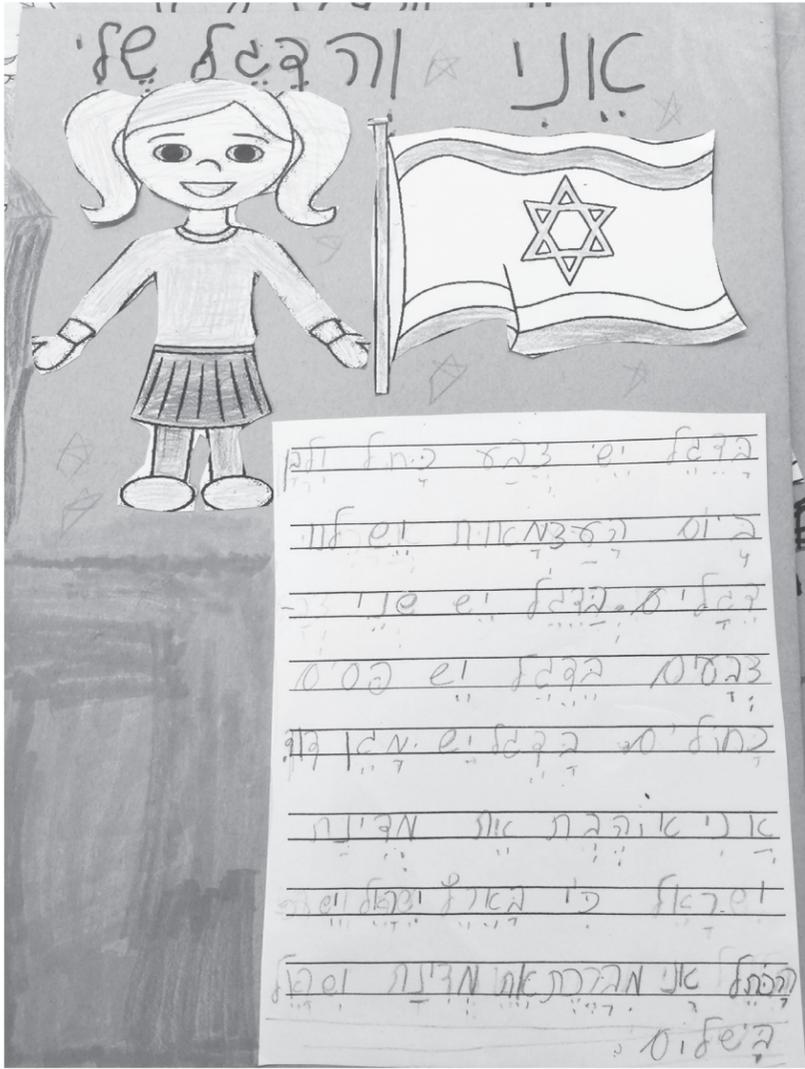
Jaden Azeroual, 4th Grade

שלום אני אליעזר בן יהודה.  
 נולדתי באלף שמונה מאות חמישים ושמונה ברוסיה.  
 עליתי לפלסטינה באלף שמונה מאות שמונים ואחת.  
 גרתי בירושלים.  
 יסדתי את העיתון העברי הראשון.  
 הפכתי את השפה העברית לשפה של יום יום.  
 כתבתי ספרים ללימוד עברית וחידשתי את השפה העברית כשכתבתי מילים חדשות. כתבתי את המילון העברי הראשון.

# First Grade Creative Writing!

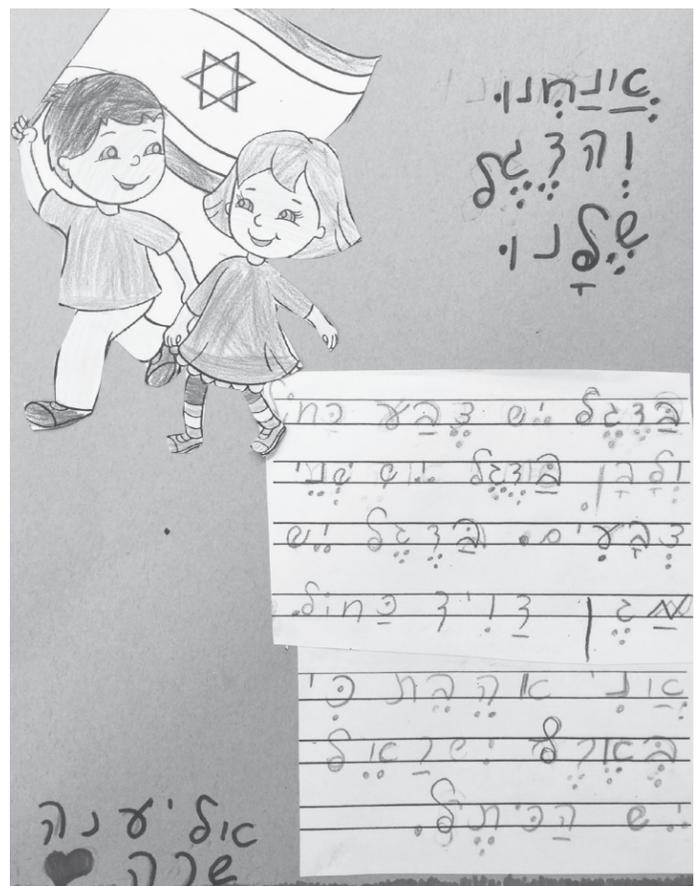
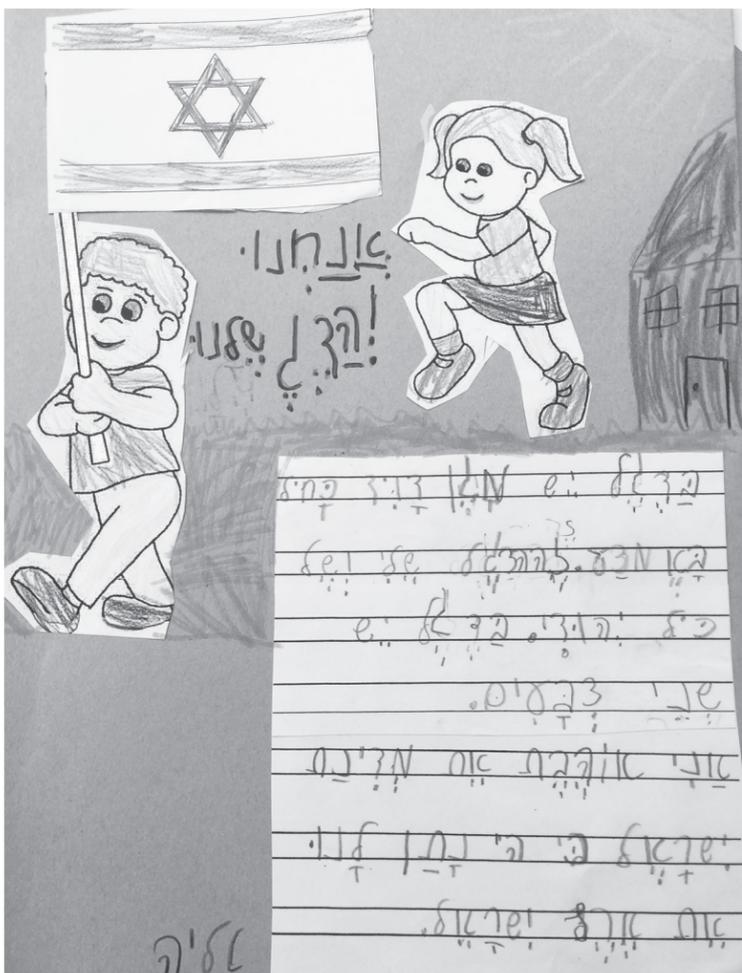
Students wrote creatively about a holiday. They crafted their own paragraphs in Hebrew and illustrated their work using a variety of materials. Each student read his or her writing out loud to the class. Kol hakavod, first grade!





### First Grade Focuses on Israel and Achdut

Students chose from several sources in order to write and illustrate pieces about Israel. Students presented their hard work by reading their writing to the class, sharing their great ideas!



## Star Wars: A Brief History

### Shmuel Kligman, 8th Grade

In 1977, Star Wars premiered for the first time. Despite the extremely low ratings from critics, fans ate it up. Only 4 months later, ABC aired a television special on the making of the classic. Despite it being a fan favorite, critics attacked Lucas for opening with the now-famous text scroll of "A long time ago, in a galaxy far, far away..." to the extent of evicting him from the Directors' Guild. After the incredible success, Star Wars Episode V: Empire Strikes Back debuted in 1980. It became a huge hit, with the classic twist of (spoiler!) Darth Vader being Luke's father. In fact, Mark Hamill, who played Luke, didn't even know about the twist. Lucas told him that he wanted to see how it would work, to see if Luke would have a darker side. In 1983, Return of the Jedi came out. With the newly-made household name cast still in, it became a smash hit. Some fans complained, as it shares almost exactly the same plot as A New Hope. The ending is with celebration, with no doubt that Luke and the rebels defeated the empire. After 16 long years, the first prequel, The Phantom Menace, was released. It was a complete train wreck, with many fans and critics feeling it racially insensitive. However, it brought fans closer together, with a deep hatred for Jar-Jar Binks. 3 years later, Attack of the Clones premiered. To most fans, it was just as much of a disaster as The Phantom Menace. Fans would wait for 12 more years for a Star Wars movie worthy of the originals.

Almost 40 years ago, it still holds an impact in popular culture. It redefined what a science-fiction movie is. Now, Lucasfilms is still filming even more sequels and stories of one of the greatest classic movies; Star Wars.

On December 11th, 2015, Star Wars fans lined up for tickets almost down an entire block. With a completely new cast as the main protagonists, a new enemy to defeat, and the appearance of some of the original cast, Star Wars Episode VII: The Force Awakens was sure to be a success. And boy, was it one. It broke records, with the highest box office gross for opening weekend. Fans fell in love with the new characters, new droids, and new planets in the Star Wars universe. Now, Star Wars fans wait until December of 2017. Until then, the story stays the same. Until those fateful words fill the screen of the TCL Chinese Theatres; "A long time ago, in a galaxy far, far away..."

## The World's Indigenous Languages

### Daniel Kunin, 6th Grade

Why is conserving indigenous language so important? Language preservation is the effort to prevent languages from becoming lost. Language is an important part of any society, because it enables people to communicate and express themselves. When a language dies out, future generations lose a vital part of the culture that is necessary to completely understand it.

Peru, which is the former center of the Incan empire, is struggling to maintain its former languages. Peru, less than 1000 years ago, was the center of the great Incan empire, made up of many indigenous tribes, some of which still exist today, but their existence is anything but easy. Due to illegal logging and pollution of their water sources and natural habitats, the tribes are forced out of their land and into the modern world, which decreases their numbers and brings their language near endangered status. Peru has 47 indigenous; 40 of them have school and museums educating the public about them, 6 of them are critically endangered with little to no public recognition and 1 of them that is endangered is in the process of receiving help from the Peruvian government. Unfortunately, Peru has already lost 37 native languages. In addition to setting up schools, the government is working to develop writing systems and texts for the larger languages, or audio archives, for the smaller ones. The government produces a daily TV news program in Quechua for the four million people who speak it. UNESCO also supports areas with endangered languages, setting up schools and programs to educate the general public about endangered languages and the actions to take to save them.

Multiple other regions in the world are also having a problem with endangered languages, some less extreme some more extreme. These other countries include China, India, Brazil, and even the United States. In Brazil alone, there are 190 endangered languages. In the United States there are 227, in India 199 and in China 148. In short, today we face the problem of losing indigenous languages because of human involvement in their natural habitat. This is not a problem we are ignoring: local governments and UN's Educational, Scientific and Cultural Organization (UNESCO) provides support to affected regions.



Above: Tuvia Frankel teaching the computer program Unity to his fellow students Mayer Adler, Rami Melmed, Isaac Hershkovitz, and Ittai Louie.

## Bracha Garmaise Science Fiction Story, 6th Grade

This is an excerpt from Bracha's story. Please contact the author for the full version!

Before it all began, it was a regular day. It was a sunny, warm day, and I was sitting on a lounge chair in my backyard by the pool. I was sipping a strawberry mint lemonade, and I was in a good mood. I looked outside, past the white picket fence and stretch of green grass was a couple. They were walking and talking to each other, and the woman was carrying a baby on her hip. I leaned back. I wish every day was like this. I thought. So perfect and calm.

Just then, my parents came outside. The dishes from dinner were in the dishwasher. My ears perked up. A present? It wasn't Chanukah or my birthday, and by the glint in Mom's eyes told me that it wasn't a new pack of hair-bands, socks or the new scented markers I had my eye on the last time we went to Splatter, the local art store. My dad hoisted a big brown box over his shoulder. Another good sign. It was something big. "Oooh, what is it? A laptop?" I joked. I was getting really excited. The box was open now and my mom lifted out a silver box. Huh? I waited for her to explain, but all she did was look at a folded piece of paper labeled Robot Directions- Navigating your touch activated robot. "Umm..." I stammered, unsure. "Tap it three times, June," Dad encouraged. I complied and suddenly a light, feminine voice, slightly monotonic, said, "Welcome, my name is Tobot." "Wow!!" I said. It was a robot! "That is so cool! Thank you so much! Why did I get this?" "We know that you struggle with math, and we've been seeing you work very hard, and we're very proud of you. Your recent 85% really got us thinking how we could reward you," my mom says. "Yes, and when your Uncle Josh offered us a free one, we thought you were the perfect recipient." Another great sign. Uncle Josh is my crazy, smart and funny uncle. He is always coming up with weird, cool inventions. I let go of a breath I hadn't realized I was holding. "Wow," I gasp. "Wow." I touch it, and a keyboard pops out and the voice says, "Program your information into me so I can help you," I fill in the information with the help of Tobot. Name: Kai.

Nice to meet you Kai.

## Emunah Garmaise Science Fiction Story, 6th Grade

This is an excerpt from Emunah's story. Please contact the author for the full version!

The team of uniformed men stood behind him, waiting for the next command. The aura was silent, cold and unnerving. Hands trembling, waiting for the next command, the scientific team was doing their best, but it wasn't easy with fear pumping through their veins. It was no ordinary day at the NASA headquarters. Jonathan Brauremen, the Head of Life on Alternative Planets & Galaxies (HLAG), hoped that his team was trained well for the tedious tasks that lay ahead.

"Drop the signal," said the commander. The men marched forward. A hush fell over the crowd. Ping! The signal was emitted from the rod-like speaker. Jonathan let out a breath he hadn't realized he had been holding. Now, all that was left to do was to wait.

\*\*\*

It was the thirteenth of January, an auspicious yet nerve-racking day for most of the world, as they waited with bated breath for the news. The HLAG team at NASA was sending out a signal in an attempt to communicate with alternative and extraterrestrial life. This project had taken 17 months to craft. But one element they couldn't plan for. The danger. The team at NASA had planned this day for months. Finally, live on TV, NASA was dropping a signal to life on other planets. An experimental operation with obvious risks, the mission had many shaking with fear. Possible repercussions whizzed around, appearing in the newspaper, on TV and in family dinner conversations. What if the creatures were stronger, faster, smarter than humans? What if revealing ourselves was...dangerous?

## All About Coding

### Aliza Katz and Barak Kaplan, 4th Grade

Coding is hard, but when you figure it out, it feels good.

Barak: My sister had a class before me and she was making a project involving a Sprite moving but it kept doing some crazy thing. I tried to figure out the problem. It took almost the whole class time but I solved it and I felt really good.

Aliza: I was making a project that involved an acorn that was supposed to fall off into a hole. Every time it fell off the tree, it missed the hole I had made for it to fall into. It took two class periods before I realized that it had to be moved into a different position. I felt like I had really accomplished something.

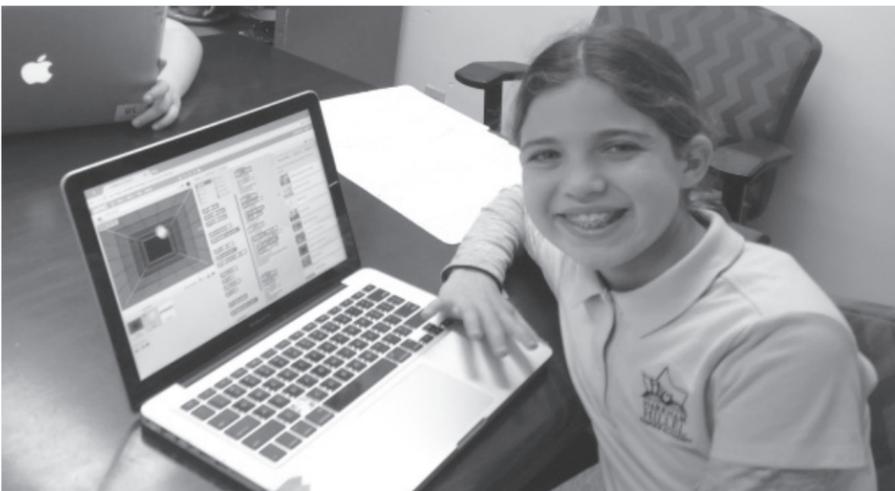
It is really important that we keep in mind that it isn't the end product that is important, but the process of learning and figuring it out.



Above: Olivia Winter and Ella Herskovitz, third graders, build a Marble Run.

Olivia Winter and Ella Herskovitz comment on the similarities between building Marble Run and creating a sequence of coding on Scratch:

Marble Run and Coding are connected because you need to figure out what can work; you may need to take a piece away or put it somewhere else. We test what we are doing as we go along to see if maybe we've reached a dead end. Whenever we make a mistake we know for next time what to do. Both are fun!



Above: Kira Heumann, 4th grader, learns coding with Dr. Glass.



Above: Jonathan Dayani and Matan Zadeh, 4th graders, using coding to create science fiction computer games with Dr. Glass.



Above: Taylor Gruenbaum, 2nd grade, shares her coding work.

## Elijah Stern Science Fiction Story, 6th Grade

Living in Tel Aviv, Israel, there is a family that has just moved from Denver, Colorado; they are the Namins and they have three children. The three children are very intelligent. The Namins also have a lot of money. In Denver, they lived in a three story house with eight bedrooms and seven bathrooms.

Now, they are living in a five story house with seven bedrooms and six bathrooms. Their new house is a little bit smaller because the cost of living in Israel is much more than it is in Denver. The parents are trying to find a school that their kids can go to where they will have a great education. In Israel, many people who are teachers are either retiring or moving to other jobs because Israel has created robots to become teachers. The reason that they have done this is because the jobs for teachers in Israel were not paying much money. Teachers were losing their apartments and houses because rent was going up, and they were not able to pay it. All of the teachers that are leaving schools are now going to move to new jobs to make more money. The only solution that Israel could think of was to have robots be the teachers.

The Namin parents and their children, Jon, Bill, and Bob, are very concerned about this. They think that the robots will have very limited information, other than what they are programmed to teach. If a child has a question for the teacher that isn't in the information that it has, then what are they going to do? The Namin family tried to find a school that has actual teachers. They couldn't find one. The Namins decided that they would go to the best school in all of Tel Aviv, even though it had robots as teachers.

On the first day of school, Bob walked into class. The first thing that he did was ask where the bathroom was. The robot teacher answered and said, "It is around the corner of the hall and straight down the stairs." Next, he asked a few questions just like that, but after, he asked some really wacky questions that the robot might not be able to answer. The robot couldn't answer these questions. Right after Bob's last question, the robot told the class that it was time to start class. Class started and the robot started to teach the first subject, math. It told the class that 955% of 1000 is 955. The whole class understood that. It next told the class that the square root of 25 was 5. One person in the class didn't understand that. The robot said that 5 times 5 equals 25, so the square root of 25 is 5. Now she understood.



Above: Jake Wainberg, 7th grader, shows off his coding.

This teaching and learning went on for about 30 minutes before a boy named Zack decided to start to blurt out random words, get up from his seat, and start running around. The robot had no idea what to do. It just stood there and did absolutely nothing. When Jon, Bill, and Bob got home, they told their parents about everything that happened. The family decided that they could not have their kids learning like this, so they moved back to Denver.

When they got to Denver they discovered that the teachers there had become robots because of the same economic reason in Israel. Every teacher in the world was a robot now. The Namin family realized that this was going to be how they lived. They were going to have the kids go to school with the robots and then in the evening, the parents were going to homeschool the kids. With this schedule the kids were able to learn what they needed to learn, and the parents could work in their full-time jobs.

Below: Michael Herskovitz, 3rd grader, works on coding on a laptop.



## Tefillin-making, continued

There are several important steps to this process. One of the important parts is when we put the two-centimeter piece of cow hair on the head tefillin. That cow hair reminds us of our bondage. The next important step is to weave the cow hair around the boxes of the tefillin so it stays together. Another important step is embedding the “shin,” which is on the sides of the head tefillin. Also, making the shin with the leather strap is an important step. We do that because the letter shin is a letter in one of G-d’s many names. According to Rabbi Tsaidi, when you’re making tefillin, it’s the experience that counts. “It’s not every day that you get to take a mitzvah that was performed thousands of years ago and connect to it now,” he said. Rabbi Tsaidi worked really hard to get this program up and running. Rabbi Tsaidi said that the most challenging part was tying the knot for the head tefillin. He liked how everybody remembered the halachot of tefillin. On a scale from 1-100, he liked the program 110. The administration has been thinking about doing this program for over three years. A Hillel father, David Schlacht, father of seventh grader Aaron Schlacht, participated in the program. Mr. Schlacht told me that this program was a very fascinating and challenging. The most memorable part for him was when we spray painted on the roof. Overall, in his eyes it was a great success.

After the program was over, students reflected on the experience. We started our reflection assignment the week after the tefillin-making program, so the rabbis could see how we liked the program. One of the questions was what was the highlight of this program. Jacob Hoenig, a seventh grade student, stated that “the most memorable part was when he taught us how to put in on. This is because I was putting it on wrong. If I didn’t learn this, I would’ve done it wrong my whole life.” Another question was, what were the most engaging parts of the program? What surprised you the most? Avery Hyman responded, “Tying the knot surprised me. I thought it would be so hard, but it is in fact really much simpler than I thought. I also liked how we learn to adjust the “Shel rosh.” Overall, the tefillin-making program was a great, meaningful success.

## Rav Rimon Visits Hillel, continued

The reason that Rav Rimon visited Hillel is because he develops our school curriculum and he is close friends with Rabbi Sufrin, the Head of School at Hillel, remarks Rabbi Tsaidi about the idea for Rav Rimon’s visit. Adults were not the only individuals affected and moved by the Rabbi’s visit. Students also were given the opportunity to experience the wisdom of Rav Rimon through class discussions, mainly questions and answer-style sessions. Seventh grade students Eli Gelb and Kayla Golbari say of the experience that they were able to delve deeper into previously known concepts. “He talked about mashiach,” Kayla Golbari said. “And we already know what mashiach is, but he was able to give more of an explanation, more outside context, to us.” When asked what questions they would have asked if they had more time, Kayla Golbari said, “I wanted to ask if it’s better to be really religious and not be close with Hashem, or to not be religious but be close to G-d.” Eli Gelb said, “There was a long list of questions that we weren’t able to get to [because of time], but what he said was really interesting.”

Rav Rimon’s visit contrasted from other important Judaic figures who have been the spotlight of countless assemblies. We didn’t have an assembly for Rav Rimon because of the nature of his visit, says Rabbi Tsaidi. Yet, even with the lack of large events, Rav Rimon left an impact on our Hillel community. It was a memorable experience for all, and Hillel students and staff are looking forward to his next visit.



## הפיל שרצה להיות הכי...

Dana Brodt and Sara Goor, 3rd Grade

בכיתה אנחנו לומדים על הסיפור "הפיל שרצה להיות הכי". הסיפור הוא על פילון עצוב בגלל שהוא אפור ומשעמם. הפילון רוצה להיות יפה וצבעוני. הפילון מבק מהציפור. הציפור לוקחת צבעים שונים מהחיות ומהפרחים, ומתחילה לצבוע את הפילון עד שהיה צבן שהוא רוצה! הפילון שמח ובא בשמחה למשפחה שלו. המשפחה של הפילון לא שמחה, ומסבירה לפיל האפור יפה ומתאים לפילים. הפילים לוקחים מים ועושים מקלחת לפילון, כל הצבעים יורדים והפילון אפור. לבסוף, הפילון מבין שהוא לא צריך להיות כמו מישהו אחר, הוא צריך להיות אפור ושמח, כי זה האמיתי של הפילים!



## סיפור מיץ פטל

Samuel Noah and Yonatan Zarur, 3rd Grade

בכיתה אנחנו לומדים על הסיפור "מיץ פטל".

בסיפור, האריה והג'ירפה הולכים לבית של מיץ פטל. הבית של מיץ פטל בחורשה ויש לו חלונות ירוקים וגג אדום. אף אחד לא יודע מי גר בבית של מיץ פטל. האריה והג'ירפה רוצים לדעת מי זה מיץ פטל. בהתחלה, הם דופקים בדלת ושואלים מי גר בבית, ומיץ פטל לא רוצה לפתוח את הדלת. האריה והג'ירפה מתחבאים ומחכים עד שמיץ פטל יצא מהבית שלו. פתאום נפתחה הדלת, והם רואים אוזניים ארוכות ולבנות יוצאות מהדלת, וגם רגל קטנה לבנה. "זה ארנב" הם צועקים. האריה והג'ירפה יודעים מי זה מיץ פטל עכשיו! האריה שואל את מיץ פטל: "אתה רוצה להיות חבר שלנו?" הארנב מסכים והם עושים תחרות ריצה עד לבית של מיץ פטל. כשהם מגיעים, מיץ פטל נותן להם לאכול סוכריות, עוגיות ושוקולד ונותן להם לשתות גם מיץ פטל. האריה והג'ירפה והארנב חברים טובים!

## Fantastic Beasts and Where to Find Them

Rebecca Cohen, 8th Grade

This year, "Harry Potter" fans were given a special treat. We had the privilege of learning more about the world of magic, and about the wizarding world in America. This movie is from the perspective of Newt Scamander, who is the author of the textbook *Fantastic Beasts and Where to Find Them*, which Harry Potter and his classmates use to study from. Newt Scamander and his case full of magical creatures journey to America and come across a man named Jacob, who is trying to get a grant from the bank to open a bakery. Jacob ends up accidentally taking Newt's case of creatures, and Newt is then taken by a witch named Tina to MACUSA, the magical government in America. His breach of magical security (not removing Jacob's memory of magic) is not taken by the authorities, and he and Tina go and find Jacob, who has accidentally let many creatures escape the case. They all go to Tina and her sister Queenie's apartment and agree to find the missing creatures together. This is a great movie. It is clever and funny, and gives viewers a new perspective into the wizarding world that readers of "Harry Potter" fell in love with years ago. I think that this is a movie that anyone of any age could enjoy, whether they are a fan of "Harry Potter" or just interested in a good movie about magic.

## Hidden Figures

Gabriella Gomperts, 7th Grade

In 1961, the United States of America is in a frantic space race against the Soviet Union. President John F. Kennedy has declared that America will send an astronaut to the moon. *Hidden Figures* is a movie depicting the untold story of three African-American women working as "human computers" at NASA and their incredible role in the success of space travel.

The movie begins with the three heroines, Katherine G. Johnson, Dorothy Vaughn and Mary Jackson driving to work, when their car breaks down on the freeway. They are approached by a white police officer and the audience can feel their fear. But, when they play their NASA cards, the police officer wishes them luck in their mission of sending a man to the moon and gives them a police escort.

*Hidden Figures* shows the discrimination against African-Americans and women at NASA, where they were segregated from the white women computing team, they had to use separate bathrooms and were forced to eat at different lunch tables.

When the Russians are successful in launching a satellite, the pressure increases. Katherine is assigned to the Space Task Group where she solves difficult equations and successfully launches John Glenn into orbit and back to earth. Dorothy Vaughn teaches herself FORTRAN, trains her co-workers and earns a promotion to supervisor of the Programming Department.

Mary Jackson sues for the right to attend classes at a school for white people, so that she can complete her engineering degree. A few lessons I learned after leaving the theater are work hard for what you want and be there for one another.

## Hillel Hawks Volleyball

### Nicole Kahen, 7th Grade

Have you ever wondered what it's like to be on the volleyball team? The girls volleyball team consists of four different roles. These roles include the players, a manager, a mascot, and the coach. There are ten players that play on each team. The essential role of the manager is to manage the team. The manager has constant communication with the head coach, and takes care of all responsibilities, from arranging carpool rides for transportation to managing the games. A manager also manages the scoreboard and the clock. Also, he or she has the opportunity to practice with the team participants if he or she wishes to, and is a go-to adviser for the team players. The manager is required to pay a fee, which includes a two-piece gear at the beginning of the season, and a recognition award at the athletic banquet. In addition, the hawk mascot is another role. The mascot cheers the Hillel Hawk athletic team on with such great enthusiasm. The mascot rotates, so that several people can be the mascot throughout the season. Also, the mascot has an opportunity to drive with the Hillel Hawk volleyball team to the games. Furthermore, Coach D and Coach Jenny are the two main coaches of the Girl volleyball athletic team. Coach D, is a highly competitive coach that challenges the players to their full potential. It takes a hardworking and dedicated coach to be as organized as Coach D. Coach D has four years of experience at the Hillel Hawk athletic team. He was a former college athlete as well in his previous life. Though it is Coach Jenny's first year contributing to the Hillel Hawk Volleyball team, she has made an incredible impact.

Before the seasons begins, tryouts for the team selection are held for two days. At the first tryout, the coaches observe the required skills while the prospective players are conditioning and trying out. The prospective players have a second session for tryouts. They have an opportunity to prove to the coaches that they are good enough for the team, if they haven't yet. Though there are two tryouts, the coaches already have an idea of which players could be candidates at the first tryout. This year, approximately thirty-five girls tried out. Out of thirty-five girls, only ten are selected to be on the team. At the end of the second session of tryouts, the coaches discuss together the selection of the team and propose it to all of the prospective players. The coaches call up each of the players one at a time and give each one an information packet. The information in the packet includes a grade check form, dates and times for practices and games, and athletic gear information.

In order to participate on the volleyball team, each player has to give in a grade check form before being involved within the athletic team. A grade check form is a form on which the students are required to get a signature from each of their teachers, allowing them to participate on the team. The students are required to be up to date on their school assignments and maintain a "C" letter grade.



Moreover, volleyball games are held in the Yavneh gymnasium, as well as the Emek gymnasium. The Hillel Hawk games take place on selected Tuesdays and Thursdays, as they are rotated with practice days. Each of the six teams have an opportunity to play each team twice. (Continued on next page, right).



## Girls Playing on A Boys Team

Abigail Benhaghazar, 7th Grade

Do you go to a school where girls and boys are on the same basketball team? In New Jersey, a school named St. John included a pair of girls in their boys basketball team. The two girls caused problems for the team. The boys had a difficult decision to make: either remove the girls or quit playing for the rest of the season. The boys concluded on a fair choice by letting the girls stay on the team and play a “useless” game that didn’t officially count towards their season. Even though the game was “useless,” it showed that the boys really cared for the team. They gave up all their hard work and their record just to keep their gender-friendly team together. After parents questioning the boys and problems with the league’s rules, it was decided that the girls were able to stay on the team. Also, the game that were forfeited were to be rescheduled.

This article showed me how lucky I am to go to a school that treats boys and girls fairly. My school has a team for boys and girls in every sport that we are a part of. I’m very happy to see that New Jersey is letting boys and girls to be on the same team. It shows equality, fairness, and respectfulness. In today's world there is so much conflict with genders and it’s nice to see a place that is comfortable with having different genders on the same team.

## Hillel Hawks Basketball

Elisheva Ferszt, 6th Grade

Every year for several years, we have had boys and girls form a basketball team. Our name is the Hillel hawks. From 5th to 8th grade, several boys and girls try out for the team. The coaches pick a number of students to be on the boys JV, boys varsity, and the girls team. These kids get to compete against Maimonides, Yavneh, Emek, and Pressman. I had a few questions for some Hawks players. I interviewed Talia Tibi, a 6th grader on the girls team and Avi Halpert, who is the only 6th grader on the varsity team.

Talia Tibi is a 6th grader on the girls basketball team. Her favorite thing about the team is working hard. Her favorite memory is getting the game-winning steal. Talia was surprised when she found out she got on the team. The biggest struggle for her is being short. Talia, surprisingly, does not want to be a basketball player when she grows up. Her basketball role model is Stephen Curry. Sadly, the Lady Hawks did not win the championship games. They practice and have games on Tuesdays and Thursdays.

Avi Halpert is a 6th grade boy on the varsity team. Avi is the youngest player. One memory he has is getting knocked over several times. Being the youngest is one of his biggest struggles. Making the team put Avi in shock. Avi would like to continue basketball until he is older. His basketball role model is Lebron James. The boys Hawks did win the championships!

For years on end, we continue to cheer on our fellow hawks, not only the Hawks on the basketball teams but the volleyball teams, too. Hopefully next year, we can have the soccer Hawks. Our Hawks work hard, play hard, and train hard, and we appreciate the effort they put into this and the example they set on the school. Maybe next year you can do that, too. Let's continue to cheer on our amazing players. GO HAWKS!!!!

## Hillel Hawks Volleyball, continued

The volleyball athletic season consists of six Jewish day schools. These teams are Yavneh, Hillel, Maimonides, Pressman, Emek, and Kabbalah. Practices take place from 4:30 through 6:30. During this time period, the players practice the necessary requirements and skills that have to be met. Furthermore, at the end of the athletic seasons, volleyball and basketball, there is a sports banquet. All the Hillel Hawk participants from the volleyball and basketball season are recognized for their accomplishments and dedications, and are given individual trophies.

Overall, the essential parts of being on the volleyball team are the different roles, tryouts, practices, games, teams, and sports banquet. Participating on the volleyball team requires responsibility and dedication. The players are required to show up to practices and games as well as filling out grade check forms, and keeping up their grades.

## Summer!

Bracha and Emunah Garmaise, 6th Grade

What do you think of when you hear the word summer? Most kids think of sunshine, swimming pools and refreshing, delicious watermelon. Not to mention an amazing reprieve from school. So besides for frolicking in the sun, what else are kids these days in summer?

I asked a variety of teachers and students their favorite summer foods, and the most common answers were peaches, ice-cream and nectarines. Also, some people enjoy grilled corn on the cob (recipe below). They all share a common theme- bright, colorful and delicious, which perfectly encapsulates summer.

However, summer is not just about lying on a hammock on a sun kissed afternoon, it's also a great way to take advantage of all the time on your hands. Instead of being stuck indoors at school all day, in the summer you can use this opportunity to get up and exercise. "Summer is my time to channel my energy into sports. I love to swim, bike and play soccer," says a student. Favorite summer sports include volleyball at the beach, swimming, running and basketball.

Summer is the time to pursue other goals, as well. Some students like to get ahead in their school work or focus on hobbies, like gymnastics or cooking, since they have all this time on their hands. Next, I wanted to know people's favorite summer activities. People really like swimming, going to the beach, outdoor BBQs and sports. "My favorite thing to do in summer is have picnics at the beach and go in the waves." Emunah Garmaise, sixth grader shares. "I also like to do arts and crafts and make homemade fruit pops." (Recipe included in this article).

"My favorite thing to do in the summer is to sleep in." Gabriella Gomperts, a seventh grader, says. That is one thing many other students enjoy, as well. Instead of waking up at six, you can wake up at eight a.m. Also, the days are longer. You can play in your backyard for longer in the evenings. When I asked people what they would change about their summer break, they didn't have a lot to say. They would just want to make their summer break longer. Most people feel they have used this precious time effectively to relax and prepare for the next school year. A lot of kids have gone to summer camp or are going to this summer. The most common camps are Camp Lavi, and Moshava California. "I went to sleep away camp, and I really enjoyed it." Jacob Honeig says.

Then, I asked Ms. Pack, a teacher and newspaper advisor, about what she did as a child, and what she does now. "I definitely enjoyed summer camp because I really enjoyed having a group of friends that weren't from school." Unlike most people, Ms. Pack says about camp food: "It was the pretty good. I have memories of eating popcorn chicken. Ms. Pack also shared her summer plans. "Right now, my favorite thing to do in the summer is go to a park and read a book, just for fun. I love to travel over the summer. For my masters program, I get to travel to different places in order to learn about English." So, adventures, great barbecues, camp and traveling. What do you over summer break?

### TOP SIX PLACES TO GO THIS SUMMER: Reviews

Here are some fun places that we recommend for this summer:

#### Culver City Stairs (5 stars)

This is a place five to ten minutes away. It's a challenging series of steps that lead to gorgeous view of the city. Go at eight in the morning to get a good parking spot. Good luck! Wear sneakers and don't forget to bring water!

#### 2. Municipal Plunge (5 stars)

No pool? No problem! This is a Olympic pool that has free time recreation hours. (It costs \$5 per person to swim). The pool has two diving boards, one a high dive. You will have to take a swim test before jumping off the high dive. Have fun plunging into the 20 foot deep-end!

#### 3. Scooter-Biking at Santa Monica beach (4 stars)

This is a fun, family friendly activity. You get a bike and glide around the beach. This is recommended for kids 9+. (Continued on next page).

## 4. Buckineer Bay Waterpark (5 stars)

This, again, is a fun, family friendly activity. It is only about 45 minutes away from LA and has many different features. For younger kids, there is a mini waterpark, and for kids aged 8+ there are waterslides, pools and more fun activities.

## 5. Bitterroot Pottery (5 stars)

This is a pottery place that you can take classes at or just come to make something by yourself. You make something out of clay using a wheel or with your hands. Then, they bake it for you in a special oven called a kiln and you come back a few days later to paint it with colored glazes. Recommended for people 7+.

## 6. Beverly Hills Library (5 stars)

This is a big, beautiful library located on Beverly drive. In addition to the books, there is also a children's section with a play area and concerts every Wednesday in the summer. If you are interested in a quiet, relaxing place, this is where you should go.

Are you making a summer barbecue and need some ideas?

Here are some recipes to enjoy under the sun!

## STRAWBERRY AGAVE POPSICLES (1 serving)

Ingredients:

- 1 teaspoon agave nectar
- 2 cups cut and washed strawberries
- 1 cup crushed ice
- 1 cup milk

Put the crushed ice and strawberries into a blender. Add the milk, and then the agave nectar. Pulse until smooth. Pour into eight little cups. Add Popsicle sticks, and stir. Then, freeze for one hour, for slushies, or for two hours for Popsicles. Enjoy!

## MANGO STRAWBERRY SLUSHIE

Ingredients:

- Frozen Mango
- Frozen Strawberry
- Milk (sweetened)
- Vanilla extract
- Artificial water flavor (berry) optional
- Ice

Combine all ingredients in a blender. Freeze for one hour or until the surface is frozen, but can be punctured with a straw. Mix with a spoon, grab a beach chair and enjoy!

## GRILLED CORN (Yields 8)

Ingredients:

- Corn on the cob
- Garlic powder
- Salt (to taste)
- Butter

Gently peel away the corn husks, and then rinse them under water. Carefully remove the water from the corn using a paper towel. Then, start the barbecue. While you are waiting for the barbecue to heat up, take a knife and spread butter all around the corn. Then, add the spices. Remember that the corn has its own natural flavor, so use the spices sparingly. Now, it's time to grill them up! Lay them down and put the lid down for ten minutes, and then turn them over. Enjoy!

**עוגת גבינה לכבוד שבועת**

Emunah Garmaise, 6th Grade

חומרים

- 1 כוס ביסקוויטים
- ¼ כוס חמאה
- 1 כף סוכר

מילוי

- 1 פונד גבינת מריחה
- ⅔ כוס סוכר
- 1 כוס שמנת חמוצה
- 5 ביצים גדולות
- 1 כף תמצית וניל
- ½ כוס שמנת

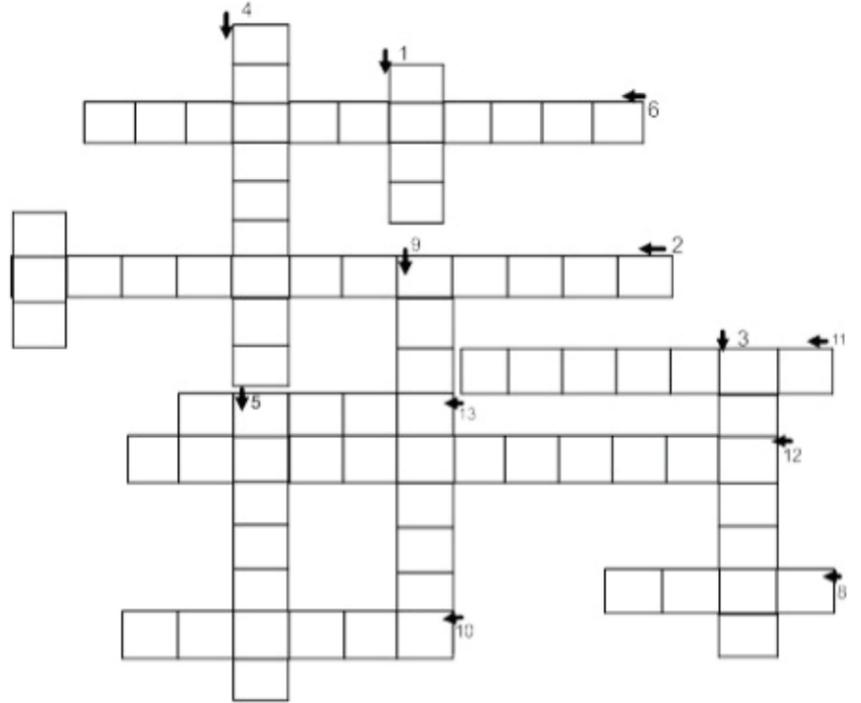
הוראות

- לשים את הביסקוויטים בתבנית.
- לערבב את כל החומרים ולשים בתבנית.
- לשים את התבנית במרכז התנור ולחמם את התנור ב-350 מעלות.
- לשים בתנור 10-12 דקות.
- אפשר לאכול עם פטל!

**תפוזרת חברים**

Liam Putnam and Ben Dayan, 2nd Grade

ח	ט	י	ש	ד	ק	ח	ש	מ
ב	י	ק	ו	ח	ר	כ	ת	י
ר	פ	ס	ה	ת	י	ב	א	ל
י	ז	כ	ע	ת	י	ל	מ	ח
מ	ד	ח	ה	י	נ	ג	נ	ל
ע	ו	ב	ש	פ	ו	ס	צ	י
ר	ל	ר	ג	ר	ב	ד	מ	ל
ב	ו	ק	ר	ח	ו	ב	ש	י
ת	נ	ש	ד	מ	ו	ל	ט	ת



**בנק מילים:**

לנגן, חברים, כיתה, בית הספר, סוד, רחוק, בוקר, ערב, סוף שבוע, גר, רחוק, משחק, מתבייש, מדבר, חלילית, לומד

**תשבץ ציונות**

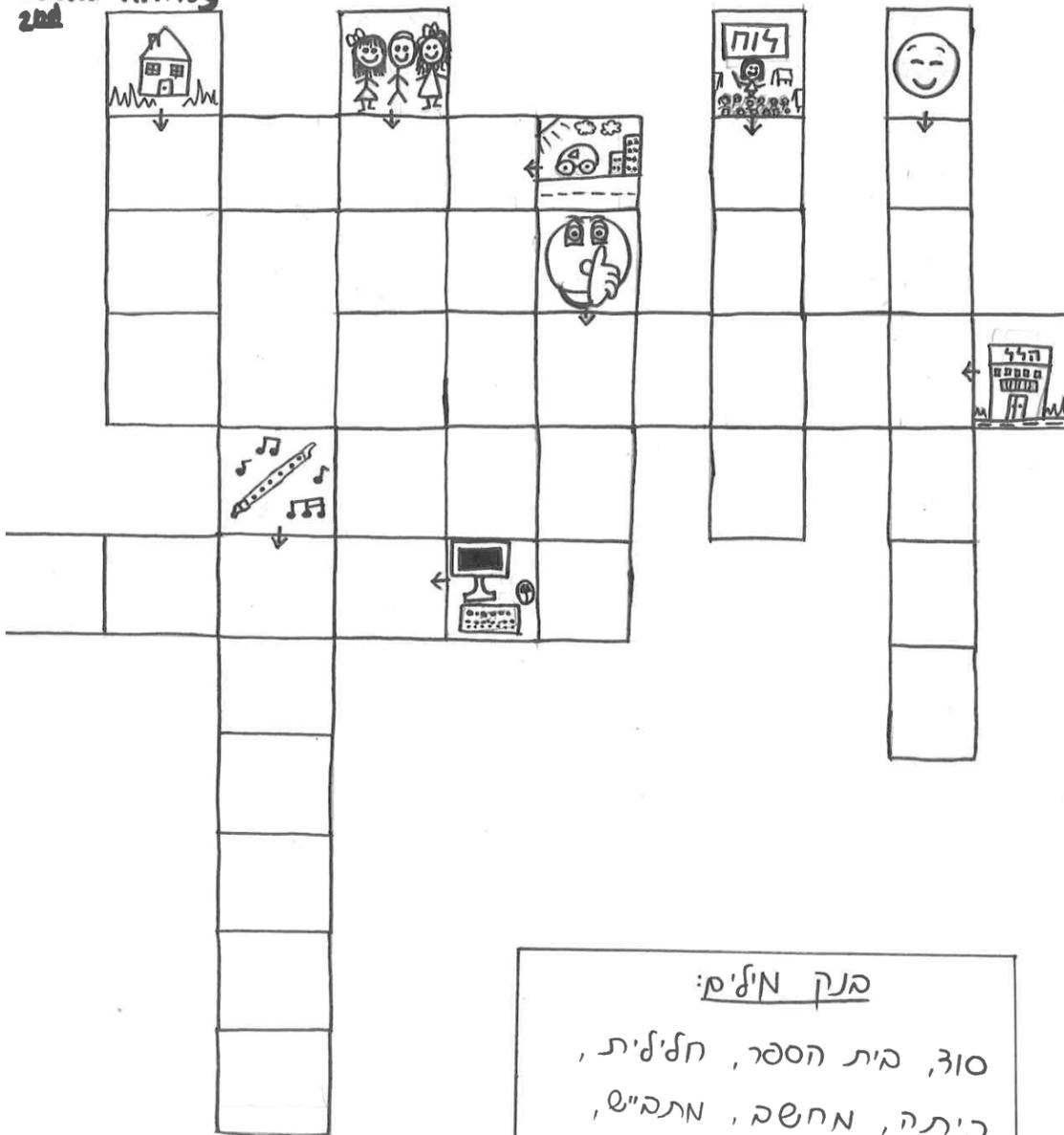
Leah Shaye and Elisheva Gomperts, 3rd Grade

1. המקום בו נמצא ראש הממשלה
2. שם השוק הגדול בירושלים
3. היא כתבה את השיר "ירושלים של זהב"
4. שער בירושלים דרכו נכנס צהל במלחמת ששת הימים
5. עיר הבירה של ישראל
6. ראש הממשלה הראשון של ישראל
7. צבא ההגנה לישראל
8. המצאה ישראלית שילדים אוהבים לאכול
9. חידון שיש כל שנה בישראל
10. תאריך עברי בו חוגגים את יום ירושלים
11. יש גם בסמל ישראל וגם בסמל ירושלים
12. שם המוזיאון הגדול בירושלים
13. המצאה ישראלית העוזרת לנו להגיע ממקום למקום

**תשבץ חברים**

Maya Harosh

Naomi Almog  
2nd



**בנק מילים:**

סוד, בית הספר, חלילית, כיתה, מחשב, מתבייש, חברים, רחוב, בית

# The Year in Photos



Above: 5th grade students perform at their Colonial Expo, a culminating performance to wrap up their Colonial America unit.



Above: Maya Itzhakov, Pre-1, and Ada Azeroual, Kindergarten, read together.



Above: 7th grade girls confer during the Twelve Angry Men debate. Students prepared for their debate by writing an opposite-argument essay addressing the question: Is trial by jury a fair method of trying individuals accused of crimes?

Mazal tov to  
Pre-1 on  
Kabbalat Siddur!



Left: 7th graders Liel Khalili and Aaron Schlacht read with a Pre-1 student during the Pre-1 and 7th grade reading program.



# "A Soldier at the Wall"

Liam Abucasis, 8th Grade



The Hillel Gazette wants YOU! Please submit all articles, writing pieces, photos and artwork to Ms. Pack (spack@hillelhebrew.org) for publication in the Gazette.

Above: Hillel celebrates Lag Ba'omer with a special Character Counts float at the Lag Ba'omer celebration this May.



## ירושלים

Bracha and Emunah Garmaise, 6th Grade

העיר ירושלים נמצאת במזרח מדינת ישראל.  
בעיר ירושלים גרים 809,117 אנשים.  
העיר ליד הרי יהודה.  
סמל העיר הוא :

העיר קמה בשנת 3000 לפני הספירה. דוד המלך בנה את העי

בירושלים יש אתרים היסטוריים, כמו: אוהל יצחק, הכותל, הקבר של דוד מלך, והשערים בחומות. בעיר יש מקומות קדושים כמו הכותל.

בעיר ירושלים יש אקדמיה למוזיקה ואומנות.  
בירושלים יש מוזאון ישראל, יד ושם, מוזאון ארצות המקרא.  
בירושלים יש שוק מחנה יהודה, קניון מלחה, קניון הדר ורובע ממילא.  
בירושלים יש סינמה סיטי ותאטרון ירושלים.  
בעיר ירושלים יש קבוצת כדורגל בית"ר ירושלים.  
אנחנו אוהבות את ירושלים ורוצות לבקר בירושלים.

