

The Hillel Gazette

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Teamwork and Character Through Athletics: A Look into Hillel's Athletic Program

Dorin Rabbanian, 8th Grade

The athletic program at Hillel focuses on teamwork, sportsmanship and the Character Counts pillars: trustworthiness, respect, responsibility, fairness, caring, and citizenship. This year at Hillel, both the boys' and girls' varsity basketball teams triumphed in the championships, and gained their spot at first place. Although they suffered some losses earlier in the season, they worked their way up to first place by displaying the qualities of leadership, sportsmanship, and hard work. With these outstanding qualities, both teams became role models for the school.



Left: The Hillel Hawks boys' basketball team faces off against their opponents during the regular season.

Other than the varsity basketball teams triumphing in the championships, the boys' junior varsity team achieved a great accomplishment and went to the playoffs. Unfortunately, they did not get the chance to play in the championships. This milestone allowed them to become stronger and have more motivation to play next year and accomplish their goals. They are committed to trying their hardest, and never giving up. In order to find inspiration, the junior varsity team looked at the history of the varsity teams in the years before. By doing this, the JV team saw that the varsity team did not triumph in the championships, but they had used this to motivate themselves for the next season of basketball, when they won the championships and accomplished their goal from the year before. This year-to-year motivation allows the Hillel teams to stay determined. (Continued on p. 27).



Above: The 8th grade girls showcase their Israel pride during the annual performance of the traditional Israeli flag dance.

יום העצמאות בהלל

Jacob Hoenig and Natan Levi, 8th Grade

ביום העצמאות, תלמידי חטיבת ביניים התחילו את היום עם תפילה חגיגית בבית יעקב. אחר כך, אנחנו חגגנו בחצר עם כל בית הספר. הטקס התחיל בשירת המקהלה. המקהלה שרה את התפילה לשלום מדינת ישראל ואת ההמנונים. אחר כך, הבנות של כיתה ח' עשו דגלנות. הן התאמנו הרבה ליום הזה והדגלנות היתה יפה מאוד! ואז, כל התלמידים קיבלו בלונים לבנים וכחולים. הרב סופרין ספר ספירה מאחור מעשר עד אחת ואנחנו שחררנו את הבלונים. לאחר מכן צעדנו מסביב לבית הספר עם מוזיקה ושירים. לפני הצהריים התלמידים בכיתות ה' עד ח' קיבלו את ההודעה על הקבוצה שלהם. היו שתי קבוצות: "החלוצים" היו כחולים וקבוצה השנייה "סטרטאפ" היו האדומים. כל התלמידים לבשו בגדים כחולים או אדומים. נסענו לראנצ'ו פארק למלחמת הצבעים. שם, שיחקנו משחקי ספורט וחידונים על ההסטוריה של ישראל. לארוחת ערב אכלנו על האש. בסוף, שרנו את השיר של הקבוצה (חלוצים/סטרטאפ) ואמרנו דברי תורה. היה כיף לכולם!

חשוב לחגוג את יום העצמאות כדי להתחבר לארץ שלנו ולהעריך אותה. לפעמים, אנחנו לוקחים כמובן מאליו שיש לנו את מדינת ישראל. חשוב לזכור את החשיבות שלה לעם ישראל וכדי שכל יהודי יהיה בטוח בכל מקום בעולם. גם חשוב לחגוג את עצמאותה של מדינת ישראל כי זאת היתה ההבטחה של ה' לנחל את הארץ לעם ישראל. יום הולדת 70 שמח למדינת ישראל.

Message from Student Council

Dear Hillel Students, Faculty and Friends,

Hillel's Student Council has had a very busy last few months of school. On Purim, our middle school celebrated the whole week by dressing up, and Student Council made mishloach manot to hand out to all the middle school students. Moreover, all middle school students got a chance to participate in a fun Purim trip to SkyZone.

On Yom Hashoah, middle school attended an assembly where Student Council members spoke and lit candles in honor of the 6 million Jews that perished in the Holocaust. This was a chance for us to commemorate the day and reflect on the lasting impact of the Holocaust by focusing on the resistance and resilience that Holocaust victims demonstrated.

Additionally, STUCO's eighth grade leaders created a fun and exciting day for our middle school on Yom Haatzmaut! After celebrating Israel's 70th birthday at school with dancing and singing, we went to Rancho Park 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, blue team!!!

To finish off the year, grades 5-7 will have a chance to run in the STUCO elections, and vote for their upcoming student council for next year. As this year comes to a close, and our eighth graders graduate, our middle school must vote for their student leadership for next year. Good luck to all the candidates!

Hillel Middle School Student Council
Written by Yaelle Shaye

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Rabbi Zach Swigard
Director of Judaic Studies, Middle School

Mrs. Ilana Zadok
Director of Campus Life
Mrs. Daphne Orenshein
Associate General Studies Principal of the Elementary School

Mrs. Chaya Kenigsberg
Director of Judaic Studies, Elementary School

Mrs. Yirat Horwatt
Early Childhood Director

Yom Haatzmaut: Israel's 70th Birthday

Abigail Kestenbaum, 6th Grade and Elijah Stern, 7th Grade

"This year, we're going to have 70 times as much fun!" Rabbi Sufrin explained to the entire school on the 70th anniversary of Israel at Hillel. Today was the day that was going to be filled with fun parades, dances, and games. It was Yom Haatzmaut. Since it was Israel's 70th birthday, every student and teacher at Hillel would have 70 times as much fun as they usually did on a normal day. Today, every student would parade around the block, all the eighth grade girls would be dancing with flags, and the middle school would be having a full middle school competition at Rancho Park.

The theme of the day was pioneers from Israel. We focused on pioneers of the past and the present. We watched two videos on pioneers of Israel. The first one was a folk song which displayed images of the first people at the beginning of the state of Israel. The second video was about the startups in Israel, such as Waze, Mobileye, the pill camera, and even a treatment for cancer! The point of this video was to show that if Israel were non-existent, then our lives would be completely different. Every day we use many of Israel's innovations, and if we did not have them, we wouldn't live the day-to-day lives that we do. This connects to the theme of the day because one half of school represented the startups, and the other half represented inventions that we already had.

This year we had the middle school competition at Rancho Park. The teams were red (pioneers) and blue (Israel startups) and were led by the 8th graders. The day started with each team learning their team song. After that, we went straight into activity rotations. Some of them were Waze your Way, poster and song-making, team-building, kickball, soccer, and 70 questions. Waze your Way was an activity led by Rabbi Elgrably where each team got an envelope and had to do the challenge inside; whichever team that finished first won. "70 Questions" was Israel trivia with Morah Lihi; each team got asked questions and whoever answered the most right won. (Continued on next page).

Portrait of a Hillel Graduate

Orelle Maghen, 8th Grade

How well do you know a Hillel graduate? Hillel teaches its students to have strong morals, and the students are expected to graduate with traits like being a Zionist, having good character traits, participating in the Jewish culture, giving to the community and lastly, taking their general and Judaic studies lessons and using what they learned in the real world.

On the first day of school all the eighth graders had a small meeting with Rabbi Broner and he explained these traits to us. He told us that these traits represent the Portrait of a Hillel graduate and that we are expected to graduate with these traits.

As an eighth grader, I believe that these traits are something that I will carry on throughout the rest of my life because these are Jewish essential traits. I feel like I gained the trait of academic excellence in general and Judaic studies, and especially in Chidon Ha'tanach, because I was really committed to this class by staying on task and working hard to understand the chapter that we learned each day. I also dedicated a lot of time and hard effort into the work I completed. Also, one of the general studies classes that I am very committed to learning is English because of the amount of thought and effort I put into my work. In writing, I work on revising my work, which helps me understand what I am working on, and this makes me reach my full potential.

Alumni from Hillel feel the same way: that they gained the traits of a Hillel graduate, along with many valuable lessons that they will continue to remember for their future. The lesson that they will continue to carry on is Zionism, because as a Jew, it is not only important to have a connection with G-d but also, it is important to always passionately love and support Israel and represent their country through their actions as proud Jews. All these traits are very meaningful and special for every Hillel student and graduate and we should be grateful that, at Hillel, we have the opportunity to value and cherish these traits.

As my years at Hillel come to an end, all the values and traits that I accumulated throughout my years are values that I can carry on throughout the rest of my life. These traits have taught me to be hardworking, passionate and supportive towards Israel. Many eighth graders incorporated these traits in their Pirkei Avot paragraph for the yearbook which includes their experience at Hillel. Thank you, Hillel!

Yom Haatzmaut, continued

After activity rotations both teams had relays. They were dizzy basketball, doughnut eating, and tic tac toe. Dizzy basketball was where each person participating in the relay had to spin around and then try to make a shot. Doughnut eating was where there was a line of people holding a doughnut on a string and a line of people that had to run, eat it without hands, and run back as soon as possible. Tic tac toe was where there was a board of tic tac toe set up and each team's participants had to run and put the bean bags on the board and whoever got three in a row first won.

We then had a barbecue dinner and afterwards, teams sang their songs. Each group that wrote a song during poster- and song-writing got up and sang it. At the end, each team had an 8th grader give a Dvar Torah and both teams sang their songs that they had practiced earlier in the day. Overall it was an amazing day with cheering, ruach, and fun.



Above: Eighth grade leaders take charge on Yom Haatzmaut, teaching the fifth, sixth and seventh graders the spirited songs for the day.

Grandparents and Special Friends Day 2018

Abigail Kestenbaum, 6th Grade

Every year, Hillel has a Grandparents and Special Friends day. Grandparents and Special Friends day is a day for kids at Hillel to spend time with their special person. Every year, there is a different theme and this year the theme was Israel's 70th year and Hillel's 70th year. Each grade had a different activity for students to do with their special person.

Each class had a different activity. First second, third, fourth, and fifth grade colored pictures of 70 in honor of Israel's 70th year and Hillel's 70th year anniversaries. Middle school did an activity where each student and special friend had to write four things they had in common. Then everyone wrote four things they have in common with someone else in the community. This activity was called "Links in a chain," because Hillel linked all of the papers together as well as linking people together and having them make a connection about what they have in common. In the atrium, there were refreshments, a photo booth, music, and lots of socializing. This was a great way for the guests to spend time with their Hillel child, and to meet other guests. In the Beit Midrash we had a special guest speaker give a shiur to the grandparents. There was also a grades 1-2 oneg and a 3-8 grade oneg. The onegs were amazing experiences for both students and special friends. There was singing and stories told. Also, since the Middle School science fair was the night before all the boards were left up so all the special guests could look at them. This was a way for the guests to see what the students were learning.

Additionally, Hillel is introducing the new Grandparents Club! The goal of the Grandparents Club is so grandparents can get involved in the school and learn more about what their grandchildren do on a daily basis. Grandparents and Special Friends Day is very important so generations can connect and spend time together. It is a day for the special friends to see what their student is learning, meet their teachers and friends, and experience what a Hillel student does every day. Overall Grandparents and Special Friends Day 2018 was an amazing experience for everyone!

An Interview With Mr. Mendelsohn

Eliav Zendehdel, 6th Grade

You might have heard about a new English teacher at Hillel this year, but what do you really know about him? That's why we interviewed Mr. Mendelsohn, a new teacher at Hillel, about how he is enjoying the school. Mr. M. teaches English to 6th graders and 7th grade boys, and went to Hillel as a student from first to eighth grade. In his 6th grade classes, his students are currently reading and annotating the book "The Miracle Worker," by William Gibson, while in his 7th grade classes, they just started the play, "Twelve Angry Men," by Reginald Rose. My personal experience in his class has been really great, because Mr. M is really friendly and makes many students, including myself, look forward to his class. We asked Mr. Mendelsohn how he was enjoying the community. He answered, "I'm loving it, and I'm very, very impressed. I'm also very happy to be here." We asked him what his favorite thing about Hillel was, and his answer was simply, "The community. The Hillel community is very accepting, and it stays true to its values."

Then, we asked him about whether he has pets. He replied, "I do. I have a white Samoyed dog named Sensei. His fifth birthday was just yesterday." When we asked him what he liked to do in his free time, he said that he plays music. "I love music. Playing music, listening to music, going to shows." When asked what instruments he plays, he shrugged and said, "I just started learning guitar and when I was younger, I used to play piano and drums." We broached the topic of Mr. M.'s teaching philosophies and he replied with a quote. "'Everybody is a genius. But if you judge a fish by how well it climbs trees, it will live its whole life thinking it's stupid.' That's an Albert Einstein quote, and my philosophy is based on that." When asked what his favorite thing about teaching was, he gladly answered, "The students. Meeting new students, learning from you guys."

We asked Mr. Mendelsohn where he taught before Hillel, and he told us that he has taught in several other schools in the LA Jewish community. Finally, we asked Mr. M. how he was enjoying Hillel, overall. He answered, "I'm loving it. I look forward to getting here every morning. The school has changed a lot since I was here, all for the better." That's all with Mr. Mendelsohn. We thank him for his time, and look forward to more ODB's (one deep breaths)!

שבעים שנים של הצלחה!

Liel Khalili, 8th Grade

ישראל מדינת חזקה וחכמה! הישראלים המציאו דברים שעוזרים לכל האנשים, והצבא ממש חזק! אני מאחל לישראל להמשיך להיות חזקה וחכמה.

חוגגים 70 שנה למדינת ישראל באמריקה

Jacob Hoenig, 8th Grade

לפני 70 שנים, ארצות הברית הכירה שארץ ישראל היא הבית של היהודים. אמריקה הצביעה באו"ם עם עוד 32 אומות אחרות להקים את מדינת ישראל גם ליהודים וגם לערבים. ארצות הברית וארץ ישראל בעלי ברית. אנחנו עוזרים לישראל, והם עוזרים לנו, למשל עם המצאות שלהם. בהלל, אנחנו חוגגים את יום העצמאות עם ריקודים, בלונים, ועוד. כיתות ה' עד ח', הלכו לחגוג את היום בפארק. השנה, הנושא היא חלוצים נגד סטארט-אפס. גם עוד הרבה חגיגות באמריקה.

השגרירות של הארצות הברית בישראל תועבר מתל אביב לירושלים ב14 למאי. אני אהיה בישראל בטיול של כיתה ח' כשזה יקרה. זה מראה לנו את הברית בין ישראל וארצות הברית. אני מקווה שהקשר רק יגדל ולישראל יהיו הרבה יותר ימי הולדת.

Israel Pride גאווה ישראלית

Lior Shachar, 8th Grade

Israel is a revolutionary country that was hundreds of years in the making. We have made many technological advancements in medicine, agriculture, and civil technologies. I bless Israel to continue to be a leading technological country.

ישראל חוגגת 70

Boaz Edidin, 8th Grade

בואו ונגיד יום הולדת שבעים שמח לישראל. מגיע לה. היא המציאה את עגבניות שרי, את Waze, ואת Campilln . המצאות האלה עוזרות לאנשים בכל רחבי העולם. אני מאחל שיהיה רק הצלחה ושלום בישראל בעתיד.

Aiden Nelson and Eliyah Horwatt, 6th Grade - כיתה ו'

לכבוד יום הולדת 70 של ישראל אני רוצה לברך את ישראל שתמשיך לגדול ולהתפתח, שתהיה גדולה יותר ומפורסמת.

Gideon Gordon, 6th Grade - כיתה ו'

יום הולדת שבעים שמח למדינת ישראל מבית ספר הלל. אנחנו רוצים לאחל לישראל שלום וביטחון, ושתמיד תהיה הבית של כל היהודים.

Benjamin Rabbanian, 6th Grade - כיתה ו'

ישראל מדינה קטנה, אבל יש בה הרבה דברים טובים כמו שווקים עם פירות וירקות טובים, מסעדות טעימות ואטרקציות מהנות לתיירים. ואני מאחל שזה ימשך ככה ויהיה טוב יותר. כשאני אגיע לישראל אני רוצה ללכת לכותל ולהתפלל לבריאות של המשפחה שלי, ולשלום בארץ ישראל.

Abigail Kestenbaum, 6th Grade - כיתה ו'

יום הולדת שמח ישראל! תודה שאת הבית של כל היהודים בכל העולם. אני מאחלת שיהיה שלום בישראל ושכל האנשים יהיו שמחים. אני מקווה שישראל תמשיך להתפתח.

Atara Cohen, 6th Grade - כיתה ו'

אני רוצה שלישראל יהיה שלום וביטחון. שתמיד ישראל תהיה פורחת ומלאה בטוב. אני מאחלת לכל האנשים בישראל שיהיו שמחים ובריאים.

Nettie Wolkind, 6th Grade - כיתה ו'

אני רוצה לאחל למדינת ישראל שיהיה בה שלום וביטחון. תודה שאת המדינה והבית של כל היהודים. אני אוהבת לטוס לישראל וליהנות בחוף הים בתל-אביב ולהתפלל בכותל בירושלים. יום הולדת שמח ישראל!

Hillel Uniforms: Pros and Cons

Eliav Zendehtel, 6th Grade

There are lots of different opinions about the Hillel uniforms and their pros and cons. This article is about uniforms from my point of view. In my opinion, the Hillel uniforms are mainly a good thing, and I think they should continue for a few reasons. One reason we should keep the uniforms is because they give everyone a sense of unity. I have experience in a school where there are no uniforms. In that school, there was a lot of talk about who was wearing what. With uniforms, people are less likely to think that some are “better” than others because of their clothes, because everyone wears the same thing.

On a very practical level, people don’t have to spend lots of time picking their clothes in the morning. With only three options for shirts - light blue, blue, and white - time isn’t wasted to pick an outfit. One con about the uniforms is that, in the words of Hillel student Gideon Gordon, “They’re itchy. Really itchy.” Another con about the Hillel uniforms is that you are not allowed to wear shorts, only long pants. This can sometimes get annoying, because after you run around, you feel hot and sweaty. Shorts would help with this problem, but with long pants, it only makes you feel worse.

From hearing multiple opinions, I have come to the conclusion that lots of Hillel students believe that there shouldn’t be a uniform, but there should be a dress code. I’m neutral to this opinion myself, but it seems like many other people will agree to it. In conclusion, there are both pros and cons to the Hillel dress code. Should there be no more uniforms? That question remains open to debate.

Hillel-Zeitlin Partnership

Josh Haboosheh, 8th Grade

The Israeli delegation is a group of boys that come from Israel, from a school called Zeitlin. Each and every year Hillel brings a grade of boys or girls (each year it switches off), and several boys from eighth grade at Hillel host the Israeli boys. All of the boys from Zeitlin stay in Los Angeles for two weeks, and they were also here for Chanukah. I hosted three boys and their names are Nevo, Adar and Aviel. Every day, all of the boys came to Hillel and learned with the Hillel 8th graders about leadership and the Character Counts pillars. A few of the administrators and teachers talked to us and the Zeitlin boys about the pillars and achrayut (responsibility). Mrs. Zadok talked about what being a leader is and who your leader is to you in this world. We also went to the Jewish Federation and they talked to us about what they do around the world. We played a team-building activity to decide what causes we would put money into, in terms of helping Israel, if we only had a specific amount of money.



Also, the Zeitlin students go with their hosts and experience what Los Angeles is like. Some of the places we went are places that show leadership. One trip we went on that showed leadership was the Ronald Reagan Museum. We also went to the Clippers game and much more. Before Shabbat, the Zeitlin boys and Hillel 8th grade packed Shabbat kits for the elderly people at a local nursing home. Straight after that, we went to the nursing home and danced around the elderly while giving them the Shabbat kits. The kits included challah, grape juice and a electric candle for Shabbat. On Shabbat, all of the boys go to shul with their hosts and daven until lunch.

In conclusion, before the boys came to Los Angeles I didn’t really understand why they were coming, but as time went on as they were here, I realized why they came. The bond I have made with the boys was so strong and all the fun times we had together really made sense. I realized why they came and why they were with us. All in all, the experience I had with the boys was amazing and memorable.

Look at the Road!

Judah Pardau, 7th Grade

Have you ever heard on the radio or television of fatal car crashes, or drunk drivers driving recklessly? Have you ever been in the car when your parents were pulled over? Doesn't it make you think, why do some adults have to be such irresponsible drivers? Many teens, young adults, middle-aged adults, and elderly people lose their lives every year because they or others are driving irresponsibly, recklessly, and carelessly. Pedestrians crossing the street can be harmed by irresponsible drivers as well. You never know: by driving responsibly, you might end up avoiding killing yourself, friends, family, or a pedestrian.

Adults can end their lives, and the lives of others, when not paying attention while driving. If adults have their children or other adults in the car, they should pay even more attention because not only can they lose their own lives, but the lives of others too. Adults don't always hurt or kill themselves when not paying attention, but they can destroy their cars, which as result, can cost hundreds or even thousands of dollars in repairs. The National Safety Council reports that cell phones cause 1.6 million car crashes a year. Driving is most likely the most dangerous thing you can do in daily life.

There are many ways adults can get distracted, and they each come with different consequences. Adults can get ticketed if they are caught texting and driving. Most likely, the most common reason adults get pulled over is for texting and driving. In California, the cost of a ticket for texting while driving is \$20, but in Oregon it's \$500! If you get ticketed multiple times for texting and driving, you might have to go to driving school. Another horrendous distraction is drunk driving. It is really dangerous to drink and drive. Drivers who drink and drive put themselves in grave danger because their reactions to things are many times slower than normal. As a result, at a red light the drunk driver will realize that he or she has run a red light at least forty yards after the light, depending on how drunk the driver is. Drivers can kill themselves or severely hurt themselves by driving drunk. Drivers can get into trouble when not driving responsibly.

When drivers are distracted while driving, it wastes a lot of time and energy. When you aren't paying attention, there's a possibility of taking a wrong turn or getting totally lost, which definitely wastes time. You might skip your exit on a freeway, for example. If you are distracted by your phone or something else, you may find yourself being honked at by angry drivers behind you because you're holding up a green light. When you are in a rush, there is a chance you will run a red light. If you are caught texting and driving, you will be ticketed and be sent to driving school. Being distracted can get you very stressed out.

Imagine a world where all drivers are cautious and actually paying attention to the road and not texting. This would save so many lives and make the world a safer place. Please, when you get your car, don't be selfish: be a responsible driver.

יום הזיכרון

Aaron Schlacht and Andrew Melamed, 8th Grade

ביום ד' באייר מתקיים יום הזיכרון לחללי צה"ל ונפגעי פעולות האיבה והטרור. בבית ספר הלל יש בדרך כלל טקס לכבוד החיילים שנהרגו.

השנה הייתה לנו תכנית חדשה ומיוחדת; כל התלמידים בכיתות ו'-ח' באו לאולם וישבו בקבוצות מסביב לשולחנות, על כל שולחן הייתה תמונה של חייל שנפל וגם סיפור על חייו של החייל. ליד כל תמונה היה נר נשמה לעילוי נשמת אותו החייל. כל תלמיד למד על החייל ועל הגבורה שלו.

כל קבוצה למדה שלוש משניות ממסכת תענית, וכך סיימנו את כל המסכת. אחר כך שמענו את הצפירה, שאחריה הרב סופרין אמר "יזכור" והרב אלגרבלר אמר "מי שברך" לחיילי צה"ל.

למדנו שהחיילים נהרגו על קידוש ה', ושהם שומרים על כל מדינת ישראל.

Schoology Grades: Beneficial or Not?

Bracha and Emunah Garmaise, 7th Grade

Each year, sixth graders are introduced to a new app on the iPad called Schoology. Schoology tracks your grades and allows you to submit work and communicate with your teachers. One feature that students really like — being able to view your overall course grade — began to be a problem. As the year progressed, students began obsessively checking their grades, and if they didn't like what they saw, they marched over to their teachers, demanding a better grade or an explanation. Learning began to be centered around the number listed for the course. Parents would also get a daily email with a list of their child's grades, which was stressful for some kids, with their parents hovering over their every move. Students tracked their grades, and if an assignment made their grades plummet, they would panic. However, there is a good side — the stress of daily updates and grades created a space for motivation. When students realized that their grades were not up to par, they put in extra effort and watched their grades slowly but steadily climb. Schoology also allowed students to celebrate their successes and be proud of their hard work.

At the end of January 2018, the administration made a decision to take away students' ability to view their overall course grades. Students can still see each assignment, but many are complaining of lack of motivation or additional stress. "I'm not happy that they took it away — it's harder to see what classes I'm doing well in. Schoology also helped me see what classes I need to improve in or do extra credit for," Abigail, a sixth grader says. Now, with just a blank screen to stare at, students can almost imagine that not doing their homework has no effect. "If my grade goes down ten points, I have no way of knowing, and that's stressful," shares Sydney, another sixth grader.

Some students may argue that they're able to truly focus on actual learning, rather than obsessing over a number that defines their success. However, it's not like the grade doesn't exist anymore — they're still in the teachers' grade books and will appear in our report cards. So while the idea of channeling our energies into working hard, trying our best and focusing on improvement and learning sounds good, the grade is still in the picture. "No matter what, the grade is there," a sixth grader explains. "It's just a matter of if I can see it or not."

According to HuffPost author Chris Crouch, grades do more harm than good. Nonetheless, he wonders, "What's a better, more accurate way to reflect student skills and competencies, growth, and indicate level of performance?" He comments that grades are intrinsically integrated into education that it would be hard to do away with them completely. For example, Hillel took away Schoology grades, but not report cards. Also, grades for assignments are still available, so students can see how they scored on a individual assignment. But where is this obsession with grades come from? "When the goal of education is the grade at the end of an assignment, a specific period of time, or course, the motivation to excel in other realms of life that may not have extrinsic rewards is much more difficult. How do we encourage our children to work toward a goal that may not have a tangible benefit at the end? By focusing and stressing grades as parents and teachers, we force our children to believe that the destination is more important than the journey," Colfer says. For example, if a student gets a C- for her final grade, and the parents are disappointed, they should try to focus on what their child learned, and how much she improved. Grades are always objective--for this particular student, she might have worked hard, and it might be good for her. For a stronger student, it might be a cause for concern.

But what are the benefits of the grading system, if any? A lot of students' motivation is gleaned from grades--whether from pressure from their parents or themselves, grades are often used as a reason to work hard. What if they completely disappeared? What if students are working hard for all the wrong reasons, and by taking away the grades, they would have motivation that came from themselves? Unfortunately, many students aren't mature enough to realize the effect that grades have on their lives--their future jobs and careers. As a seventh grader, I'm not exactly contemplating my future every time I get a grade. Brendan Daley and Brett Green, who published an article about grades in the Kellogg Journal at the Kellogg School of Management at Northwestern University, believe that grades matter and students should feel pressured for a reason. In their article entitled, "The Surprising Importance of Grades," they comment, "In the real world, grades matter, or at least they do to the extent that they accurately measure of a student's ability." (Continued on next page).

The California Fires

Eliav Zendehtel, 6th Grade

We have all been hearing about the terrible fires that hit Southern California on December 4, 2017. I'm here to tell you all about them. As far as we knew, the fires started with strong Santa Ana winds. At the time this article was written, no one knows if a person started the fire and if so, who. The initial fire actually started a large group of fires including the frightful Thomas Fire in Ventura County. These six fires forced more than 212,000 people to evacuate and burned 257,000 acres. The Thomas Fire was #10 of the top 20 fires California has ever had.

These fires covered Los Angeles, San Bernardo, Ventura, San Diego, and Riverside Counties. According to one source, they caused traffic disruptions, school closures, hazardous air-conditions, and massive power outages. The Thomas Fire itself grew to 267,500 acres. More than 8,400 firefighters were constantly working, day in and day out, to stop the fires. The fire covered more acres than New York City, and it is only covering more.

The fires affected farmers and their crops, too. In a New York Times article, published on December 13, farmer Ellen Brokaw said, "We lost about 80 percent of our avocado crop." The Thomas Fire hit the biggest avocado and lemon-producing region in the entire US. The dropped leaves of the avocado vineyards are prone to catch fire quickly. The lemons were battered by the winds so much that they got scarred, and damaged lemons cannot be sold.

The fires affected some of the Hillel Community, as well. Sixth grader Eliron Maghen said, "The smoke from the fire made my throat dry." When I asked fellow sixth grader Gideon Gordon about his experience with the fires, he stated, "My cousins weren't far from the Bel Air Fire, and had to evacuate. Also, my grandparents got really sick from the smoke." In conclusion, the California fires of 2017 affected farmers' crops, citizen's homes, and even the lives of people here at Hillel!

Schoology Grades, continued

Have you ever gotten a bad grade, and then told your parents that the rest of your class failed, too, so it's fine? Did you get the response, "I only care about your grade?" Well, if you view grades the way former teacher and author Chris Colfer suggests, the learning curve truly means nothing. If grades are truly just a reflection of growth or improvement, then what your classmates got means nothing. In fact, your only competitor is yourself! It can be easy to compare yourself to your peers--after all, they're the same age, right? But, students are not all identical and their strengths lie in different subjects (if those strengths are academic at all). If it was a particularly challenging test, you can also consider the test's difficulty level when deciding if yours is a "good" or "bad" grade. Your improvement or achievements shouldn't be based off your classmate, who is perhaps stronger in one subject but is weaker in others.

Also, after getting bad grade after bad grade, students might give up hope and label themselves "dumb" because they think that the grade is an end in itself. They essentially give up hope in school. Andrew Miller of Edutopia thinks that giving hope is part of his job as a teacher. He's against using the phrase, "I'm going to fail you!" as a threat. He says, "Our work as educators is providing hope to our students. If I use zeros, points off for late work, and the like as tools for compliance, I don't create hope. Instead, I create fear of failure and anxiety in learning. If we truly want our classrooms to be places for hope, then our grading practices must align with that mission." So while he isn't against grades, Miller thinks that grades are abused by teachers and parents alike.

In conclusion, there are many opinions on the role of grades in learning. While grades shouldn't be banished, many education experts think that they are abused. With correct use, grades can become "one picture" in the "photo album" of student growth, according to Andrew Miller. Remember: grades may be one indicator of student success, but actual learning should be stressed in classrooms. Students have more to contribute to the world than just a list of letters or numbers. Grades don't reflect skills or talents students might have outside of school, and kids are worth much more than letters.

Why We Should Get Rid of Homework - and Why We Shouldn't

Gabriella Gomperts, 8th Grade

Homework. Sigh. The biggest nightmare of parents and children. Research has shown that inundating children with homework doesn't help kids do better in school and can actually lower test scores. To put it simply, homework fails our children.

Why is homework so widely accepted in the education system? Homework is supposed to help students improve their thinking abilities, study habits and work ethic. It is supposed to teach students to be responsible, to work independently and to use time wisely. Finally, kids are supposed to review and practice the day's lessons. Research has proven this to be true—but only for kids in high school. Homework does not have this effect on elementary and middle school students.

I personally believe that my fellow Hillel students' dread of homework stems from the double curriculum. Hillel has both General and Judaic studies classes, which are split into eight daily class periods. If each teacher assigns a solid half hour of required homework, that's four hours of nightly homework. Not to mention that school dismissal is 4:30 pm (except for Fridays, when we end at 2:00 pm). This is a much longer day compared to public schools, which typically let out around 2:30-3:00pm.

Most kids also have extracurricular activities and participate on sports teams. This is often the only time in their day that kids have the chance to do what they love and frequently their only chance to get some exercise. Homework takes time away from kids doing what they enjoy, as well as from spending stress-free time with their family and friends. Research shows that learning a musical instrument and participation in team sports and clubs are beneficial for kids, helping them to be creative and independent.

When asked about how homework impacts her life, Lehava Segal, a 6th grader, said "Homework takes a lot of time out of our day and it's just stupid sometimes!" When asked if she thought homework and tests help with her understanding of the schoolwork, she answered that it depends on the subject and the teacher. "Math and English homework I find particularly helpful for helping us review challenging work. History class is the most stressful, because the tests are difficult." As a suggestion for making homework more productive, Lehava offered that teachers should try harder to "listen to what the kids have to say and what they don't understand."

7th grader Elliot Serure says, "Each class and teacher assigns different amounts and types of homework. I personally prefer when you are given a few days to complete a homework assignment. This way you can budget your time accordingly and not be as stressed to complete it in one evening. Ideally teachers would be aware of each other's workloads so that you are not given a few assignments all due at once."

Shalva Kaplan, a 7th grader, said that Chidon is the class that causes her the most stress because there is a lot of material to cover, and that she is "very behind on the homework and Chilukim." She said that for her other classes, "homework helps me review the work, and tests show me what I need to improve on."

Raquel Serure, a 4th grader says, "I prefer it when they give me a homework packet in the beginning of the week. This way I am not surprised with the homework for the week. Also homework should be planned around tests. You shouldn't have to study for a test and do homework the same night."

"I hate homework!" declares my sister Elisheva Gomperts, also a 4th grader. Our family finds it very funny that she manages to zip through her math sheet in 5 minutes, without a single mistake. On the other hand, my sister Alexandra Gomperts, a 7th grader, spends hours doing her homework.

The bottom line is: homework is complicated. I would go on, but I have homework I need to do.

הטיול לישראל

Yosef Levi, 8th Grade

שמי הוא יוסף לוי ואני לומד בבית הספר "הלל" בלוס אנג'לס, בבית הספר שבו אני לומד ישנה תכנית שותפות עם בית הספר "צייטלין" בתל אביב.

תכנית השותפות היא תכנית של הפדרציה היהודית בירושלים, מטרת התכנית היא לייצר קשר בין בתי ספר ותלמידים בישראל ואמריקה, כאשר התלמידים נוסעים למדינת ישראל כדי ללמוד ולהכיר את התרבות הישראלית. בתכנית זאת משתתפים עוד תשעה עשר בתי ספר בלוס אנג'לס ובתל אביב, כי תל אביב ולוס אנג'לס הן ערים תאומות.

הלל הוא בית הספר הראשון בלוס אנג'לס שהתחיל בתכנית השותפות עם בית הספר צייטלין בתל אביב, התכנית היא בין שני בתי הספר כבר שש עשרה שנים. השנה כמעט כל התלמידים בכיתה ח' יוצאו לטיול לארץ. בטיול לישראל הרגשתי קשר חזק לעם ישראל ויהדות. בתקופה שהיינו בישראל התארחנו בבתים של תלמידים מבית הספר צייטלין, וכאשר התלמידים מצייטלין הגיעו ללוס אנג'לס אנחנו אירחנו אותם אצלנו בבתים. בזמן שהיינו בישראל הלכנו למוזאונים, סיורים עם מדריכים, שבת בירושלים, טיול לצפת, לים המלח וגם היינו בבסיס חיל האוויר הישראלי. בשבת החופשית אני ואחי התאום הלכנו לדוד שלנו שגר בפתח תקווה. השבת בירושלים היתה מאוד מיוחדת, זאת גם הפעם הראשונה שהייתי בישראל בשבת. אחרי הטיול הרגשתי שישראל היא יותר מסתם מדינה אלא שישראל היא הבית שלי ושל כולנו! ישראל היא הבית של עם ישראל.

אני אהבתי מאוד להיות בארץ ישראל, לראות ולטייל בה ואני בטוח אחזור לישראל בקרוב!
"לשנה הבאה בירושלים הבנויה"

The Importance of Sleep

Orelle Maghen, 8th Grade

Do you ever wonder if you get a sufficient amount of sleep? As a student it could be difficult to get a decent amount of sleep. Teens tend to get less sleep due to loads of homework, tests and extracurricular activities. You may wonder, why is the proper amount of sleep so important? An insufficient amount of sleep may lead to trouble concentrating, mood changes, high blood pressure and weakened immunity. The older you get the less amount of sleep you need. For instance, children 5-12 years need 10-11 hours, teens ages 13-17 need 9-10 hours of sleep but adults 18 and older only need 7-9 amount of sleep. When sleep is cut short, the phases of muscle growth do not get completed. Lack of sleep also affects your memory.

Did you know that there are different stages of sleep? There are 4 stages of sleep. The first one is when you are in the process of falling asleep. Step two is when you aren't connected to your surroundings. During step three and four, your blood pressure drops, energy is restored, muscles are relaxed, and growth hormones are released. This is the deepest level of sleep. R.E.M is also a stage of sleeping which takes up 25% of the night. It stands for Rapid Eye Movement. It occurs 90 minutes after you fall asleep and re-occurs every 90 minutes while you sleep. It provides energy to the brain, and it affects how you feel in the daytime when your brain is active. This stage is also when your dreams occur.

As you know, it is highly important to get a sufficient amount of sleep because it is essential for your health. Some strategies to get a good amount of sleep include setting a time to go to sleep and sticking to it. Also, try to limit being on screens an hour before going to sleep.

To conclude, the right amount of sleep is essential for your health and function throughout the day. Even though it may be difficult to go to sleep on time due to homework, after-school activities, etc. It is important to learn how to manage your time so you can get the right amount of sleep.

Fourth Grade Wax Museum

Benjamin Lawrence, 4th Grade

ב-18 לאפריל הפכנו , תלמידי כיתות ד', לאישים מפורסמים שתרמו למדינת ישראל. חקרנו, כתבנו, למדנו וגם התחפשנו לאנשים ולנשים והצגנו אותם באירוע "מוזיאון השעווה - 70 פנים לישראל". הנה שלושה אנשים מפורסמים שהצגנו במוזיאון:

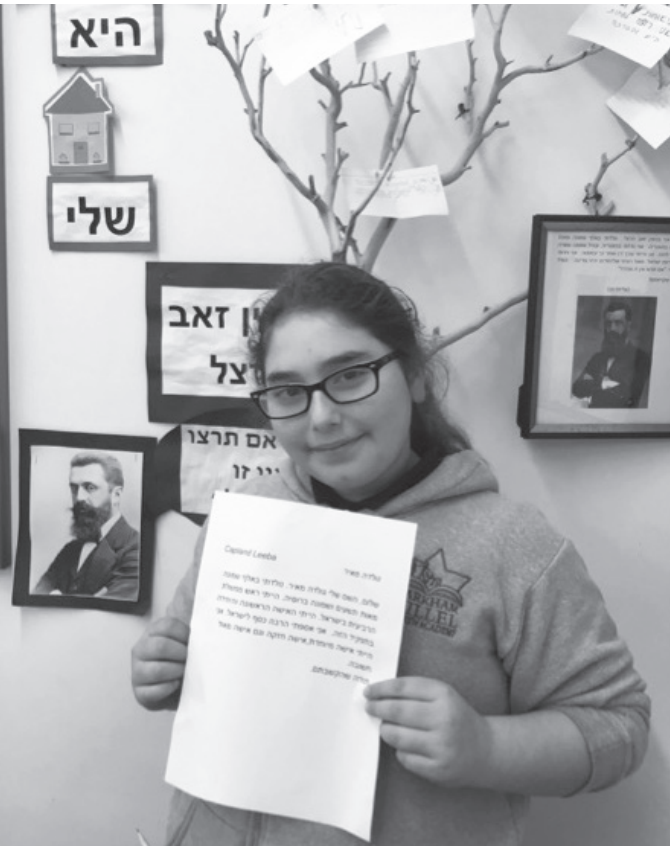
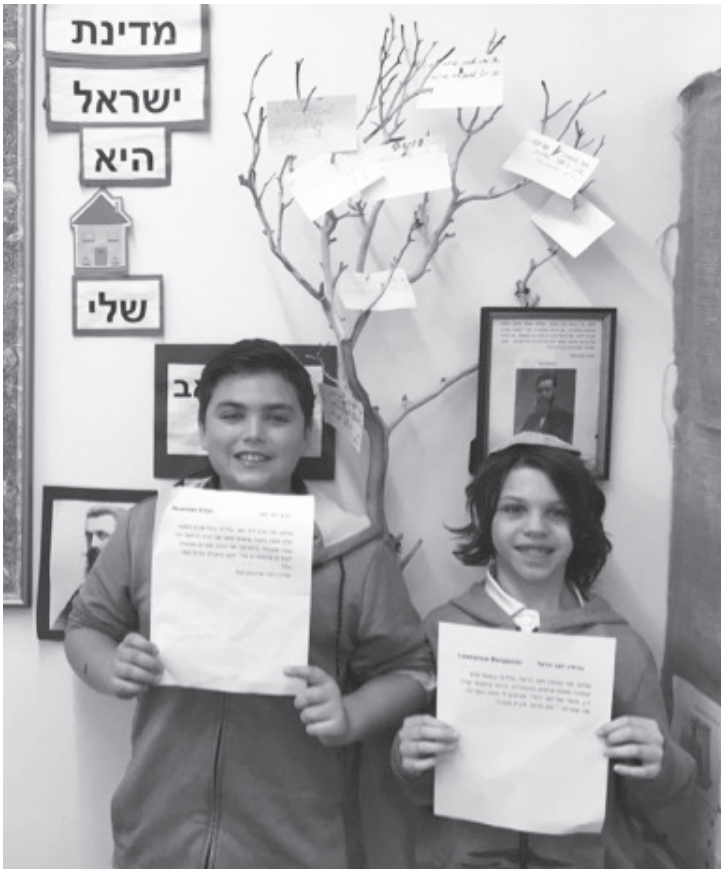
לוראנס בנימין/ בנימין זאב הרצל: "שלום, אני בנימין זאב הרצל. נולדתי בשנת אלף שמונה מאות שישים בהונגריה. הייתי עיתונאי, עורך דין, סופר, ומדינאי יהודי. קוראים לי חוזה המדינה. ארגנתי יהודים לכינוס יהודי בבאזל ושם אמרתי: 'אם תרצו אין זו אגדה'."

Eitan Newman, 4th Grade

איתן/ הרב דוד לאו: "נולדתי בתל אביב בשנת אלף תשע מאות שישים ושש. אני הרב הראשי הכי צעיר שנבחר בישראל. אני כותב ספרים ואנשים לומדים מהספרים שלי. פעם ביקרתי בבית ספר הלל."

Leeba Capland, 4th Grade

לייבה קפלאנד/גולדה מאיר: "שלום, אני גולדה מאיר. נולדתי באלף שמונה מאות תשעים ושמונה ברוסיה. הייתי ראש הממשלה הרביעית בישראל. הייתי האישה הראשונה והיחידה בתפקיד הזה. אספתי הרבה כסף לישראל. הייתי אישה חזקה, חכמה ותרמתי רבות למדינת ישראל.



הטיול לפאלקרום

Aviel Yasharpour, 5th Grade

אני וכיתה ה' הלכנו לטיול ללילה אחד ושני ימים. הלכנו לחוף הים, ובנינו מבנה מחומרים שהיו בים ושחשובים לקבוצה שלי. אחר כך טיפסנו על סלע ועל ראש ההר, והתפללנו מנחה. חזרנו לחדרים שלנו, אכלנו ארוחת ערב ועשינו מסיבת ריקודים. בבוקר התעוררנו והתפללנו שחרית, אכלנו ארוחת בוקר טעימה ואז טיפסנו על חבלים, וכשסיימנו, בנינו מכונית בקבוצות וחזרנו לבית. בטיול שלנו אני למדתי שתמיד כדאי לעבוד קשה ולנסות יותר כדי להצליח.

Kindergarten Hebrew Learning!

Abigail Kestenbaum, 6th Grade

The Kindergarten class has started learning to read Hebrew! They can read all the letters and the Nekudot (vowels). When they were asked if they like to learn Hebrew all of them said, “Yes, I love it: it is so fun!” They are learning to read in so many fun ways. One way is that they put the letters down and say the sound. Then a different person has to say which sound they want and someone else has to bring it to them. It teaches them to speak Hebrew while learning to read. They can read many words and use them in sentences. The class is very enthusiastic about reading and can’t wait to do more.

Second Grade Key to Friendship

Leon Kohan and Jacob Aynesazan, 2nd Grade

ב-15 למרץ חגגנו עם כיתות ב' את "מפתח החברות". התלמידים שרו את "אני ואתה נשנה את העולם" "והנה מה טוב ומה נעים שבט אחים גם יחד". במעגל החברות הם סיפרו אחד על השני ונתנו זה לזה מפתח חברות. הנה דוגמה לשיחה בין חברים:

ליאון: "השם שלך יוכבד. את בת שבע. את לומדת עברית בכיתה ב'. יש לך יום הולדת באביב. יש לך עיניים בצבע חום. יש לך שעו בצבע צהוב. אין לך אחות או אח. אני אוהב אותך כי את חברה טובה."
יוכבד: "השם שלך ליאון. אתה לומד עברית בכיתה ב'. אתה בן שבע. אתה לומד עברית בכיתה ב'. יש לך יום הולדת בקיץ. יש לך עיניים שחורות. יש לך שער בצבע שחור. יש לך אח ואחות. אני אוהבת אותך כי אתה חבר טוב מאוד."

Barron Wiener and David Sinai, 2nd Grade

השם שלך ברון.
אתה לומד עברית בכיתה ב'.
יש לך יום הולדת בחורף.
אתה בן שמונה.
יש לך עיניים בצבע חום.
יש לך שיער בצבע חום.
אני אוהב אותך כי אתה משחק איתי כדורגל.

השם שלך דוד.
אתה לומד עברית בכיתה ב'.
יש לך יום הולדת בקיץ.
אתה בן שבע.
יש לך עיניים בצבע כחול.
יש לך שיער בצבע בלונדיני.
יש לך אחות אחת.
אני אוהב אותך כי אתה חבר שלי.



טקס יום הזיכרון ויום העצמאות של בני עקיבא

Lielle Kerendian, 6th Grade

כל שנה, בני עקיבא אוסף את כל הקהילה היהודית יחד ליום הזיכרון ולחגיגות יום העצמאות. השנה בית הספר הלל, ביחד עם עוד בתי ספר של הקהילה היהודית הופיעו בטקס. כל תלמידי כיתה ו' בבית הספר שלנו למדו בשיעור עברית את השיר "פה בארץ חמדת אבות" ואת השיר "ישראל היא הבית שלי" של הזמר אייל גולן. הנושא שלנו היה "החלוצים של פעם והחלוצים של היום".

היה לנו כל כך כיף ללמוד את השיר, לעשות חזרות ולהופיע מול כל הקהילה. זאת הייתה הזדמנות נהדרת ומרגשת בשבילנו. כאשר גרתי בבילגיה הלכתי כל שבוע לבני עקיבא, שם למדתי הרבה דברים כמו: ואהבת לרעך כמוך, אהבה למדינת ישראל, ציונות ועוד.

היום, כשאני גרה בלוס-אנג'לס אני יכולה לראות כמה למדתי מבני עקיבא בעבר וכל מה שאני לומדת היום בבית ספר הלל.

My Family Story: Hebrew Family Heritage Projects

No Wander, My Family Project

Jullia Mizrahi, 7th Grade

I called my scrapbook project "No Wander" because finally, with the establishment of the State of Israel, my family has a permanent home and no longer have to wander from country to country. For generations my family, on both sides, had to wander from city to city and country to country due to the oppression they experienced because they were Jewish. On my father's side, most of the family were born in Baghdad, Iraq. Unfortunately they were forced to leave as one of my great-great grandfather's neighbors threatened his life because he was Jewish. He left with his family in the middle of the night and fled to Calcutta, India. Because of the Muslim/Hindu riots and the civil unrest, the Jewish community started to break apart and my grandfather and uncles moved with their families to Israel where they felt welcomed. Many of my grandparent's family stayed in Israel and are there to this day. On my mother's side, the family traveled from Ukraine, Poland/Lithuania and Russia before finally settling in the United States. Even though the family never landed in Israel, they were great supporters of the State. Their dream was to see the formation of the State of Israel. They worked tirelessly raising money. No matter where my family lives now, they know that they never have to wander through the globe again, as we have a permanent home in Israel. That is why the title to my family tree project is "No Wander." It is also a play on the common expression 'no wonder,' meaning that we now have the answer to our troubles as a people: the State of Israel.

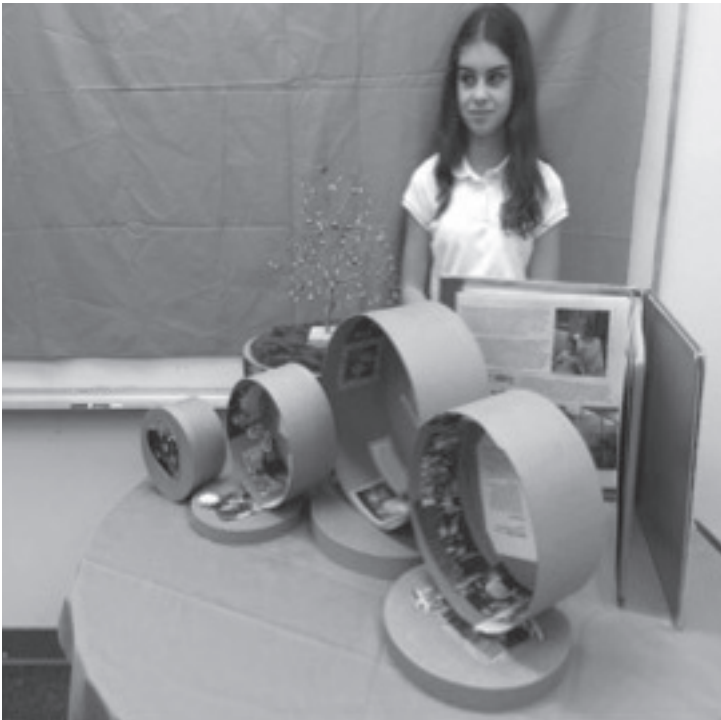
We Are Still Here, My Family Story

Madeleine Bollag, 7th Grade

At the time of publication, we heard from the Museum of Bet Hatsufot that Madeleine's entry received honorable mention in the Jewish Heritage Project. Her entry is on display at the museum for two months. Congratulations, Madeleine!

My name is Madeleine Bollag and I go to Hillel Harkham Hebrew Academy in Los Angeles. I named my project: "We Are Still Here," in honor of my great aunt's book. For many generations, my family went through many hardships such as surviving the Holocaust, surviving terrorist attacks in Israel and my grandfather escaping after he was accused of spying by the Iranian government. My project consists of five boxes: each box represents a different generation or a story of survival.

I believe that my family has a light - Ner Tamid - which helped and guided us through all the hardships; just like the light in the Shul which represents G-d's eternal presence. In the last box, my box, we have our family's chandelier which represents the eternal light and proves that We Are Still Here and will always be!



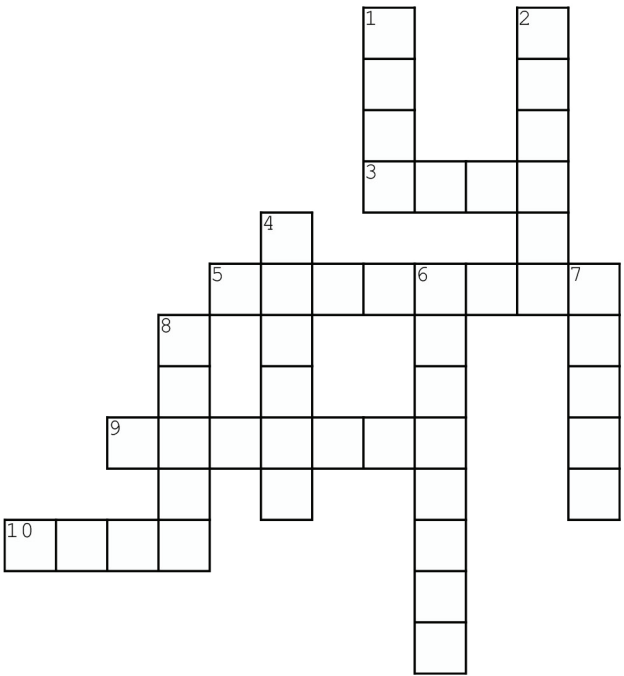
For answers, see p. 34.

Across

- 3. Shavuot
- 5. Judge
- 9. Poetess
- 10. Singer

Famous Jews

What do these people all have in common?



Created with TheTeachersCorner.net

Down

- 1. Prime Minister
- 2. Queen of Persia
- 4. Prophetess
- 6. Queen of Israel
- 7. Wonder Woman
- 8. Diary

Lone Soldier Student Blog

Daniel Zarur and Jake Wainberg, 8th Grade, with an introduction by Rabbi Zach Swigard

Part of creating true student engagement means connecting our students to the real world. Far too often, education and learning stay within the walls of the school. With the digital world, we are now able to connect to people around the world and create authentic learning moments for our students like never before. Instead of merely learning about people in a textbook or YouTube video, our students can meet them face to face. The power of dialogue, empathy, and compassion found in live conversation cannot be duplicated in a book or by watching a video. Think about ways to break down the walls of your classroom and expand the learning around the world! Below, two of our eighth graders talk about the experience their class had recently:

Blog:

In the past week, our 8th grade class was given the opportunity to converse with Lone Soldiers voluntarily serving in the Israeli Army (Tzahal) through the power of web conferencing. A Lone Soldier is someone who comes from a different country to be in the army, and who has no immediate family members in Israel. A chance to talk to a Lone Soldier face to face is very special and we could have only done it with the help of a great organization called the Lone Soldier Center. We connected to Lone Soldiers, got to know each other, and were able to learn about their lives firsthand from thousands of miles away. Our entire class felt strongly that this was an amazing experience. A member of our eighth grade, Boaz said, “The experience that was presented to us was definitely one that can never be replicated.” The entire class appreciated this unique opportunity and we thank the Lone Soldier Center for this program. Our class as a whole felt very inspired by the fact that these young adults take it upon themselves to protect our country. It is clear that this organization is extremely beneficial to the Lone Soldiers because the soldiers in Israel often feel lonely. This program helps them feel more at home. This was a special encounter that we will remember all our lives. For more information on Lone Soldiers check out their website: <https://lonesoldiercenter.com>.

יום השואה והגבורה

Liel Khalili and Boaz Edidin, 8th Grade

בכ"ז בניסן בישראל ובעולם זוכרים את קורבנות השואה. ביום זה בבית ספר הלל התלמידים לומדים על הגבורה של היהודים בשואה. השנה תלמידי כיתה ח' הלכו למוזיאון סובלנות. אחרי שהגיעו למוזיאון התחלקו לשתי קבוצות, ועלו במדרגות לתערוכה של אנה פרנק. הם למדו על החיים הקשים של אנה פרנק והמשפחה שלה. זה היה מאוד מרגש ומאוד עצוב. היא היתה חזקה והיתה לה תיקווה שהחיים שלה יהיו טובים. אפילו שאנחנו חופשיים עכשיו וחיים במדינה דמוקרטית, אנחנו עדיין צריכים ללמוד מאנה פרנק, ועל החיים של היהודים שהיו בשואה. היום שוב יש בעולם אנטישמיות וכולם צריכים ללמוד על השואה, שלא תהיה עוד שואה בעולם.

Museum of Tolerance Visit

Orelle Maghen, 8th Grade

“You must know your past in order to live your future.” This message was deeply shown on Yom Hashoah, Holocaust remembrance day. The 8th grade class recently went to visit the Anne Frank exhibit at the Museum of Tolerance. As a Jew, I feel like it's very important to be educated about the Holocaust so we can spread and carry on the story for generations to come. I learned so many things about the Holocaust I never knew before. The Anne Frank exhibit was fitting for the 8th grade class because we got to see the Holocaust from the view of someone our age. There were many videos that were played and they really gave us the feel of how life was during the Holocaust. One part that really stood out to me was the special wall the exhibit had. The tour guide told us to analyze it as we walked and tell her what we noticed. The wall started off with different brightly colored clothes, and then towards the end of the wall, the colors of the clothes became more dull, and included clothes with stripes. The beginning of the wall with all the colorful and bright clothes represented life before the Holocaust. The part of the wall with dull clothes and clothes with stripes represented life during the Holocaust because the dull colors show the depression of the Holocaust. This was a really special opportunity we had and I would definitely like to go back and see more. We are the last generation to meet Holocaust survivors and we should take advantage of this privilege.

A Lesson from Yaakov's Story

Lior Shachar, 8th Grade

There is an overlooked aspect aspect of Yaakov Avinu's story from which we can learn a vital lesson about resisting temptation. But first we must understand the story of Yaakov. Yaakov was told to find a wife so he went to a well and saw Rachel. When he saw her, he instantly knew this would be the mother of Am Yisrael. Back then the custom was to ask permission from the father before marrying a girl, so Yaakov sought out Lavan. Lavan said that all he had to do to marry her was to work for seven years. Yaakov gladly did so but at the end of the seven years, Lavan tricked him into marrying Leah, the older daughter. The bamboozled Yaakov goes back to Lavan and said he wants Rachel so Lavan said, 'Fine. Work seven more years.' Yaakov does so and at the end of the seven years, he marries Rachel and sneaks away from the house of Lavan with his wives and belongings.

Before I give you my lesson, I need to give you a new view of Yaakov's struggles in the house of Lavan. I'd like to compare the desires from today and the desires from back then. Take the desire for money and the desire for food and put them together; that was not even close to the desire for idol worship back then. Idol worship was the biggest desire and Lavan's house was filled with it. So how did Yaakov stop himself from praying to these idols for 14 years? He was in Lavan's house for 14 years surrounded by things that appeal to his desire, and he touched none of it! I thought about how he resisted and his techniques were simple. Let's take a look at the story again. Yaakov saw an amazing girl and said, "I need to marry her." He worked for seven years, for her. He got tricked and worked another seven years for her.

The common denominator of every episode of this story shows Yaakov toiling in order to marry Rachel. The way he survived in the house of Lavan was looking at his goal and not letting his yetser hara distract him away from that goal. Every time he looked at an idol, he focused on the fact that Rachel was exponentially more important than any other desire. He saw his goal; remembering it and sticking to it is how he combated the yetser hara.

How can we apply this to our lives today? Let's say that someone is struggling with his weight. This person needs to outline a goal that he wants to be thin and fit. With the image in his head, he will be able to look at that piece of cake or that slice of pizza and laugh at the desire because he is stronger than the yetser haras's frivolous tricks.

10 Most Important Events in Jewish History

Tamar Scheinfeld, 6th Grade

As Jews, it is important to know our past so that we can both appreciate and learn from it. The following are the ten most important events in Jewish history:

- (1) circa 1900 B.C.E. - Avraham/Abraham (Founder of the Jewish people who taught the world that there is only one holy and righteous G-D)
- (2) 1230 B.C.E. - Yitzeit Mitzrayim/The Exodus (G-D freed the Jewish people from slavery in Egypt – the start of the Jewish nation)
- (3) 1230 B.C.E. – Matan Torah/Giving of the Torah (G-D gave the Jewish people the laws and the principles to live by)
- (4) 1013-973 B.C.E. - King David (greatest king of the united Jewish kingdom/state) - 973-933 B.C.E - King Solomon (leads kingdom to most powerful level ever; builder of the Beit Hamikdash)
- (5) 586 B.C.E. - First destruction of the Beit Hamikdash (G-D punishes the Jewish nation for its sins and sends them into exile in Babylonia)
- (6) 70 C.E. – Second destruction of the Beit Hamikdash (Romans crush Jewish rebellion and send Jewish nation into exile for almost 1900 years)
- (7) 1492 – The Spanish Expulsion (Nearly 200,000 Spanish Jews were expelled from Spain, ending over 1000 years of one of the greatest Jewish communities ever)
- (8) 1933-1945- The Holocaust (The Nazis murdered 6 million Jews in the worst slaughter in Jewish history)
- (9) 1948 – State of Israel re-established (Israel defeats 5 invading Arab armies and goes on to celebrate its 70th birthday)
- (10) 1967 – The 6 Day War (Israel won one of the greatest military victories in history and Jewish pride soared)

Nike Vs. Adidas

Elijah Stern, 7th Grade

Perhaps one of the biggest debates in the sports world: Nike vs. Adidas. They are two of the most successful brands in the world. They each have net worths of over 6 billion dollars, and are some of the top household names across the world. Each brand makes athletic clothes and equipment for all shapes, sizes and genders. Both Nike and Adidas have contracts with some of the most well-known athletes in the world. They have players signed from all different types of sports too. Some of the biggest names in sports such as Cristiano Ronaldo, Lionel Messi, Lebron James, Kobe Bryant and many more have contracts with these brands, normally for shoe deals. Some of these players even have shirts, shorts, compression tights and sweatpants in their deals.

On January 25, 1964, Nike was born. When Nike was first created, they weren't an instant hit. As many companies or brands work, they don't usually go airborne right when they start up. But after a little bit of time, Nike started to become a huge brand.

At the end of 2017, Nike had a net worth of a little above 11.1 billion dollars. Nike has been known as the company that makes higher quality equipment. Their equipment is usually sold more than Adidas because they have lower prices for higher quality. They have signed deals with more top athletes than Adidas, and they normally do more collaborations with other brands than Adidas.

On August 18, 1949, Adidas was created in Herzogenaurach, Germany. There is actually an interesting story on how Adidas was created. There were two brothers. Each said that he would be more successful than the other. One created Adidas, and the other created Puma. Puma is also a household name, but Adidas has always had a huge edge over Puma.

At the end of 2017, Adidas had a net worth of about 6.8 billion dollars. They are normally known as the brand with the style. Not only does Adidas make sports shoes, but they also make fashion shoes. In 2014, Adidas signed with one of the most famous rap and hip hop artists in the world, Kanye West. They created a shoe called Yeezy which is now one of the most popular shoes in the world. They are still coming out with new models, and Yeezys will sometimes sell for over 1000 dollars.

Based on the information above, it is clear that each brand has its edge over each other. It is up to us to decide which one is better than the other. So now, it is your turn to decide which brand you like more.

Lonzo Ball

Benji Rabbanian and David Wintner, 6th Grade

Lonzo Anderson Ball is the starting point guard on the Los Angeles Lakers. He currently averages 8.7 points, 6.9 rebounds, and 7 assists per game, which is pretty decent for a rookie but not so good for a second round pick, which he is. He is 6'6 and 20 years old. Lonzo Ball was born in Anaheim, CA. His career high is 29 points in a game, against the Phoenix Suns, and his career low is 0 points. He is very good friends with his teammates and always has fun playing basketball.

Many people say Lonzo Ball's form is extremely bad, but we think that's not true. Most players that are right-handed bring the ball up to their right eye and the same thing if they are left-handed. But, Lonzo Ball is right-handed and brings the ball to his left eye, which takes much longer and is easier to block. However, the only reason he shoots like this is because his left eye is stronger so he brings it into line with his left eye, which helps him shoot better. It looks worse because he has to have the ball cross his whole body and then bring it up to his forehead so he can shoot. (Continued on p. 25).

Visit By LAPD Officer Lisa R. Herman

Dana Brodt and Ella Herskovitz, 4th Grade

On Tuesday, March 20, 2018, the students in Dr. Glass' program had the wonderful opportunity to meet in the library with LAPD Officer Lisa R. Herman. Once the students were seated, Officer Herman entered the library and everybody welcomed her. After Noah Selick introduced her, she began to describe what a Police Officer does and what her job is like. Then the students started asking Officer Herman questions about her job, the technology she uses, and more! Here are some of those questions and her responses.

Q: Do you ever get scared when you're doing your job?

A: "Sometimes, yes... But I can't show that, especially when I am talking to a suspect or someone that I am arresting. I need to square off my shoulders, and act (and be) brave."

Q: Do you have an animal that works with you?

A: "No, I don't. But I have some good friends in the LAPD who work with horses, and another that uses a K9 (Canine-Dog)."

Q: Let's say someone is arrested, and they're waiting to get into court... Can they be arrested a second time?

A: "If it's a minor (small) crime, and while the suspect is waiting to go to court or jail the suspect commits a felony (a big crime), then either the suspect's sentence can be lengthened, or the suspect may get a worse jail cell (or both!)."

Q: What was the most interesting call you ever got as a Police Officer?

A: "I once got a call about a possible case of elder abuse. I was translating for other officers who didn't know what the lady was saying because she was speaking in Hebrew. Once I investigated, I determined that she was just upset because her daughter had left the house on Saturday morning and she wanted to have Shabbos lunch with her daughter! So I went to the lady's house and had lunch with her. A little while after we started eating lunch, the lady's daughter returned home and we all finished lunch together."

Q: What is the most modern technology you use in your job?

A: "We drive around in LAPD patrol cars with technology that scans all the license plates around us really quickly. If one of the cars we drive by has a license plate that matches a description of a car that reportedly was involved in a crime (such as the getaway car in a robbery or a car chase license, etc.) that information will pop up on a screen in the car and notify us. I also have a bullet-proof car."

Q: Have you ever known a suspect personally?

A: "I once knew a suspect's brother, and he was leaving Shul. It turns out he had a traffic warrant issued against him." (Continued on next page).



Left: Nathaniel Kurzban and Jake Blank learning about DNA from Ms. Maestri as part of the forensic science component of the Mystery! unit with Dr. Glass.

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THE HILLEL GAZETTE

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(Continued from previous page).

Q: What are your basic tools?

A: “Well, for a fist-fight I would have my radio to call for back-up. I can use my Taser. I also can use my hands and feet (obviously!), as well as a baton. And very rarely (but only if absolutely necessary), I can use my gun.

Q: Has anyone ever lied to you about a crime happening and made up a ridiculous story of it happening?

A: “Well, no, not exactly, but people have reported really ridiculous (but true!) things to me. For example, one time I was in court where they were having a trial. In the middle, when we were waiting for the trial to continue, people started to come over to me and a few other cops, and started reporting random things to us.

I remember this one person who said to me, ‘Hey! I’d like to report something. Some four years ago I lost my phone! What can you do about that?’ Even though it was super ridiculous, I asked him, ‘Well, where’d ya lose it?’ ‘Somewhere in Van Nuys...’ he replied, and this wasn’t even an actual crime! So, the point is that no matter how ridiculous the reports were, we still had to interrogate and all that, because everyone must be served equally, so until the trial started up again and continued, we had to listen to the most ridiculous reports!”

Q: How common is it to find DNA at a crime scene?

A: “Very! If there is blood, you can take a blood sample and try to match it with one of the suspects to figure out who did the crime, and you can almost ALWAYS find fingerprints and match them to the person who committed the crime.”

Everybody thanked Officer Herman. The students left with a better understanding and appreciation of the important work performed by Officer Herman and other LAPD officers.



Left: LAPD Officer Lisa R. Herman speaks with Hillel students about her work.

Mystery Stories

Parker Gruenbaum, 5th Grade

There was a little girl who was left at a park and she heard a bang and a scream coming from the apartment next to the park. She immediately called the cops but there was nothing but a bed, Neosporin, a Band-aid wrapper and a little bit of blood on the bathroom floor. What was the bang and scream and why was there blood on the floor?

Clues:

When the man came to his apartment the police found him innocent.

The little girl's parents got a warning for a false police phone call.

It has nothing to do with the girl.

Answer: The man was watching a movie while shaving and slipped!

Mystery! Unit with Dr. Elizabeth Glass

Ayala Katz and Josh Heumann, 2nd Grade

The front door was unlocked so a girl walked into the hall of a mansion but no one was there. She heard people in another room and suspected a crime; was a knife used? She could not take any steps further; her feet felt like stone. Where is she and why does she think a knife was used in a crime?

Clues: She did not live in the mansion. She has wandered there before. The mansion has multiple passageways leading to different rooms. Anyone looking at the mansion can see all the rooms. The mansion is flat.

Answer: The girl was playing the game Clue.

Nehorai Rashidi Doust and Yakir Kaplan, 2nd Grade

There was a giant cake made for the city's party. The party was going to start at noon. A janitor was supposed to check on everything at 9:00 am. He said he was there, but was knocked out and when he woke up the cake was gone. Who stole the cake?

Clues: A small amount of frosting with a piece of hair was found. There is a boat store next door to where the party was supposed to have been held and where the cake was last seen. The boat dealer, when questioned, said he saw a smoke bomb go off at the dock around 9:15 am. The waves left a hat on the shore. There was one boat on the ocean.

Answer: The hat contained a strain of hair that matched the one left in the frosting. The police questioned the man driving the boat. They tested his DNA and found it matched the strand of hair in the hat and the frosting. The man admitted he stole the cake.

Benny Portnoy and Leo Katzin, 2nd Grade

The Murder Mystery

One cold and stormy night, there was a man named John. Something terrible happened to John's neighbor; John's neighbor got murdered. The next day John reported to the police the crime. He told the police how the neighbor got murdered. This is what John said: "I was in a room and I saw blood on the floor. I noticed my neighbor, Bob, was dead." The police knew this was a fishy story but they couldn't just put him in jail because they didn't have evidence. The police came to Bob's house. They found a hair on the floor. They tested the DNA and found out it was the hair of Chris Jenner. They went to Chris Jenner's mansion and put her in jail. Ten years later, the police went back to Bob's house because they thought Chris Jenner wouldn't have done such a thing. When they got there they found John's fingerprint. They put John in jail and took Chris out because she was innocent. It turned out that it had been just a famous wig from Chris Jenner's real hair.

Lesson:

Never blame anyone unless you are sure they committed the crime.

Maddie Bernstein, Jake Blank and Reva Egorin, 3rd Grade

Ralph was at recess. He wanted to join the group playing basketball but someone told him, "No!" When it was time to line up for lunch, Ralph was nowhere to be seen. Where was Ralph?

Clues: Ralph was last seen at recess. He did not play basketball. He was crying. He did not play kickball.

Answer: Ralph and the boy who told him "No" were sent to the teacher to have a talk about including kids in games.

Taylor Gruenbaum, 3rd Grade

There was a man and he had two cups of water. A second man was also there. Each man swallowed a pill. The killer stayed alive but the second man died. The man repeated this with many other men with the same results. How did the killer stay alive and the second man always died?

Clues: They were in a dark room. The killer would always stay the same. The pills were the same.

Answer: The water that the killer gave the men was poisonous.

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Eitan Posy, 4th Grade

Once there was a king who had an important flight to China. His guard, who was on duty, had a dream that the plane would crash so he told the king, "I had a dream that the plane will crash." The king didn't go on the plane and it crashed and the king gave the guard \$500 and fired the guard.

Mystery: Why did the king fire the guard? Clues: The answer is in the story. The king believes in dreams. The king is scared.

Answer: The guard was fired because he had been sleeping and dreaming when he should have been awake and guarding the king!

Moses Burstein, 4th Grade

There was a huge, dark mansion and one of the windows upstairs was broken. Everybody in the house was sleeping except for the guards. Ten minutes later the guards woke everybody up and told them there was a midnight robbery. They checked the first floor and the second floor but they still couldn't find the robber. They were certain the robber was still in the mansion. Where did they not check?

Clues: The guards thought they checked everywhere. The crime took place in a mansion.

Answer: A mansion must have at least 3 floors; they checked the first floor and the second floor. That's only two floors. They found the robber on the third floor.

Yakov Lieberman and Noah Selick, 4th Grade

I was in my basement and it didn't have a stable floor. I heard a noise creaking. I got up and started looking for something unusual. All that was in my basement was my T.V. , my furnace, and myself. To the south was the furnace; to the north was my T.V. I was sitting in the east wing of my basement. I started walking to the west wing. Even though I started walking to the west, there was nothing there, but the noise was still creaking. How was this noise the same in every direction?

Clues: There really was nothing in the west. I didn't touch any of the objects. The T.V. made no noise and was off.

Answer: It was an old house and creaking sound comes from everywhere.

Eyal Fisch, 4th Grade

I was talking to my psychologist, Dr. Windsbury, and I was asking him about something that was a mystery to me that happened in 2013, about nine years ago. The day before I went on vacation, I got glasses because I started seeing some funny things like flying and shiny things. I went to the airport and the next thing you know I was at the Bahamas. I went to the resort. My room was on the second floor and I was all the way at the end of the hall. I decided to take a walk to the supermarket market to buy some food for dinner. As I was leaving I realized I forgot my glasses. I thought to myself, "It's okay, they might not work anyway." All of a sudden, I saw some seaweed glowing at the other side of the supermarket. Why was the seaweed glowing?

Answer: I wasn't wearing his glasses and sometimes he sees very strange things!

Sophia Katz, 4th Grade

A man walks into a unknown room. There is a woman already in the room and hands him a glass of liquid that is ice cold. The woman tells him to drink the contents of the glass or else he will be killed. Without further ado she reveals a machine gun in her hand. The man grabs the ice cold liquid from her hand and chugs it down as fast as he can. The man experiences pain. How is that possible? Answer: Brain freeze!

A woman is a master criminal. She lures a man into her hideout. The man is a father to a child who goes to a school where there is a huge mound of gold. She tells the man to drop his child off on Thanksgiving day and walk her to her classroom and then go steal the gold or else she will shoot him. What is the flaw in the plan? Answer: There is no school on Thanksgiving!

Mystery! Unit with Dr. Glass, continued

Daniel Nazarian, 5th Grade

Freddy found a dead cockroach on his computer. The next morning it was halfway across the room. How did the cockroach get halfway across the room?

Clues: It was not a flying animal. It was completely dead. It was dead 10 seconds earlier.

Answer: Cockroaches move after they die, but only right after.

Matan Zadeh, 5th Grade

There was a murder. 100 people were watching. There were several police officers watching the murder happen. Where are the observers?

Clues: Everyone was silent. No one took a video. The person was murdered multiple times.

Answer: The people were watching a movie at the movie theater.

Kira Heumann, 5th Grade

There once was a boy named Phil who was very sick. Days earlier, he had gone to a pond, saw a frog and screamed for it to come over to him. But the frog didn't listen. He called to this frog for days. Finally, the frog came over to him and jumped up. How do you cure his sickness?

Clues: This is likely to happen to any person. He didn't stop screaming until the frog came over. It hurt for him to speak.

Answer: Since the boy was screaming for days to get the frog, he hurt his throat. Herbal tea can cure this.

Aliza Katz, 5th Grade

A man held out a gun and shot the person next to him. There were about fifty people there to witness him do this but he made no attempts to hide it. None of the people reacted. Where was the man and why did no one react?

Clues: All the people were enjoying themselves. They had all expected him to do this. They all knew of his plan because he had told them. All the people were sitting down.

Answer: They were at a murder mystery play.

Jonathan Dayani, 5th Grade

Jacob's Party Planner Jane was a party planner who was up all morning planning a 12 year old birthday party for Jacob Smith. At 9:00 pm everyone came to the birthday. Jane planned the 14 layered cake to be brought in at 11:00 pm. After she put the cake on the Smith's table she went back to her office and everything turned black. When she opened her eyes the cake was gone. Why did everything turn black and where was the cake when she opened her eyes?

Clues: Jane woke up at 2:00 am to start making the party for that night. She opened her eyes at 4:00 am the next day. The party was 6 hours and 12 minutes long.

Answer: She woke up very early that day, so at 11:00 pm she fell asleep. When she awoke the next day at 4:00 am, the birthday ended and the cake had been eaten.

Eli Schwartz, 5th Grade

The Shark Bob is riding on a train next to a lake on a sunny Sunday. His whole family is there. Half are listening to the tour guide over the loudspeaker and the rest are looking at the view. But Bob is looking at someone named Jeff snorkeling in the lake. All of a sudden blood starts coming up from under Jeff. And then BAM! A shark comes up and kills Jeff and the tour guide starts screaming; the shark jumps out of the water then falls back in. The shark has never been seen in the ocean and isn't a bull shark.

Clues: The tour guide knew it was going to happen. The family had slept there. Jeff was fake. The shark was fake. Answer: The family is on a Universal Studios tour.

Barak Kaplan, 5th Grade

Jesse was at a bowling alley and then walked into the arcade. He put a coin into the machine and started playing. All his attention was focused on the game until the fire alarm went off. As he was exiting the building he was tackled by a man wearing gloves. Who was this person and why was did he tackle him?

Clues: This was late at night. Most of the people in the arcade were employees. When the man that tackled Jesse was questioned he said he was trying to help. Jesse said he was walking out carelessly and looking at his phone thinking it was a false alarm.

Answer: The man wearing gloves was a waiter, he was was wearing gloves so he didn't burn himself while serving. He tackled Jesse because he was about to walk into the fire. Everyone lived happily ever after.

Learning About DNA and Fingerprints

Josh Heumann and Ayla Katz, 2nd Grade

On March 20, 2018 Dr. Glass' students learned about how fruits and vegetables have DNA. They did an experiment on banana DNA. They got to see DNA up close using a microscope. They learned a lot about DNA and fingerprints and how no two fingers are the same. A few people in the world don't have fingerprints and so they don't have good grips. Ms. Maestri, the science teacher, showed us how you can use DNA and fingerprints to identify a thief.

Below: Ayala Katz and Josh Heumann, second graders, learning about DNA, taught by Ms. Maestri, as part of the Mystery! unit with Dr. Glass



Mystery! Authors Event

Lila Kessler, Aliza Katz and Leah Cohen, 5th Grade

It was a dark and stormy night when Faye Kellerman and Richard Brewer came to speak to us about writing mystery books. Just kidding - it was actually a nice day. Their intriguing words showed us that we can also write books. They always seemed to have something to say and so did we. Mrs. Kellerman, in particular, liked to get up when answering because she was so interested in our questions. We helped solve a mystery and it was really fun!



Above: Lila Kessler and Ami Korn introduce mystery authors Faye Kellerman and Richard Brewer as part of Dr. Glass's Mystery! unit.

NBA Awards: Updated Predictions

Eliron Maghen, 6th Grade

I previously wrote an NBA awards article in the previous version of the Gazette, but I wrote that when the NBA season had started. But now, we're midway through the NBA season and a lot has changed. First off, let's talk about MVP. The first time I wrote this article in the previous version of the Gazette I predicted Giannis Antetokounmpo would win MVP. I do not think that's true anymore. There is a new favorite and he is leading the race by a large margin: his name is James Harden. On basketballreference.com he is number 1 and his probability of winning MVP is 61.6%. The person behind him is Steph Curry, and his probability is 17.6%. That's a large margin, meaning Harden is beating Curry by 44%. Plus, Harden recently had the first 60 point triple double in NBA history. To me, that's amazing and he is my locked-in pick to win MVP.

For the rookie of the year award, it's tough to know because there are two favorites: Ben Simmons and Donovan Mitchell. Donovan Mitchell is averaging 19.6 points per game, which is an amazing stat for a rookie. Ben Simmons is averaging 16.7 points per game! They both have amazing numbers but in the end, I believe Donovan Mitchell will win rookie of the year.

Now let's talk about sixth man of the year. There is no other sixth man as good as Lou Williams. He is averaging 23 points per game: that's crazy for a guy coming off the bench! Most improved player is the award for the player who has improved the most from the previous season. My choice for most improved player is Victor Oladipo. He is my pick because last year he averaged 15.9 points a game, but this year he is averaging 23.1 points a game: that's a huge improvement. Remember, the most improved player is for the player who improves the most and he has improved a lot. That's why he is my pick.

Defensive player of the year is the player that is better than any other player at defense. I think this year Rudy Gobert will win because he is averaging 10.7 rebounds a game. No other player is having those kind of numbers, so he is my pick to win defensive player of the year.

And last but not least! Who will win coach of the year? There are so many people to choose from but I think Mike D'antoni will win. He acquired Chris Paul, and Paul and Harden have become one of the best duos in the league. They have won 65 games and only lost 17 games, which is the best record in the whole league. Last year, the Rockets went 55-27, which was only the 3rd best record in the Western conference, and now they are at the top. Mike D'antoni has been coaching amazingly and that is why I think he will be the coach of the year.

The Future of The 76ers

Eliron Maghen, 6th Grade

The 76ers have been one of the best teams in NBA history, but lately they haven't been doing so well. They won the first NBA championship when they were the Philadelphia Warriors, and they also had Wilt Chamberlain, who scored 100 points in a game when he was on the team - the most points a player has ever scored in a game in NBA history. They have won 3 championships: one in 1955, another in 1967, and another one 1983. The 76ers have had some of the best players in NBA history; for example, they have Wilt Chamberlain, Julius Erving, Moses Malone, Allen Iverson, George McGinnis, Dolph Schayes (who is Jewish), and Charles Barkley - and the list goes on! All of these players are Hall-of-Famers. The NBA Hall of Fame is reserved for only the best players in NBA history. But the last time the 76ers were ever in the NBA finals was in 2003.

This year, the 76ers have been so much better. Their players include Ben Simmons and Joel Embiid. They also have Markelle Fultz and Robert Covington, who is a really great shooter. They also have another great shooter in JJ Redick, and they have a catchphrase, "Trust the process." I trust the process: with all of their young talent I think they can easily win a championship in the future (continued on p. 26).

The Ball Family

Gideon Gordon and Judah Pardau, 6th Grade

The Ball family is one of the most famous basketball families in Los Angeles. Their father Lavar and their mother Tina have three very talented sons who play basketball. Their names are Lonzo, LiAngelo and LaMelo. Lonzo is the oldest, LaMelo is the youngest, LiAngelo is the middle son. Lonzo is in the NBA, playing for the Los Angeles Lakers. Liangelo and LaMelo both play for the same Lithuanian basketball league to prepare for the NBA. They also have a Facebook reality show called Ball in the Family.

The Ball Brothers

Lonzo Ball is 20 years old. He was born on October 27, 1997. He is the starting point guard for the Los Angeles Lakers and he just finished his first season. For Lonzo's rookie year, he averaged 10.2 points, 1.7 steals, 6.9 rebounds, 7.2 assists and 0.8 blocks, while making 36% of his shots and 30.5% of his three pointers in 34.2 minutes per game. Liangelo Ball went to UCLA, but he was arrested for stealing sunglasses from a Louis Vuitton store in China and he was arrested in China. However, he was able to leave China with the help of President Trump. UCLA decided to suspend Liangelo indefinitely because of the China arrest. This made Lavar mad and Lavar decided to pull Liangelo from UCLA and had him join the Lithuanian league. Liangelo Ball is 19 and was born on November 24th 1998. Finally, the youngest son is named LaMelo Ball. LaMelo Ball is 16 years old. He was born on August 22, 2001. He is currently 6 foot 6 and is still growing. LaMelo dropped out of high school to join the Lithuanian league and has had some great games.

Lavar Ball

Lavar Ball is the father of the three boys. Many people think that Lavar is crazy. Lavar has said that he could beat Michael Jordan in a one-on-one right now. He also has said that Lonzo is better than Stephen Curry (two-time NBA champion and MVP) right now. Lonzo Ball barely even averages a third of Curry's points per game. In all fairness though, Lavar said all of this before he was even done with college. On March 29, 2017 Tina Ball suffered a major stroke, which left her paralyzed on her right side and with a speech disorder: she can understand people but can't communicate with them. Lavar has rejected many willing speech therapists to help her. Lavar says that she will come back quicker and stronger this way.

Ball in the Family

Ball in the family is a reality TV show on FaceBook. Ball in the Family is called the basketball Kardashians. The show is about the Ball family's whole life and everything they do. Ball in the Family is currently on the end of its second season. Ball in the Family is mainly about Lonzo, Lamelo, Tina, Lavar and Lonzo's girlfriend, Denise. The show gives you an inside look at the Ball family's life. However, Ball in the Family has had a reputation for being entirely scripted with bad acting. Many people think Ball in the Family is just to get the Ball family more publicity.

Lonzo Ball, continued from p. 17

Lonzo Ball: Fun Facts

What year did he get into the team? 2016-2017

What position was he? Point Guard

How many points does he average per game? 14.6 PPG

What are some of his stats? 14.6 points, 7.6 assists, and 6.0 rebounds.

Why did he start playing basketball? Because of his father, Lavar Ball

Did he ever have a hard time? Yes, in college

What high school did he go to? Chino Hills

Sources: NBA.com, basketball.realgm.com, YouTube

The 76ers, continued

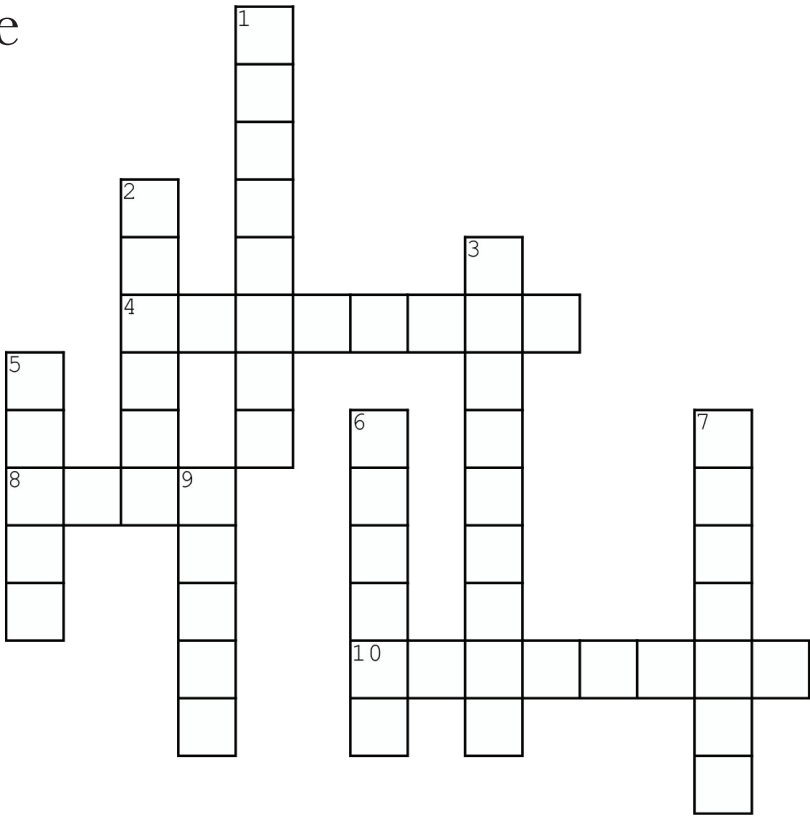
Now let’s look at the stats. Ben Simmons, who is currently in his rookie year, is averaging 17.7 points a game, 9.5 rebounds a game, 7.5 assists a game, 2.2 steals a game and 0.8 blocks per game. For a rookie, those are amazing stats! Joel Embiid is averaging 23.5 points a game, 11.1 rebounds a game, 3.2 assists a game, 0.7 steals a game and 2 blocks a game. Markelle Fultz hasn’t really been playing recently because of injuries, but he still has a bright future. The 76ers have been having on and off games: some great, and some not so great. For instance, Ben Simmons and Joel Embiid have good games a lot, but their teammates have bad days sometimes.

If they get another pick this year and select a good player, they can easily win a championship in 3-4 years. They might even get a good player in free agency because that player might “trust the process,” meaning he will go along with the 76er team motto. With that good player, the team may be able to go on a three-peat championship run (which means they will repeat winning a championship three times). I believe they will have a repeat of the old days: the 76ers will go up against the Lakers in the championship because the Lakers also have a young core of their team that has a bright future. So in the end, you never know, but I think that in the next 5 years, the 76ers will win at least one championship.

Sports Figures

What do all these figures have in common?

Yudi Scheinfeld, 3rd Grade
For answers, see page 34.



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- Across**
- 4. Champion wrestler
 - 8. Boxer/WW II hero
 - 10. Chariots of Fire

- Down**
- 1. Red Sox first baseman
 - 2. Gold medal skater
 - 3. Tiger slugger
 - 5. Gold medal gymnast
 - 6. Dodger all-time great
 - 7. Championship Bears QB
 - 9. 7 Gold medals in one Olympics

Athletics, continued from front cover

The athletics teams and entire school celebrated their successes by organizing a pep rally to recognize their accomplishments. The celebrating started with all the teams lining up and high-fiving the elementary school children in a victory parade, which took place in the atrium. This shows the theme of kehilla and citizenship - it was a chance for our community to come together and celebrate athletic accomplishments. Next, there was a student-led assembly in the upper gym, which was decorated in honor of the championships and the sports teams' hard work. During the assembly, the Hillel Athletics team captains spoke about their accomplishments during the basketball season. The coaches also added their perspective on this wonderful milestone. Grades 5-8 celebrated this success by cheering, celebrating, and dancing with lots of ruach. At the end of the assembly, there was a banner reveal, celebrating the championships of the teams. For the team players, there was an oneg with Rabbi Sufrin followed with a celebratory lunch.

Even though the varsity teams both triumphed over their opponents, they still had to overcome challenges in order to accomplish their main goal of winning the championship. Returning boys and girls had to overcome the fact that they left school last year thinking that the their coaching staff would be same, but that is not always the case. They needed to get used to brand new coaches in addition to beginning the process late. Even with these obstacles, they were still able to win the championships, which speaks volumes about their abilities and dedication. As Coach Remer puts it, they made "lemonades from lemons!" They pulled together quickly with new coaches and had a great season. The returning players were used to certain styles of coaching and therefore had to learn something new.

Another challenge that the athletic teams had to face was trying to realize their potential. They realize that they are able to beat the other teams that are in a higher seed, and they needed to believe in themselves so that they could push as hard as possible. The coaches motivated the players by reminding them that their names could be hung up on banner in gym forever - and this dream came true. This was especially great for eighth graders, who are able to leave Hillel knowing they are leaving a legacy. The teams really believed in themselves and realized that the time was then and there, and theirs to grab! Of course, the players also developed foundational basketball skills in order to become much more advanced in their sport. Finally, they learned how to reflect upon losing games and learning how to improve. They gained the critical skills of working together as a team and communicating, by listening to both their teammates and their coaches.

To conclude, the Hillel Athletics teams set an example for everyone else in our community: players on their opponents' teams, as well as students, faculty, and staff of Hillel, because they obtained the character traits of the character count pillars of, trustworthiness, respect, responsibility, fairness, caring, and citizenship. They showed the school that if they apply these character traits to their daily lives, it will lead them to success in accomplishing their goals. They portrayed these traits toward their own team members and the other teams by playing fair, showing caring, and trusting the coaches' strategies. They also showed responsibility by play their hardest and never giving up, and they demonstrated citizenship by being recognized as Hillel's leaders and role models. The teams did not just triumph over the other teams, but they achieved personal triumphs by emphasizing leadership, sportsmanship, and teamwork. Their impact is felt on the entire school and it truly set an example for others.

Right: The Hillel Hawks volleyball team poses for a photo.



Physics For Dummies...and What it Taught Me About Human Nature

Lior Shachar, 8th Grade

I recently read a book that opened my eyes to the world in a whole new way that I would like to share. The book is called *Physics for Dummies* and it is what it sounds like: a beginners guide to physics. After a few months, I finished most of the book then had an eye-opening revelation. To understand the revelation, I need to give you some background about what I learned. Let's take the example of shooting a basketball. To get the ball into the basket, you need to aim higher than the basket to account for the gravitational pull. You need to throw the ball with a certain amount of force, or else it will fall short or go too strong and bounce off the rim. When the combinations are correct, the basketball will go in. Now, we have not taken into account the wind and other forces playing a part in the ball's movement. These things are all able to be mathematically calculated, but your brain makes these calculations without all the numbers. If you give a basketball to a person and told that person to shoot it into the basket, they don't make calculations, they just shoot. Physics is useful because it gives names and categories to all the forces in nature. Physics makes an attempt to make sense out of the chaos.

Now here is my revelation: a science like physics should make sense of the chaos, but you should not always try to simplify everything. I'll give you an example. Astrology tries to organize people by the day they were born, but you can't shove the world into twelve boxes and expect everyone to do useful things with that information. The truth is that the world is chaos and it is so typical of the human mind to try to find patterns and in the world but, sometimes, simplicity is not always good. Given the assumption that the world is chaos, and the best thing you can do is find a way to navigate through the chaos, that is what I would like to teach you how to do in this article. A person must have three things etched into his or her mind. Number one is your values. You must know what you believe in and what you stand for. You must know your moral code of law that you never betray. Number two: you must know yourself. You must know who you are. I myself am a son, a brother, a student, and above all, I am a Jew. You must think and decide who you are. Last but not least, you must know your end goal. Let's say that my end goal is to be a composer. If so, every decision I make must be working towards writing that next piece of music. If your end goal is to be a physicist, then every decision you make will be working towards that next world-changing formula. If you do not know your guiding principles, then your understanding of the world will be impacted.

When all is said and done, I believe that you must go through life with these three things to be your lantern, guiding you through the chaos in the world. You can't try to go through life making your decisions because the Pisces astrological prediction in the paper said it's a good day for business. You must go through life with a little more meaning. And as for the book review, *Physics for Dummies* was a great book and I would recommend it to anyone.

Last Thursdayism

Lior Schachar, 8th Grade

There was a philosopher by the name of Bertrand Russell who said that the world could have been created last Thursday. You could say that that is impossible since you have memories of your childhood. To that, Russell would say that those memories were put in your head last Thursday. You could say that dust accumulated on your shelf and that process took more than two weeks to collect so it is impossible that the world. But, he would just say that last Thursday, the dust was put there, along with everything else you see. Russell's theory is very bizarre, but there's one thing: his theory cannot be disproven. Many have tried, but there is no way to disprove Last Thursdayism. By that logic, there's also no way to disprove religion. The basis for Judaic belief is that there's a G-d who, with His word, all of the world was created. This cannot be disproven, just like Last Thursdayism cannot be disproven, so why is our theory any more or less true than other theories? Perhaps all the things you know about G-d and Judaism were placed in your head last Thursday. The Rambam tells of thirteen principles of faith. The first one is belief in the existence of the Creator, who is perfect in every manner of existence and is the primary cause of all that exists. If you believed a sentence of what I said about Last Thursdayism, you violated the first principle of faith. But don't feel so guilty, because Judaism does not expect you to just believe and move on in the face these compelling theories...or does it? If you think about it, our theory is also far out: there is a G-d and with His word, he created the heavens and the earth, the plants and animals and people, and everything else that exists. Why is our theory more valid than any other theory? My answer: it's not.

Malala Yousafzai: A True Leader

Ariel Moheban, 6th Grade

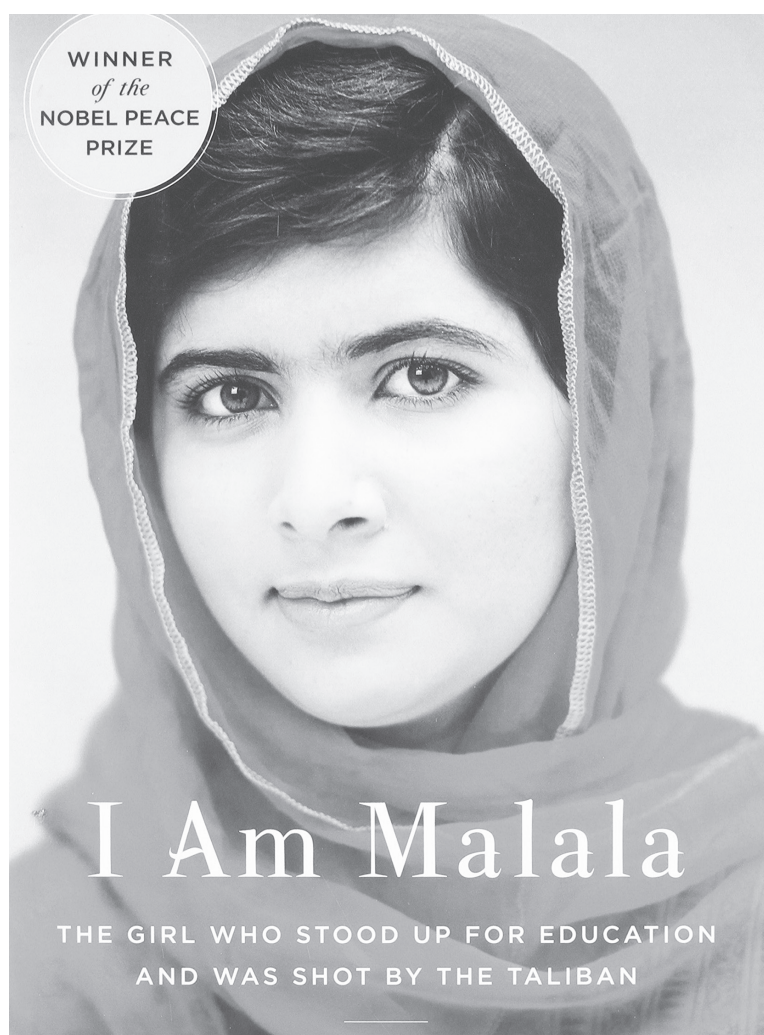
Who do you think of as influential and powerful people? I think of Malala Yousafzai. There is one thing all influential people have in common: the ability to never give up and work towards the point they got to.

Malala has done many things in this world to help the less fortunate. Malala has also been through a lot in her life. She has lived through wars and terrorist attacks in her country. Imagine having to abandon your home, leaving everything behind and just running away. Imagine going up to the mountains having your pets, bed, books, and all your memories left behind, not knowing what will happen to them. Imagine that every night when you want to go to sleep, bombs are flying away, and you and your siblings are so scared that you always sleep in your parents' room. Imagine washing the dishes, and then a bomb shakes the house.

In Pakistan there was a man name Maulana Fazlullah. Fazlullah had a radio station called Radio Mullah. He said that girls shouldn't be allowed to go to school, that women shouldn't work, and they should be at home all day. He said that he was a good Muslim and that he follows the holy Quran, the Muslim bible. So people started to follow his laws. And they started to donate money to him. Over time, people realized that he was part of a terrorist group called the Taliban, and everyone believed Fazlullah he took over the country.

Malala loved school, but the Taliban didn't allow girls to go to school. The Taliban have been bombing schools - mainly girls' schools. As a young child, Malala protested for girls' rights to go to school. When she was coming back from school her family faced a big issue. Her father was the head of the school. The Taliban sent Malala and her father a death threat for protesting against them. Malala traveled the country protesting and speaking out against them. She was 10 years old when The taliban took over the country. Her region went from a peaceful area of Pakistan and turned into a war zone of terrorism.

One day she was leaving the house, and her little brother came with her to school. She went on the bus and said hi to all her friends. That's when a man from the Taliban pulled out a gun. He shot it straight at the girls' school bus. Malala was shot point blank. No one expected her to survive, but she did. Malala has won the humanitarian of the year award in 2013, Pakistan's first National Youth Peace Prize in 2013, and to this day, she is the youngest person ever to receive a Nobel Peace Prize. Currently she is studying in Oxford university in England, and she is still helping children across the globe. She still is one of the most influential people ever.



A Raisin in the Sun: Racism and Prejudice in Lorraine Hansberry's Play

Dorin Rabbanian, 8th Grade

A Raisin in the Sun, written by Lorraine Hansberry, is a play that was produced in 1959 and was awarded the New York Drama Critic Circle Award when Hansberry was 29. Lorraine Hansberry was born on May 19, 1930, in Chicago, Illinois. She was the first black woman to write and produce a play that was performed on Broadway. *A Raisin in the Sun* focuses on the struggles of black Americans living in Chicago during a time of racial segregation: the 1940's. Sadly, Hansberry's life came to an end at the age of 34 because of pancreatic cancer. In *A Raisin in the Sun*, Lorraine Hansberry creates an outline of a black family, embodied by the Younger Family's struggles with issues of poverty, discrimination, and African-American racial identity. The title of the book, *A Raisin in the Sun*, comes from the idea of a dream drying up. Langston Hughes wrote a poem from which Hansberry developed the words of the title, because she decided to put these inspirational words as the title of her play. When a dream sits and does not become accomplished, it is forgotten, and dries up like a raisin in the sun.

The plot of the play includes the idea that the Younger family always had the dream of living a wealthy life, but because the dream was not accomplished over time, it dried up, just like how a raisin dries up when it lies in the sun. At the beginning of the play, Big Walter, a character in the play, has died years ago, and the Younger family is living in poverty. They are waiting for the moment that they will receive the \$10,000 check from Big Walter's life insurance. Mama, Big Walter's widow and the central mother of the play, plans on splitting the money between a new house, and money to pay for her daughter Beneatha's medical school, to help her achieve her dream of becoming a successful doctor that saves many lives. Walter, Mama's son, disagrees with Mama, and believes that he should invest the money into liquor because his friends became wealthy from similar investments, and he wants to be just like them. Mama feels bad for Walter, and allows him to spend a portion of the money to invest in the liquor business. Mama also spends some of her money to purchase a house for the family. The house is located in a white neighborhood, and the black family is not welcomed.

In Ms. Pack's 8th grade English class, instead of writing a traditional essay to write about the book as a final assessment, we were given two options to display our creativity. One of these options was to create a scene that would fit into the play of *A Raisin in the Sun*. The other was to create a script of a movie trailer for *A Raisin in the Sun*. The scene needed to demonstrate that we understood characterization, and that we understood how to use adverbs of manner to convey how characters perform actions. Also, the trailer needed to demonstrate characterization, and that we can adapt the conventions of playwriting to the conventions of screenwriting. These instructions gave us the ability to have the freedom to express our creativity without restricting our ideas.

The racial tension Hansberry experienced throughout her life is clear in *A Raisin in the Sun*. The play is set in an era when racism was still occurring. African Americans were beginning to fight against segregation, but they still faced many racial problems. The Younger family faces these problems throughout the play. The entire family is affected in their own way. The family has big dreams, and they hope to make more of their poor lives. Formal and informal racial discrimination has made it much more challenging for the Younger family to achieve their American dreams. The role of black people and their experiences was clearly written about by Hansberry because of her personal experience as a black woman in the United States before the Civil Rights Movement. Yet in the 1960s and 1970s, the Civil Rights Movement inspired another look at the white, male historical perspective. Formal racial discrimination was largely banned in the mid-20th century, and it came to be perceived as socially unacceptable. Racist attitudes, or prejudices, are still held by a portion of the US population, and discrimination against African Americans, Latin Americans, and Muslims is widely acknowledged. Although there is still some racism today towards many different groups of people, it has improved and has made America work towards being an equal country today. The freedom of black people and minorities has progressed over the past fifty years. However, it still needs some work: the nation has many miles to go on the road to true racial equality. We will move forward with the optimism, insight, and energy towards further progress. We will work to make sure there is no more racism.

Short Stories

Lehava Segal, 6th Grade

Story 1: This story is supposed to be a lighthearted, funny piece. The theme in this story is: not everything is what it seems. Hope you like it!

I was breathing so hard. I needed a place to hide. The closet would be good, but he would probably find me. Where is the rest of the group? I hope they haven't been found yet. I can hear his sing-songy voice calling out, asking where I was. He was getting closer. I clamped my hand over my mouth so that he wouldn't hear my breathing. He finally moved on. I burst out of the closet and ran to find another spot. "Just a little while longer," I thought to myself. "Then this will all be over." I slid under the big pot in the shed and thought, "He'll never find me here." But then the shed was flooded with light and I saw his silhouette through the little hole in the side of the pot. He called out, "I know you're in here. Come out, come out, wherever you are!" "No!" I thought, "It can't end like this! I thought I had more time!" My whole body stilled and I almost stopped breathing but then he said, "Maya, you won. I found everyone else. Now can we go eat something?" I crawled out from under the pot. "I won? I won! I won my first game of hide and go seek! That means I get the first choice in snacks! In your face!" "Yeah, yeah, now can we go eat?" "Fiiiiine."

Story 2: This story is about a girl who is having trouble living up to the expectations of her family and everyone else.

"Ahh!" I start awake, screaming from my dream of falling off a cliff as I open my eyes I realize I'M ACTUALLY FALLING OFF MY LEDGE! My mind races, as I try to remember if it would be better to expend a lot of energy flying back up or if I should just transform, I realize none of the flying animals I've mastered are strong enough to stop my fall without hitting a wall, so I flip myself midair into the proper position and feel my energy slowly draining as I float back to my ledge-bed-thing, still not entirely sure why we all had to find our own bases but I'm glad I found this one. It's full of animals to learn from and to hunt plus it has 5 of the 6 main elements. Water, earth, wood(trees), air, metal, and fire. I have all but the fire, but I can build that. It also has all sorts of plants for me to practice with! The only problem is I keep falling off of the ledge I have been using as a bed. I grew some soft, fluffy moss after I superheated the top part of the rock and made a shallow indentation, so that I could sleep on something other than more or less flat ground. It's actually quite comfortable but for some reason the past 3 or 4 nights I've just rolled off the ledge somehow.

The Wall

A Short Story by Daniel Itzakhov, 7th Grade

I am John. I have seen the impossible. This is my story of how I faced the wall. I was walking with my best friend Frank on a busy street of New York City. Frank saw a wall in an alley in between two buildings with caution tape between them. Frank said, "Come John, let's go in this alley. It looks cool." "I don't think it's a good idea," I told him, but he didn't listen. He lifted the tape over his head. I told him not to do it and I wish he listened to me. He was pulling me by the hand and I saw him go next to the wall, a few feet away, and I saw him turn into ash in one second. Half of my arm also came off that day.

I went to the hospital. When I woke up, they told me I was asleep for the whole day. The last thing I remembered was when Frank turned into ash. I realized this was a sign to go back and join the army to take this wall down.

I went to the army base I used to work at. "Generaaaaaaalllllllll-sir," saluted one of the soldiers. I greeted him back. Then I called everyone, and told my army: "Attention everybody! We have a huge problem. There is a wall on Church and Warren street in New York City. This wall is a threat to our country. It kills you when you get close to it, and turns you into ash." I had pain in my eyes just thinking about what happened two days ago, but everyone just laughed like I was playing a prank. "WHAT, YOU DON'T BELIEVE ME?!" I yelled. Everyone got shocked and a little scared. "S-sorry sir but it's kind of hard to believe that a wall can kill you," my Assistant General said. I knew I had to do something, so I said, "We are going to move our base to the abandoned courthouse right across the street from the wall, and we are taking that wall down." For more, contact the author!

The New iPhone X

Zev Rub, 7th Grade

The iPhone X is an amazing phone with so many possibilities due to the fact that the front facing camera has facial recognition. The Apple company calls facial recognition “Face ID.” Face ID allows only your face to unlock your phone. The iPhone X recognizes your face out of billions of other faces, even if you change your appearance by cutting your hair, growing a beard, or wearing sunglasses, and it even can recognize your face in the dark. The facial recognition also allows people to transform their face into an emoji with a program called “Animoji.” Animoji records every movement of your face with facial recognition to make your face an animated emoji. Unfortunately, many people are disappointed that Touch ID was replaced with Face ID. With Touch ID, you lightly place your finger on the home button and the phone scans your fingerprint and unlocks your phone.

The iPhone X is an amazing phone. I would just appreciate some enhancements. I personally feel I have an active and creative imagination, so I’m just going to have to keep my ideas a little more simple. For instance, the iPhone cannot turn into a dinosaur by the press of a button, but I would appreciate it if the wireless charger was portable and we did not have to plug the charger in the wall. I mean, it’s called a wireless charger for a reason! It would also be amazing if the iPhone X could project pictures and videos so it would be a little more interesting during family movie night. Also, the iPhone X would be so much cooler if it had a slot at the bottom of the phone to print pictures like a Polaroid. If you’re reading this, Apple, please take my ideas into consideration because I think they would be very helpful. In conclusion, Apple as a company is really creative and the iPhone X is an amazing phone, but I just feel my ideas would help the phone get a lot more attention.

Airplanes

Elijah Stern, 7th Grade

Have you wondered what an airplane really is? Or wondered about who created them? About what they are made of? And how about how they stay in the air? On December 17, 1903, our world completely changed. On this date, the Wright Brothers, Orville and Wilbur, who were born on August 19, 1871 and April 16, 1867, created the first ever successful airplane. Airplanes today are made out of aluminum, titanium, and steel. They are also made of some other materials such as carbon fiber and polymers. Airplanes are usually made of lightweight materials so that they can stay in the air. There are also a wide variety of manufacturing companies that create airplanes. Boeing and Airbus are the two main airplane manufacturing companies. Different companies create different types of planes. Some create small planes and some create big planes.

There are four actions that let an airplane fly. Lift pushes the airplane up. The wings are made to get lift so that the airplane can get up in the air. Weight is a force that keeps the airplane on earth. Airplanes are built so that the weight of the aircraft is completely balanced. Thrust is what lets the airplane move forward. Thrust is created from an engine. Drag is what slows the plane down. The plane is created so that there is less drag going through it - this helps it gain speed. If an airplane has all of these four things working together, it will fly.

How have airplanes changed from when they were first created all the way until now? Now that airplanes have been developed much more, they now have many more functions than they did when they were first created. They can carry cargo, fight in wars, and transport passengers. The engines on airplane are now much stronger, which means that airplanes can fly much farther. They also now have many more seats on them. Some airplanes even have multiple functions. When the Wright Brothers created their first airplane, they relied on their body weight to fly the plane. Now, the airplane has jets, flaps, wings, a tail, rudders, and engines to help it fly.

In conclusion, airplanes can be very complicated, but if you really learn about them, they can be very interesting. Whether it is the history of airplanes, how they are made, what they are made of, or how they fly, you can learn a lot by studying airplanes. So, anytime you are bored and want to learn something new, you can just pull out this article and read about airplanes.

Sources: NASA (<https://www.nasa.gov/>) and Wikipedia.

התחממות גלובלית ונוזקיה

Sarah Shaye, 6th Grade

בשיעור עברית למדנו על התחממות כדור הארץ. התחממות כדור הארץ נוצרת על ידי זיהום ואנשים שאינם מטפלים בעולם. התוצאה היא, שהעולם הוא יותר חם ויש הרבה בעיות. לדוגמה, בעיה אחת היא הקרחונים באנטרקטיקה. הם נמסים והופכים למים, המים עולים ויש הצפות. אנשים גם לא מרגישים טוב כשמאוד חם. מעל הכל, התחממות כדור הארץ לא טובה לנו ואנחנו יכולים לעצור את זה על ידי "חשיבה ירוקה". כשאתה "חושב ועושה ירוק" אתה חושב לפני מה שאתה עושה. לכן, אתה לא זורק זבל על הרצפה כאשר אתה יכול ללכת עוד כמה צעדים ולזרוק אותו בפח, אתה לא עושה כל כך הרבה מקלחות אז אתה לא מבזבז מים, אתה דואג לכבות את האור כאשר אתה לא בחדר שלך ודואג למחזור. כך יש פחות זיהום. בשיעור עברית מורה ליהי נתנה לנו משימה לראיין חמישה אנשים ולשאול אותם מה הם חושבים על "לחשוב ירוק" ומה הם עושים בשביל זה. מצאנו שרוב האנשים רוצים "לחשוב ולפעול ירוק", אבל אנשים מסוימים קשה להם לשנות את אורח החיים שהתרגלו אליו ולפעול "ירוק". לסיכום, חשיבה ופעולה ירוקה עוזרת לעולם. אז בואו "נהיה ירוקים"

Dark Matter: What is it?

Lior Shachar, 8th Grade

Well, no one really knows. Dark matter is theorized to exist but has not yet been observed. So why do we think it’s out there? It started when astrophysicists, most notably Fritz Zwicky (nicknamed the ‘father of dark matter’), were observing galaxy clusters.

A galaxy cluster is when a bunch of galaxies get together and are bonded by gravity. This make sense, but when the physicists did the math, the amount of matter that made up the galaxies in the cluster did not have a strong enough gravitational pull to keep them ‘clustered’ together. Therefore, there needed to be matter we cannot see that was holding the clusters together. Hence, the idea of dark matter was conceptualized.

So, why is it called dark matter? Because the physicist who first did the math, Fritz Zwicky, realized that the matter that needed to exist was not giving off any observable light; hence the name dark matter.

In a nutshell, dark matter is a theorized matter that we cannot see or observe yet, but that needs to exist, mathematically speaking.

So why does this matter? Based on the math, dark matter comes out to 85% of the matter in the universe. The observable universe - all the nebulas and planets and stars that you see in the sky - accounts for just 15%. Some of the implications of this are that the world might fold in on itself in a dramatic ending of the universe, according to Astronomy Today; but that is unlikely. In the most recent issue of the Astronomy magazine, I read a study on dark matter that could explain periodic mass extinctions on earth. We are just now starting to scratch the surface of understanding what the stuff is. All in all, there is absolutely nothing we would be able to do about any cataclysmic astronomical happening, aside from praying. So, if you take anything away from this article, I hope it’s the feeling that you are unfathomably miniscule and there is so much in the universe that humans cannot see or understand.

HILLEL WORD SEARCH

Words

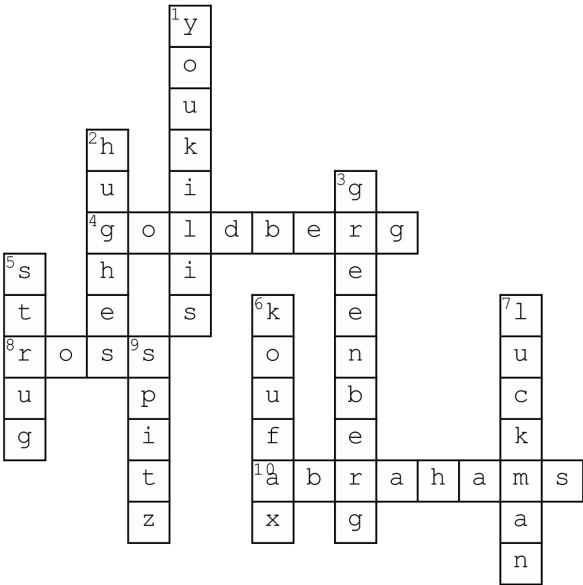
- CARING
- ENGLISH
- FUN
- HEBREW
- HILLEL
- KEHILLAH
- LEARNING
- LOVE
- PILLARS
- PRIDE
- RESPONSIBLITY
- SPORTS
- TEACHERS
- TRIPS
- TRUSTWORTHY

A	A	T	R	U	S	T	W	O	R	T	H	Y	S	U	R	G	T
S	X	V	H	N	H	E	D	I	R	P	T	Z	N	B	G	L	G
T	T	U	Y	A	M	N	Q	T	L	I	L	U	J	N	R	Y	M
U	K	I	W	C	L	G	G	G	L	V	Q	N	Y	A	H	X	B
B	F	K	E	D	E	L	N	B	H	M	A	O	D	X	J	D	Y
F	N	O	D	K	A	I	I	R	F	D	T	A	G	B	Z	L	U
F	Q	K	J	I	R	S	T	H	V	Y	K	S	R	O	O	L	G
Y	H	R	G	A	N	H	F	V	E	Z	U	U	V	K	N	R	H
Z	F	Z	C	O	I	U	U	Q	B	K	X	K	O	B	Y	S	T
M	A	Q	P	Y	N	K	E	T	X	T	M	W	W	H	X	S	E
T	F	S	W	Y	G	H	L	Q	O	Z	Z	G	E	V	O	P	B
W	E	R	B	E	H	T	O	S	W	E	A	J	C	D	F	W	Q
R	V	A	S	E	E	J	T	P	G	G	X	S	Z	P	Q	R	D
C	O	L	C	T	Z	P	A	L	U	R	T	M	G	E	P	Y	O
J	L	L	U	H	B	G	K	R	T	R	J	Q	K	N	F	T	D
B	H	I	L	L	E	L	O	C	O	I	B	C	Y	K	H	L	I
Q	X	P	V	V	T	R	I	P	S	J	B	P	B	H	S	Q	X
C	U	F	E	M	H	X	S	T	E	D	V	R	J	W	I	R	H

By: Benjamin Rabbanian, Judah Robin, David Wintner and Gideon Gordon

Sports Figures

What do all these figures have in common?



Across

4. Champion wrestler (goldberg)
8. Boxer/WW II hero (ross)
10. Chariots of Fire (abrahams)

Down

1. Red Sox first baseman (youkilis)
2. Gold medal skater (hughes)
3. Tiger slugger (greenberg)
5. Gold medal gymnast (strug)
6. Dodger all-time great (koufax)
7. Championship Bears QB (luckman)
9. 7 Gold medals in one Olympics (spitz)

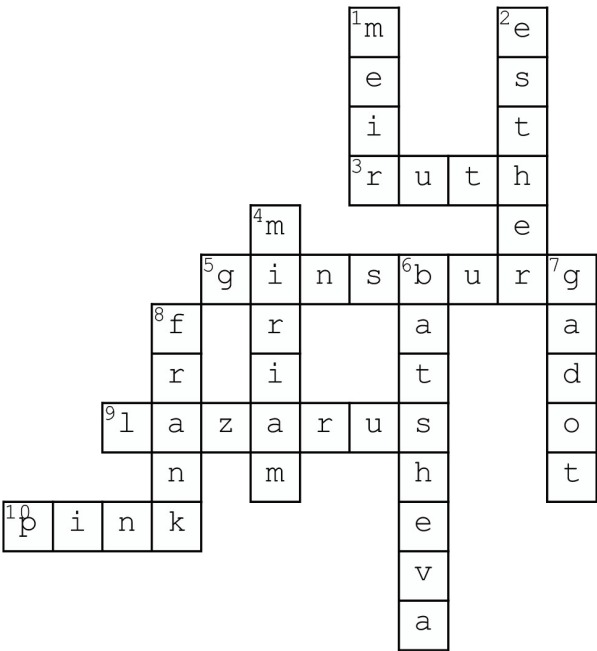
Across

3. Shavuot (ruth)
5. Judge (ginsburg)
9. Poetess (lazarus)
10. Singer (pink)

Answer Keys to puzzles on pages 14 (Famous Jews) and 26 (Sports Figures).

Famous Jews

What do these people all have in common?



Down

1. Prime Minister (meir)
2. Queen of Persia (esther)
4. Prophetess (miriam)
6. Queen of Israel (batsheva)
7. Wonder Woman (gadot)
8. Diary (frank)

The Effects of the Vietnam War

Hilly Nachimson, 7th Grade

The Vietnam war was one of the worst wars that our country has fought in. We lost hundreds of thousands of people, and we were not victorious. In Washington D.C, near the Lincoln Memorial, you can find the Vietnam Veterans Memorial. Dug into a hill, it is a wall filled with names of men who lost their lives in this awful war. In southeast Asia, the North Vietnamese and the Vietcong, two communist groups, forged a battle against South Vietnam and their allies, the United States of America. North Vietnam felt that Vietnam should be fully communistic, like their allies China and the Soviet Union.

The US may seem like an odd country to be fighting in a war halfway around the world, but they had a reason. They called it the domino effect. The US, who were capitalistic, thought that if Vietnam became communist, then the countries around it would also become communist countries. This caused them to send 500,000 soldiers to Vietnam. While the US was pouring supplies into Vietnam, China and the Soviet Union were supporting North Vietnam. The fighting was brutal and soon the Americans were getting pushed back. The countryside was destroyed by bombs and mines. One of the scariest pictures that we have is a little girl, covered in blood, running away from a bombing attack. It was a hard battle to fight, especially with the dense forests. It all ended when the capital city of Saigon was invaded by North Vietnam.

The invasion of South Vietnam took place in December 1974 and January 1975. The US was already in shock because of President Nixon's Watergate Scandal. The North Vietnamese marched thousands of men down the coast, taking control of all the land. But they wanted to take over one place in particular: Saigon. The capital city was heavy populated and was the home of the US Embassy. The ambassador kept procrastinating in evacuating the city. When he finally called for evacuation, the city fell into chaos as people attempted to get out. When the North Vietnamese came, there was not much panic and it was fairly peaceful, especially with the panic that had happened earlier.

The war had an impact on the United States, and not just on the battlefield. Many soldiers suffered from Post Traumatic Stress Disorder, also known as PTSD. It affects many Vietnam veterans, causing suicides and mental health issues. Many veterans are homeless. PTSD is caused by the high stress and with all the events that happened in the war. Since the Vietnam War was such an intense conflict, it was not a surprise that many people got this disorder.

Vietnam had an awful effect on our country, but we need to remember to honor our veterans for all the unimaginable events that they fought in.



על הנגב והמדבר

Eliav Zendehtel, 6th Grade

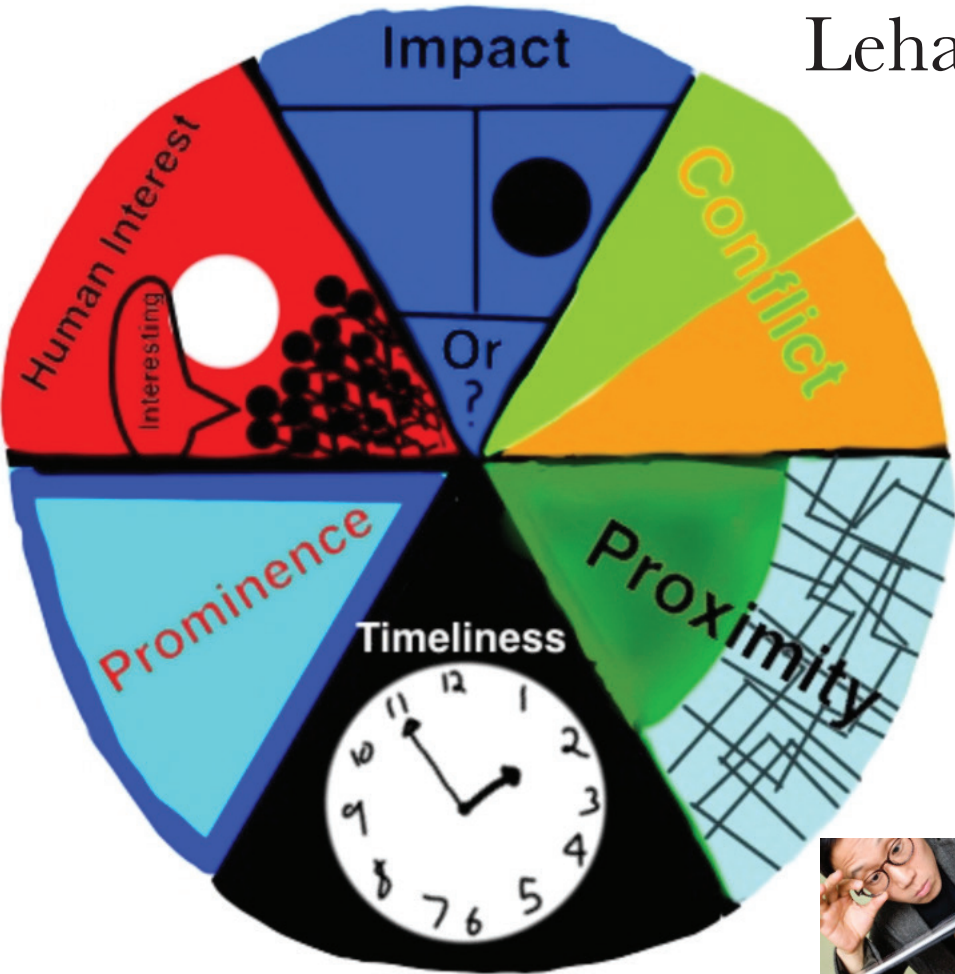
שלום! אני מספר על הנגב. הנגב זה המדבר בדרום ישראל. עיר הבירה של הנגב היא באר-שבע. הידעת, הנגב הוא 60% משטח ישראל. בנגב, יש הרבה ערים: באר-שבע, ירוחם, מצפה רמון, ואילת. ג'פים וגמלים משמשים להובלה.

בנגב גרים בדואים וגם יהודים. המילה בדואי בערבית פירושה "איש המדבר". בנגב, יש שני הרים: הר שלמה והר רמון. בנגב יש גם עיר של בדואים ליד באר-שבע. השם שלה רהט. הבדואים אוכלים הרבה בשר, פיתה, וחומום ושותים תה וקפה. המושבים של היהודים בנגב מגדלים פרות וירקות כמו: תמר, פלפל ומנגו. בנגב, יש הרבה שנויים במזג האוויר, בבוקר חם ובערב ובלילה קר.

What is Journalism?

Hillel Gazette staff writers studied the six characteristics of journalism and how they apply to the news. Then, they represented these characteristics as logos to capture the essence of journalism!

Lehava Segal, 6th Grade



Judah Robin and David Wintner, 6th Grade



איך משתמשים בסלנג ישראלי

Atara Samson and Renana Regev, 8th Grade

אהלן: אהלן (שלום), מה קורה?
נשמה שלי: נשמה שלי! התגעגעתי.
חבל על הזמן: איזה סרט טוב ראיתי, חבל על הזמן.
איזה באסה: איזה באסה שלא הגעת היום. חבל!
כפרה עליך: כפרה עליך, איזה יפה את.
חופר: יו, איזה חופרת את. כמה את מדברת!
סתם: סתם, צוחקים איתך.
סבבה: סבבה, אני אבוא מחר.
סחתיין: סחתיין עלייך, איזה עבודה יפה עשית.
חיים שלי: חיים שלי, חולה עליך.
קול: איזה קול הוא.
חור בראש: כמה אתה מדבר, עשית לי חור בראש.
גאון: גאון של אמא.
נדיר: איזה נדיר הפלאפון החדש שלי.
תכלס: תכלס אין על השווארמה בישראל.
בא לי: לא בא לי (לא רוצה) ללכת לים.

