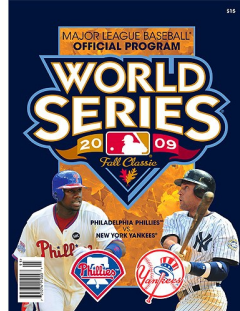




## 2009 World Series By Grace Isford, 7th Grade

The 2009 World Series of baseball came to a close on November 4<sup>th</sup>, when the New York Yankees defeated the Philadelphia Phillies in an epic six-game battle. Game 1 at Yankee Stadium was an upset for the Yankees losing 6-1, when a normally fantastic starting pitcher, CC Sabathia, gave away a few runs, whereas the Phillies starting pitcher, Cliff Lee, was unbelievable, only allowing one run to be scored by the Yankees. Moving on to Game 2, the Yankees came back at their home stadium by winning 3-1 in a low scoring game where Yankee pitcher AJ Burnett outplayed Philly pitcher Pedro Martinez. Game 3 was a huge game for the Yankees winning 8-5, when the longtime Yankee pitcher Andy Pettitte faced Philly pitcher Cole Hamels, and A-Rod performed a miraculous two-run homer which just made it over the edge of the stadium. Increasing the Yankees lead, and adding to their winning streak in Game 4, CC Sabathia delivered an amazing performance allowing the Yankees to defeat Philly pitcher Brad Lidge, 7-4,



and lead the Phillies 3 games to 1. Not giving in just yet, the Phillies came back in Game 5, 8-6, when AJ Burnett could not quite match up to Cliff Lee's skill in pitching.

As much as the Philadelphia Phillies were anxious to repeat their success and defend their World Series Title from the previous year at Yankees home stadium, the Yankees were determined to claim the title and send the Philadelphia Phillies packing. Pressure certainly did not get to the Yankees, as Andy Pettitte pitched a good game and every single Yankee starter seemed to hit off of Philly pitcher Pedro Martinez. One of these players was Hideki Matsui, who was the MVP of the World Series because of his six runs batted in one game. Ensuring the victory was Mariano Rivera, a closing pitcher for the Yankees who took over and completed the domination of the Phillies in the last two innings. Although the Phillies put up a good fight, the Yankees were ultimately the team who prevailed, and brought home the title for New York. Go Yanks!

## The Fall 7th and 8th Grade Dance By Gwendolyn McGee, 8th Grade

This year's fall seventh and eighth grade dance was a blast! The theme was sports when you could wear any sports Jersey you wanted. This just happened to fit in perfectly with the Yankees having just won the 2009 World Series! The Student Council definitely did an amazing job with the decorations; I have never seen the cafeteria so filled with streamers, banners, and best of

all balloons! The D.J. was great and so was the food. Boys from Iona Prep and Brunswick came and enjoyed the night with us.

If you were not able to come to this exciting dance, do not worry! The Student Council will be hosting another one in the Spring! See you then!

### Inside This Issue

*Shout out from the President* 2

*8th Grade Trip to Washington D.C.* 2

*A Trip to Blythedale* 3

*Service Learning Corner* 3

*Sixth Grade Islamic Museum* 4

*Interview of Stephen Wallace from SADD* 4

*Review of Manhunt (Continued on page 6)* 5

*Artist of the Issue: Grace Kennedy* 7

*Review of Letters From the Inside* 8

*Fun Page* 8



**Upcoming Events:**

**December**

**December:**

- 8 – All school liturgy
- 11- NO SCHOOL!
- 16 – Christmas Concert
- 18 – Noon dismissal  
Christmas Break!

**A Shout Out From the President  
By Maggie O’Neill, 8th Grade**

Hey everyone,

It is now the holiday season and the fall is starting to slow down and turn into winter!

With the end of the first trimester, we had our first dance of the year for the 7<sup>th</sup> and 8<sup>th</sup> graders. This trimester, we are going to plan some type of social event for the 5<sup>th</sup> and 6<sup>th</sup> graders to enjoy. Thanksgiving is finally here and Christmas will come before we even know it. Let’s just keep working hard, focusing, having fun and remembering our

Middle School goal during the holidays: work with heart, play with heart, give with heart. I hope everyone had a Happy Thanksgiving!

Sincerely,

Maggie O’Neill

**8th Grade Trip to Washington D.C.  
By Lindsay Sprague, 8th Grade**

The 8<sup>th</sup> grade Washington trip was a fun packed two days. We not only visited many museums and saw so many sights, but we also had a great chance to bond with our classmates. We normally do not have the time to all bond and get to know each other, but in Washington, we had so many opportunities to meet new people and get to know them. I had so much fun and I know that everyone else did too. We had many amazing experiences in which we were able to both learn and have fun. I was able to meet and spend time with so many people I had never even talked to before.

When we first arrived in Baltimore, we visited The National Aquarium. We saw a dolphin show and a 4-D movie and we all really began to get excited for the fun filled trip ahead. We also went to The Baltimore Science Museum which was interactive and fun. We were allowed to walk around and experience wise freedom while having a great time. We then headed to D.C. where the fun would really start!

The first thing we did upon arriving in

Washington D.C. was head to the Kennedy Center for a show called Shear Madness. Shear Madness was so fun and it really was a great end to a great day. After that we were all tired and excitedly headed to our hotel to get a good sleep before the next day of fun!

The next day we visited Ford’s Theatre, the Smithsonian Museum of American History, the Holocaust Museum and Mount Vernon. Ford’s Theater was very interesting and it was amazing to see the actual place where Lincoln was assassinated! S.M.A.H was also fun because we got to walk around with friends and see many of the exhibits. Once we arrived at the Holocaust Museum, we all got the chance to reflect on this historical event and the impact it had on our world. From there, we headed for Mount Vernon, the home of George Washington. At Mount Vernon we took a tour and learned a lot about Washington’s life and legacy. We then headed to dinner then got ready to go see many memorials, but first we stopped at the White House to take a class picture. On our night tour of the monuments and



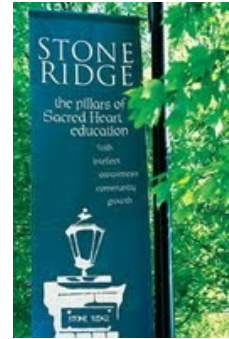
Washington Memorial,  
Washington D.C.



memorials, we saw the WWII, Vietnam, Korean and Lincoln Memorials. The WWII, Vietnam and Korean were very sad but, the Lincoln memorial was so fun. Friends had races up the stairs and we took many pictures in front of the huge Lincoln statue. Excited about the fun day and tired by all the activity we went back to our hotel for a good night's sleep.

The next day we went to Stone Ridge School of the Sacred Heart in Bethesda, Maryland.

We got to interact with eighth graders just like us and we got to see their beautiful school. It was a great experience and we wished we could stay longer but we all knew it was time to go home. We loaded the buses and headed back to Greenwich. Upon arriving, we said bye to our friends and we knew it was back to reality. We were so satisfied by our experiences and were so thankful to have such great teachers who organized such a wonderful trip!



Stone Ridge School in Bethesda, Maryland

## A Trip to Blythedale

By Julia Davis, 7th Grade



I went to Blythedale on October 29 through the Community Service Club to be with the disabled children and to interact with them. I went to try and make a difference in the lives of the children there, but in fact, the exact opposite occurred. I recognized from the moment that I walked into their large recreation room that I would not be the one to help others that day.

When I and the other classmates on the trip entered the children's large playroom, I felt a bit out of place, and did not know how to start interacting with the kids. Some of the children there felt the same way, except for one small boy,

whose name slips my mind. He came right up to Mary Grace Henry and brought her over to the air hockey table to play. The rest of us settled in eventually, and I joined Mary Grace and the little boy. He was smiling the whole time, and never wanted to stop playing. He then dragged Mary Grace and myself to a game of Jenga, where we never actually played the game. Instead, we played "Knock Julia's Tower Down Before She Can Finish Building It." That was the most fun that I had the whole night. I would build the little boy a tower, and he would knock it down, and then again and again until I was dragged out of the door by Ms. Thayer to go home.

This little boy helped me to realize the real joys in life no matter what the circumstances are. I learned that it does not matter whether we live in a modern and relatively fast paced world, or

## CALLING ALL DRAWERS!

This year you can put your artistic ability to the test! If you want to publish something in the Tiger Times but you are not the best at writing, then you can draw a picture on an 8 1/2" by 11" piece of paper! We will then choose a picture and publish it in the next article!

## Service Learning Corner

### December

3- Blythedale Trip

17- Blythedale Trip

### DECEMBER 2009

Su	M	Tu	W	Th	Fri	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

CHECK OUT THE SERVICE LEARNING BOARD ACROSS THE HALL FROM THE COMMONS ROOM!





## A Trip to Blythedale, continued

whether we are being treated in a children's hospital, that we can always find room for joy in our lives. The boy is living with disabilities that many of us would never be able to stand, but this child is able to because he realizes the little that he has. He takes that small amount and makes the most out of it, while we are

living in a world where what we have is never enough. The child taught me a valuable lesson, that all we have to do is smile at each other every once and a while, and the cycle of happiness will continue to circulate the world and gradually making it a better place.

## Sixth Grade Islamic Museum By Catherine Keating, 6th Grade

On Friday, November 13th, the sixth grade celebrated the Islamic Museum, which took place in the English, Math and History classrooms, as well as the Middle School Commons Room. Sixth grade students worked on assignments in English, History, Math, Art, Science, and Theology. Others also participated in an impressive Islamic dance, and those taking Spanish also displayed work featuring Islamic influences on the Spanish language.

In English, we spent time learning about how Andalusian poetry is based on Islamic culture. We also learned that each poem is everlasting, and is about feelings or nature. As a homework assignment, we all wrote an Andalusian poem on a chosen topic. The results were outstanding!

History was a two-part assignment: a group poster and an individual report. Each class was split into groups, and each group was assigned a topic to research. My group, for example, researched topics in Islamic Art and Literature. Meanwhile in Math, we designed colorful tessellations. To produce the tessellations, we started with a template and traced it onto a single sheet of paper over and over again. We then colored it in. The tessellated pumpkins, cats, and other designs were exploding out of the Math Room!

The creative minds also flowed in Art Class, where we sculpted stars made out of clay. These were on carefully displayed in the Commons Room, where together they formed their own tessella-

tion format on the table. Each girl was asked to keep in the same range of colors: cool or warm.

Science was also included in the museum, where menus were placed on the 6<sup>th</sup> grader's lockers. Creating an Islamic menu meant researching foods, which had to include beverages, starters, main course, and dessert. There were many mouth-watering concoctions to choose from!

Also in the line up was Theology, where we were split into research groups. We also had to produce complex displays to illustrate our topic. My group, for example, studied differences between the Islamic, Jewish and Christian holy laws.

Some girls also volunteered to do an Islamic dance. The girls looked very graceful and professional! And finally, in Spanish each girl found a Spanish word with an Islamic root. For the project, they translated the word to English. Their display was a picture of their Spanish word with the English definition on the back.

The students had fun working on the museum (I know I did!) Many parents could not believe the time, work, and effort put into their daughters project. Fellow classmate, Cynthia Thomas said, "Working on the Islamic Museum was a great way to expand our knowledge of Muslim life. It was definitely a fun and creative way to bring each subject together in the Museum."

## Interview of Stephen Wallace from SADD By Jane Mikus, 8th Grade

As one of Sacred Heart's Community of Concern events on November 5<sup>th</sup>, the seventh and eighth graders joined with the upper school to attend a presentation by Stephen Wallace, Chairman of the Board and Chief Executive Officer for the

Students Against Destructive Decisions National organization. He directs SADD's Teens Today project, which is a study of adolescent attitudes and behaviors. He recently published *Reality Gap: What Parents Don't Know and Teens Aren't Telling*. Much of his work



focuses on psychology and adolescent counseling. Stephen is also the Director of Counseling and Counselor Training at Cape Cod Sea Camps in Brewster, Massachusetts. In his presentation, Mr. Wallace focused on the timely topic of taking action against substance abuse.



He inspired us to live about the influence, stay away from alcohol, and make positive life choices. He helped all the students realize the dangers we may encounter as teens, and how to steer way from them. The interview below summarizes Stephen's mission and reinforces the important concepts he covered in his presentation.

**You have numerous professions including a psychologist, college professor, writer, and camp director. How did you become interested in all these different careers?**

They are all really an extension of one another – meaning there is a common thread: kids! I love working with, leading, studying, and writing about kids.

**How do you think teens can use their “wise freedom” without making destructive decisions?**

I love the concept of “wise freedom” because it mirrors my approach to working with young people. To me, freedom is based on an implied (and likely stated) trust that the choices a teen makes are rooted in an understanding and commitment to the values of those granting the freedoms... This approach, I believe, helps kids to internalize appropriate standards for conduct and thus to become self-directed, as opposed to other-directed, at an earlier age.

**What was your main goal in writing this book and going on your campaign?**

To provide some hope to parents who feel overwhelmed trying to steer their kids toward making good, as opposed to potentially destructive, choices and to inspire young people to commit to a substance free lifestyle out of respect for themselves, their families, and their friends.

**When exactly do the average teens become exposed to drugs and alcohol?**

SADD's Teens Today research reveals big spikes in drinking between the 6<sup>th</sup> and 7<sup>th</sup> grades and in other drug use between the 8<sup>th</sup> and 9<sup>th</sup> grades. The average age for young people to start drinking alcohol is thirteen, according to Teens Today. Other studies have it as young as twelve. And, of course, that is hugely troubling considering that the earlier one is when he or she begins to use alcohol, the more likely it is that he or she will have alcohol-related problems later in life.

**What is the most important message you want to portray to teens all over the world?**

To think carefully about what is really important to them and about what kind of people they want to be. In my mind, though we all make many mistakes – or miscalculations – if we get up every day and do our best to live our lives by the values we hold, we have integrity. And integrity forms our character. Not much trumps the importance of character.

## **Review of Manhunt**

**By Ali Larkin, 8th Grade**

Manhunt, by James L. Swanson illustrates the 12-day chase for Lincoln's killer. This book took me with John Wilkes Booth as he fled through Maryland and Virginia in his desperate sprint to elude his hunters. This story is told through the eyes of the hunters and the hunted, and the reader clearly sees Lincoln's hor-

rific and bloody murder, Booth's dramatic exit, and Booth's gripping ride through Washington D.C. to escape the Union Cavalry.

Booth had planned Lincoln's murder for years and had already attempted to kidnap the President, but finally the actors plan worked. He shot Lincoln through the head on April 14, 1865, which

Jokes of the Month

Why did the banana peel?

Because it didn't have any sunscreen!

FUN FACTS

1. The "Spanish Flu" of 1918, which killed at least 50 million people world-wide, originated in Kansas, not Spain!
2. In 1886, sales of "Coca-Cola" averaged only 9 drinks per day!
3. Every time you lick a stamp, you are consuming 1/10 of a calorie.
4. 2 and 5 are the only prime numbers that end in 2 or 5
5. Sound travels about 4 times faster in water than in air.

**Review of Manhunt, continued**

was Good Friday. Booth jumped from the President's box after he shot Lincoln and broke his leg but managed to get to his horse and ride for Maryland. At the same time, one of Booth's accomplices attempted to murder the Secretary of Defense Seward, and another the Vice-President. Seward died, but the Vice-president was spared from injury because he had decided to stay home instead of go to church. While Booth flees, the nation watches in dismay as the criminal escapes with the life of the beloved president.

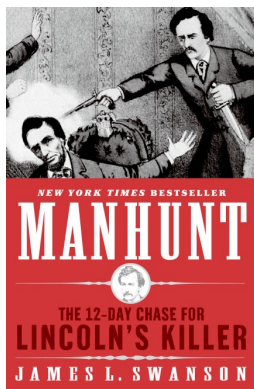
The main characters in this book are Booth and Stanton. Booth is the antagonist and also the character Manhunt focuses on most. Booth kills President Lincoln and arranges for the death of the Secretary of Defense. Stanton is the Secretary of War and he is the main protagonist. Some other characters are Lincoln, who is murdered; Powell, who was part of Booth's gang and The Secretary of Defense's killer; David Herold, another accomplice and Booth's right hand man; Azordit, who helps Powell kill Seward; Jones, a man who helped hide Booth in Maryland and threw off the entire manhunt; and Dr. Mudd, who helps Booth on his journey south, binds Booth's broken leg and is detained for two years before the judges came to a decision.

The characters in Manhunt are genuine and they actually could be real people. Booth is one of the most real characters, and I could see how he made his decisions. Swanson also makes his character's movements real. When Lincoln falls from his chair when Booth shoots him, the reader can see Lincoln fall, and hear the thud his

body makes when he falls onto the Persian carpet. Both Booth and Stanton have realistic parts in the book. Swanson made the characters so real that they provide an immense improvement to the story. The characters are a major part of what makes Manhunt such a good story.

The story's theme is implicit. Manhunt's theme is hard to find because the thriller is nonfiction- it seems like real life would not have a theme. The theme is to expect the unexpected. Many people thought that since the Civil War was over, the president was safe and the nation could recover. John Wilkes Booth did not agree. If the nation did not sit back to rebuild, a great president would have stayed alive long enough to see the country he loved so much be restored to its former glory. We can all learn the important message Manhunt has to tell us. All of us must learn to be aware and expect the unexpected to become what we wish to become.

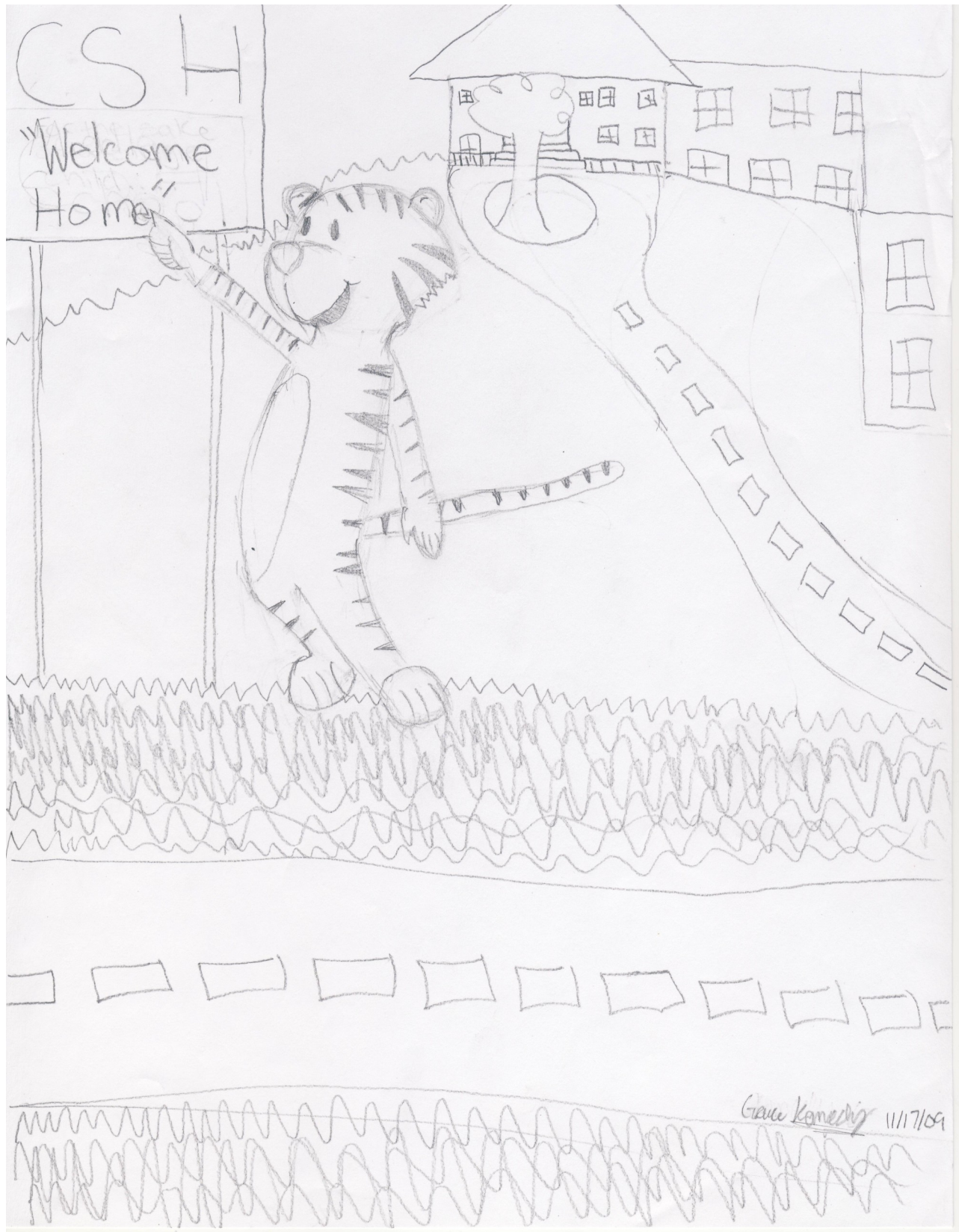
Manhunt is a mesmerizing tale of how an unlikely assassin changed America's history forever. James L. Swanson provides a gripping story based on Booth's writings and first-hand accounts. The hour-by-hour-told story follows Booth across the coast as he tries to outrun the elite military and tell the nation that Lincoln would not get away with defeating the South. Manhunt is a book that is dense, so I recommend this book to people who are willing to spend time with a long book. Manhunt provides a detailed photograph of a country still disoriented from a vicious civil war reeling from a strike that plunged deep into the heart of the United States of America.





### Artist of the Issue:

Drawing Submitted by Grace Kennedy , 7th Grade



**Faculty Advisors**

Mr. Maier

Ms. Simmons

**Editor-in-Chief**

Gwendolyn McGee

To submit articles or ideas go to:

1. <http://moodle.cshgreenwich.org/>
2. Click login or create a new account
3. Enroll in the class Tiger Times
4. Submit your ideas and work for the next issue!

**Writers for Issue Three**

Gwendolyn McGee

Grace Isford

Lindsay Sprague

Julia Davis

Jane Mikus

Ali Larkin

Amanda Webb

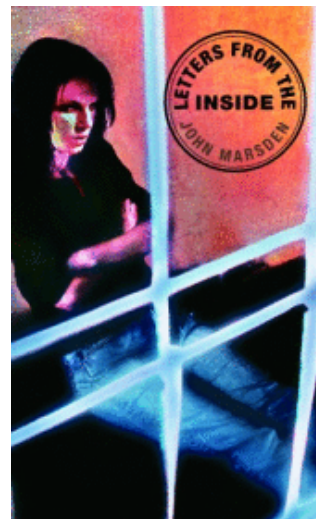
Catherine Keating

Grace Kennedy

**Review of Letters from the Inside****By Amanda Webb, 8th Grade***I felt like I'd been born into that, grown up in it, breathed it and eaten*

*it. I needed to know that there were families where it didn't happen; I didn't need to know about another one where it did (Marsden 128). Letters From The Inside, by John Marsden, reveals the lives of two teenagers who appear to have diverse existences, but the reader soon discovers that things are not always what they seem.*

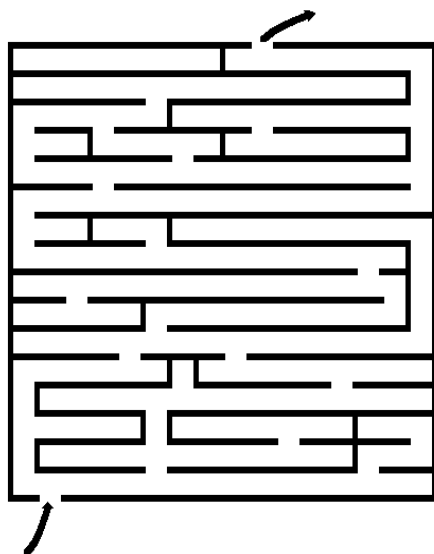
Troubled fifteen-year-old Tracey submits an ad for a pen pal in a magazine, desperate to escape her depressing life, and build a relationship with someone who lives a "normal" life. Little does Tracey know, she will receive an immediate response from fifteen-year-old Mandy, a reply that she would eventually learn, she was not looking for. Set in the 1980's, throughout the course of exactly one year, Australian teenagers Tracey and Mandy form an important bond, one that is unexpected, and they share their deepest secrets, including those that should remain unspoken.



The story begins with protagonists Tracey and Mandy portraying themselves to each other unrealistically. They begin by sharing information about their schools, their boyfriends and their families. Tracey's life appears mysterious to Mandy though, and she soon realizes that the life Tracey has illustrated is a lie. Eventually, Mandy deciphers the reality of Tracey's life and is astonished to find out how much they actually have in common. Mandy's life seems perfect to Tracey, and she does not want to shatter the image that she has created by accepting the truth about Mandy's life, and her seventeen-year-old psychotic brother, Steve.

Although John Marsden uses Tracey and Mandy's letters to portray his story, Steve, Mandy's older brother, greatly impacts the storyline. I initially thought the author interjected Steve's character too much, until I understood his significance. Steve is a key factor of the story. In Letters From The Inside, Marsden tackles the concerns of family violence and its effect on each member of a family.

Letter's From The Inside is a cliffhanger, and I recommend this novel to anyone who enjoys intriguing, suspenseful stories about the controversial lives of teenagers. You will be captivated by the underlying meaning of the letters that are exchanged between Tracey and Mandy. I give Letters From The Inside a two thumbs up!



Can You Find Your Way  
Out?