



Garden School Newsletter



Richard Marotta, Ph. D., Headmaster

Volume 97: Number: XVIII

"Cultivating Success in Every Child"

Friday, January 24, 2020

Thoughts for the Week

By: [Richard Marotta, Ph.D.](#),
Headmaster



In just about three weeks, our international trip to Senegal will depart with close to thirty members of the Garden community. This is a first for Garden: going to Africa. In the past we have travelled to Europe, South America and Asia; now we add another continent to our itinerary with this trip to Senegal, led by Mr. Gomis.

When I think back to when I first came to Garden, there were no international trips. I arrived in July 1991 and wasn't thinking about international travel, but how to take leadership of the school. In my prior experiences at other schools, we had had only two trips: one to France and one to the Soviet Union. Here at Garden, we weren't talking about travel; we were focusing on curriculum, procedures, and enrollment.

In 1994, the English Department approached me about international travel — specifically a trip to England. I agreed and that's how the travel program began. I believe that our first trip had about twenty-five students. The next year we -->

Matthew, Garden Alum and Columbia University Freshman, celebrates all things International.



Garden School Trip to France in 2019



Headmaster's Thoughts for the Week Continued . . .

went to Italy with an astonishing group of fifty-four students! From that point on, international travel became an integral part of the culture of Garden School.

What I find so exciting about this is that travel has become something ingrained in Garden's culture since the first trip in 1994. As a school with essentially an international population, with diversity and a mission to support a world-wide point of view, travel has enhanced and supported that point of view. That first trip, led by Mr. Pigman, Mrs. Elkind, Mrs. Massand and I made travelers of us all. This initial trip created generations of student travelers over the past twenty-six years. Since then many more teachers have been involved with many more students who have embraced the idea that traveling to another country, or to another continent, adds to the intellectual development of each person — teacher and student — as an educational process that is truly without walls.

This type of traveling expands the consciousness of history, of time, of other people and cultures and reinforces our commitment to educating students to nurture and sustain a global point of view. Despite some national and international trends in politics, the global world and the global consciousness are here to stay. More people travel now than in all of history; Moore economic ties exist than ever before; international trade permeates local and global economies; and cultural exchanges affect every aspect of our lives, of the media and of education.

I am proud of our school, Garden, for being one of the first to embrace the global world and global consciousness with such passion and intensity. Our students return enriched by the experience; our teachers return energized by this broader-view of education, and our school grows in its conscious effort to support our educational mission.



Wintertime:
Ms. Reyes
does a read
aloud on how
to make
gingerbread
people.



Dates To Remember

- *Lunar New Year Begins - Saturday, January 25, 2020*
- *February Break - Monday, Feb. 17 – Friday, Feb. 21 (School Closed)*
 - *Garden School Senegal Trip (see Mr. Gomis)*
- *Monday, February 24 (Classes Resume)*
- *Friday, March 27, 2020 - Gala Kickoff Wine Tasting Event*
- *Friday, April 24, 2020 - Garden Gala at Terrace in the Park*



Garden School students receive quality instruction from professional educators. We pride ourselves in what we do with children in our classrooms, on the ball field, on trips around the world, and during read alouds in the library. Go Griffins!

Support Garden School today by attending our annual Spring Gala at Terrace in the Park to honor Dr. Richard Marotta, our esteemed headmaster who is retiring at the end of this school year after twenty-nine years of service to the school.

First, Second, and Third Grade Science Research Dinosaurs Using Modern Technology
by [Michelle Bruzzese](#) (Science Teacher) We began the second half of the school year by conserving resources! As climate change is our school wide theme this year, it is important to connect the theme with our science units as much as possible. As we began Natural Resources, it was an easy connection! All three grades focused on learning the differences between renewable resources and nonrenewable resources as well as the importance to recycling and conserving our resources! After we completed some fun recycling activities, we travelled back in time to the Mesozoic Era, over 67 million years ago! As Dinosaurs are one of our scientist's favorite topics, second and third graders took learning in their own hands and began our Dinosaur Research Project! Using iPads, our classes broke into small groups to pick their favorite dinosaur and research information such as size, diet, and habitats. For instance, our second grader Ellie stated, "My dinosaur weighed 29,000 pounds!" and her partner Buiar added "And it was 23 feet tall!!" Along with our earth science unit, our scientist will also have the opportunity for a few more STEM projects this school year, giving them the chance to connect technology, engineering and math into their science lessons!



French Four by Monsieur Gomis

French cuisine is at the menu for 4th graders. We have set a virtual restaurant in class where students learn to order their food. From "Coq au vin" to "Bouillabaisse", students are getting to choose their French meal. They will be visiting an authentic French restaurant at the completion of the lesson.

French Five by Monsieur Gomis

We introduced the irregular verb "aller" (to go). Besides they learned the vocabulary about places they often go. Students are able to talk about their routine using their new acquisition.

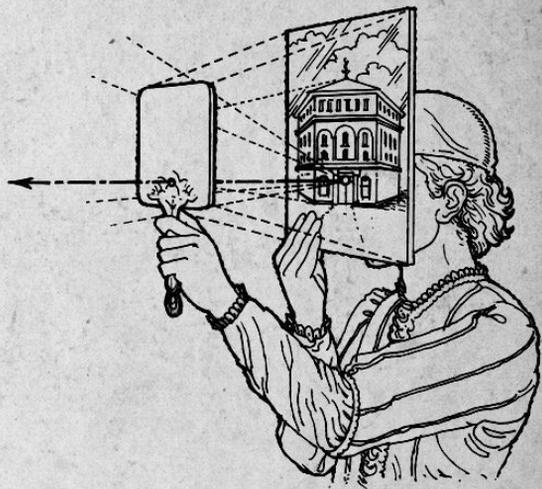
French Six by Monsieur Gomis

They know how to tell the time in French. To this new acquisition, they are able to talk about their daily routine using the reflexive verbs. Oral skill practices have helped them strengthen their understanding. They can now talk about things they do on a regular basis.



"We chose our favorite dinosaurs and used the iPads to do research" - Buiar, Second Grade

C'est tout!



Eighth Grade Area Studies Explores Asia

by [Sarah O'Sullivan](#)

(History Teacher)

As we approach Lunar New Year the eighth graders have been examining the robust histories of South Korea and Japan. Students were amazed at the discipline instilled in the mind of the samurai. Lastly, We learned how foreign nations affected these incredible cultures and led to the industrialization of Japan and the creation of a vast empire which led to war with other nations. Many students questioned whether it was ethical to use the atomic bomb to end World War Two. Next it's exploring Southeast Asia.

Ninth Graders Study Renaissance Art

By [Chris Zelles](#)

The Ninth Grade Renaissance class has just begun, and to start off students are learning about Filippo Brunelleschi. For those not familiar with him, he built the dome that covers the Florence cathedral (the church of Santa Maria del Fiore), and "rediscovered" single point perspective, thus paving the way for architecture as we know it today. For the students first project they will take their own photograph of a street, hallway, alleyway etc, and draw a realistic depiction of that photograph implementing techniques that Brunelleschi developed. Students can also use photographs of Florence if they want to. The 9th grade has been practicing first point perspective through various tutorials, and I am happy to see most of the students are really grasping the concept. The students seem to have a lot of enthusiasm for this project, and I cannot wait to see what they come up with.

Seventh Graders Understand the Causes of Nationalism

by [Sarah O'Sullivan](#)

(History Teacher)

American foreign policy has become the topic of conversation at many dinner tables across the country. As it is now connected to an impeachment trial all the more reason to analyze the ebb and flow of the role of the U.S. in world affairs. Thus Garden's seventh graders have learned how wars between France and England and the need for freedom of the seas affected America and in fact led to The War of 1812.

In addition, we realized how nationalism can lead to stronger foreign policy maneuvers such as the Monroe Doctrine.



Ninth and Tenth Graders: Don't Fly Too Close to the Sun

by [Mr. Roselli](#) and [Mrs. Esposito](#)
(English Teachers)

The idea is simple. Take a basic Greek myth about a father, a son, a pair of wings, and turn it into a moral tale. Combining a unit on allusion in myth, Mr. Roselli and Mrs. Esposito had ninth and tenth graders read, annotate and discuss five different versions of the myth of Icarus. What did we discover?



"Icarus", Henri Matisse

How many stories exist about a father who loses his son? How many stories are there of a son who fell away from his father? How many stories are there about a father, a flawed father, whose ambition causes him to lose sight of what's closest to him? Of a son

whose first taste of freedom is so great, he cannot contain it?

A simple moral tale can impart big ideas in small packaging. Icarus flew too close to the sun by disobeying his father's order and he paid the final price. He perished. What can we learn from this myth today? We talked about the dangers of technology (when not used responsibly) and we concluded that the Icarus myth foretells the perils of using human-made tools to go beyond our limits. We thought about how we can and should not only create technology to better our lives but to also think about the ways in which we can use technology for good (rather than for ill).

Early Childhood Students Learn about Neo-Impressionism and Pointillism in Art

by [Eileen Reyes](#), and [Lauren Yandow](#)

The Early Childhood artist being studied is Georges Seurat, (born December 2, 1859, Paris, France—died March 29, 1891, Paris). He was the founder of 19th-century Neo-Impressionism. This technique for portraying the play of light using tiny brushstrokes of contrasting colors became known as Pointillism. The Early Childhood students used different implements to create Pointillism type art to enhance their winter unit of study. The nursery students created penguins by tracing their hands on black paper. They then created a winter snow theme using oil pastels and tempera paint on the tips of erasers to make a snowy picture. The Pre-K children applied tempera paint using cotton swabs to create snowmen. Finally, the students in Kindergarten created unique snowflakes using tempera paints and cotton swabs. These seasonal representations of Pointillism are hanging in the Early Childhood showcase in the hall.

To further explore Pointillism, dot imprints were made using bubble wrap in the Nursery room and multiple color tempera paints, applied with cotton swabs, were used by the Pre-K and K students to create individual pictures as they explored mixing colors.

The children viewed Pointillism for Kids - Art with Mati and Dada, Georges Seurat episode. White Rabbit's Color Book by Jennifer Robbins and Mouse Paint by Ellen Walsh are just some of the books that were read to support this unit of study.



Pre-Kindergarten and Kindergarten Students Craft Snowflakes in Pointillist style.

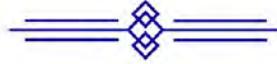


Kosta in Kindergarten takes a break from reading to smile for the camera.



GARDEN GALA

— TOAST THE TWENTIES —



— CELEBRATING THE CAREER OF —

DR. RICHARD MAROTTA, PH.D.

HEADMASTER
1991-2020

FRIDAY, APRIL 24, 2020 | 6:30-11:30 PM
TERRACE ON THE PARK

EARLY BIRD FLASH SALE

MONDAY, JANUARY 6 - MONDAY, JANUARY 13

\$20

OFF INDIVIDUAL TICKETS

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