

# Heritage Academy

# TIMES

Jewish Community Day School



Fall 2004; Kislev 5765  
Volume 2, Issue 1

## UP AND COMING EVENTS:

- \*Friday December 3 – Report Cards mailed home
- \*Monday, December 6 – Regional Day School Conference in West Hartford; no school.
- \*Wednesday, December 8 – Board Meeting 7:30P.M.
- \*Sunday, December 19 – Sunday Funday for 3-6 year olds; 10-12P.M.
- \*Tuesday, December 21 – Grades 5-8 to the Boston Science Museum
- \*Friday, December 24 – 1:00 P.M. dismissal (no bus service)
- \*Monday, December 27-Friday, December 31 – No school, winter break
- \*Monday, January 3 – School resumes; Board Meeting at 7:30 P.M.
- \*Saturday, January 8 – Havdalah Pajama Party Family Education Grades K-2 from 6:30-8:00 P.M.
- \*Monday, January 17 – Martin Luther King Day – school open
- \*Wednesday, January 26 – Teacher in service day, no school
- \*Friday, January 28 – Report Cards mailed home
- \*Wednesday, February 2 - Board Meeting at 7:30PM.
- \*Saturday February 5 – Shlock Rock!
- \*Sunday, February 13-Sunday, February 27 – Israel Study Tour Grades 7 & 8
- \*Monday, February 21- Friday, February 25 – No school; Mid-Winter Break
- \*Monday, February 28, school resumes
- Monday, March 7, Board meeting at 7:30 P.M.
- Tuesday & Wednesday, March 15 & 16 – 1:00 P.M. dismissal for Parent/Teacher conferences

## FROM THE HEAD OF SCHOOL

There is a writing revolution going on, and Heritage Academy is in the forefront of that movement. Data from the U.S. National Assessment of Educational Progress, the “nation’s report card,” indicated only a quarter of U.S. students in grades 4, 8, and 12 were considered at or above the “proficient” level in writing. As a result, the National Commission on writing has declared “writing’s time has come,” and they are calling for a revolution in how it is taught.

Since the 1980s, writing advocates have held that process writing is the most authentic way to teach writing. Although known for over twenty years, and despite the efforts of groups such as the National Writing Project, most teachers still do not know how to teach process writing. Brian O’Reilly, executive director of the SAT program, believes that students write poorly because essay writing and mechanics have been pushed out of the classroom

This is not the case at Heritage Academy. Last year’s school-wide improvement goal was for all our teachers, both Judaic and general studies, to be well versed in the writing process, and how to teach it to all our students. All of the In-Service days, and the professional development that occurred at monthly Faculty Meetings, revolved around instruction in process

writing. As a result, our students moved towards independence in their writing, improvement in the amount of writing produced, the structure of their compositions, and the quality of the content. Many of those results are reproduced in this special edition of *Heritage Times*. Although there is still more to do, we are moving in the right direction, and we will continue to move in that direction.

Starting in 2005, the SAT exam will include essay writing worth 900 points. By the time our students need to take these new exams, they will be well prepared.

**Dr. Deborah R. Starr**





## WRITING IN KINDERGARTEN

"I'm happy when...", "Safety Tip", "A Fabulous Fall Day" and, " My favorite part of the story is..." are just a few of the writing activities that Kindergarten has done this year. It is common for children at this level to dictate their text to the teacher, and/or personally use inventive spelling to write the words, usually minus the vowels. Words may contain 1, 2, or 3 letters. Often there is no spacing between words. Other writing samples may show a sprinkling of high-utility words, 3 or 4 letter words spelled correctly with spacing between them.

## I AM THANKFUL....

### GRADE 1 – MRS. ZIMOWSKI

The 1<sup>st</sup> grade has been busy learning the beginning steps of the writing process. We have been "brainstorming;" thinking of an idea and how to put our ideas into a "web." Sometimes it is hard for us to think of more than one idea. We are trying to think of 3 ideas and then we will have 3 sentences in our story. We have learned that every idea can turn into a sentence.

Some of our Thanksgiving sentences are:

I am thankful I am Jewish. Alan Clymer

I am thankful for my family. Talya Hyman

I am thankful I have the best teachers in the world.  
Noah Wintman

I am thankful for my friends. Jared Kannel

I am thankful for the best turkey. unknown

I am thankful to be alive. Matthew Jones

I am thankful for my house. David Yashgur

## THANKSGIVING – GRADE 2 -MRS. KRAMER

### The Best Thanksgiving

The best Thanksgiving I remember was when I was 5 and my mom and dad were watching the football game. Then they lit a fire in the fireplace. My sister and I were eating chocolate s'mores. A Thanksgiving like that gives me good memories!

by: Lianna Zana

### Mama Turkey Always Tells Her Children...

Mama Turkey always tells her children that she used to lay on them when they were babies, back when the Pilgrims came to America and met the Indians. She loves them, so they better watch out because the Pilgrims are going to roast the.... Watch Out!!

by: Daphna Bloch

## THANKSGIVING – GRADE 3 – MRS. KRAMER

### How I Spend Thanksgiving

Every Thanksgiving my family comes together from all over the place to celebrate with us: Mom, Dad, Grandma, Aunts and Uncles. My Dad and Mom make all the delicious foods: turkey, stuffing, rolls, cranberry sauce, corn, apple pie, and pumpkin pie. We play together, watch football on T.V., cook and light a fire. Thanksgiving at my house is the best!

by: Claire McBride



### My Favorite Thanksgiving Food

My favorite Thanksgiving food is the drumstick on a turkey. My mom, dad and Aunt Helly make the food. I like corn with butter on it, and I like cranberries. They are delicious! I like apple cider and apple pie because they are good and sweet. I like salad with tomatoes and ranch dressing. I drink Coke, orange soda and root beer. Thanksgiving is cool and I like being with my family!

by: Shayne Michelman

### If I Were A Pilgrim

If I were a Pilgrim my chores would be to clean the big house, then I would wash the clothes with my big sister Tohar. Then I'd help take care of my little sister Miriam. I would go to the kitchen and help cook for Thanksgiving dinner. After baking the turkey, I'd go change into nicer clothes. After I change, I'd go outside and invite a few Pilgrims for some delicious turkey.

by: Noam Edry

### My Favorite Thanksgiving Food

My favorite food on Thanksgiving is turkey with warm gravy, but I only like the white meat. I like it because it just reminds me of Thanksgiving. I also eat cooked vegetables like corn and potatoes with margarine on both. Also, I have salad with dressing. My favorite drink on Thanksgiving is cold, sweet, good, apple cider. It tastes good with hot, soft corn bread, which I like to dip in warm, sweet gushy cranberry sauce. After I eat my meal, I always like to eat my dessert, which is pumpkin and apple pie. That's why I love Thanksgiving.

by: Brooke Baevsky

### Mama Turkey Always Tells Her Children...

Before you were born your shell protected you, but now I have to protect you, so you need to listen to me. Mama Turkey always tells her children not to go too far from home, because if you do you'll get eaten by hunters. Then you'll be on the kitchen table being served for dinner! Don't go far away because I love you!

by: Lauren Liderman

## POETRY – GRADE 4 – MISS REISH

Just as soft as.....

It's just so soft, but what is it?  
It feels like a cat, no a dog, a feather  
What could this be? Isn't it strange?  
Will we ever know until we look  
I felt it again, but still I did not know  
This thing is just as soft as.....

by: Jessi Faust

### What I Feel

I feel rain and sun all around me  
And relaxing in a pile of leaves as I  
Look up in to the sunset. This music  
Makes me feel like waterfalls falling down  
And splashing me.

by: Rebecca Baranovsky

### Garden

I've been waiting in my  
Garden day and night. Then one night  
January rain comes and takes me  
Away into the night.  
I wake up the sun is shining, my flowers  
Are blooming. It's like magic,  
Butterflies and birds and bees  
Sucking nectar from all the  
Flowers and trees.  
It is magic.

by: Tova Perlman

### Fall Time

In the Fall you might see  
You, your friend, or even me.  
We could be playing in the leaves  
Or we could be running away from bees.  
We could be eating P B & J,  
We could be thinking it was springtime in May.  
We could be having the time of our lives,  
We even might be getting the worst of hives.  
It doesn't matter what we're doing,  
As long as we don't start mooing.

by: Alizah Barker



### Adventures in the Rain

It's fun to go in the rain  
When there are sun showers  
And when it's raining  
It gives food to the flowers.

It's fun to go in the rain  
When it is in the summer  
But when you go in the spring  
It's seriously much funner  
It's fun to go in the rain  
In England, Japan or even Spain!  
IT'S FUN TO PLAY IN THE RAIN!  
by: Ari Bloch

### Song

A pretty song that makes you feel relaxed,  
A lullaby that reminds you of an angel  
Gives you the feeling of enjoyment and happiness  
Comforts you in such a way  
That you feel like gliding through the air.  
And it makes you feel like it can be real.  
by: Madison Zeller

## EXPLORERS — GRADE 5 — MR. LIRANGE

Marco Polo, by Sofia Muhlmann

Marco Polo is a famous explorer. Marco went on many explorations. One of his most famous explorations was to Asia.

Marco Polo was born in Venice in 1524. Marco's father and uncle left for the east while Marco was only six years old. Soon after, Marco's mother died. Marco then lived with his aunt and uncle.

Marco's father and uncle returned from sea in 1271. In 1279 Marco, his father and uncle began a trip to Asia. They went for perfume, jewels, and spices. The three traveled to Hormuz. They wanted to go by boat, but the boats were not sturdy enough. Marco traveled by land.

Marco traveled to Afghanistan, but he got sick. They had to wait almost a year before they could travel again. He soon reached the Gobi desert. They

crossed the desert in thirty days and entered China in 1275. Their journey had taken them three years.

Marco met the great Khan of China. Marco was appointed messenger to tell the Khan how officials were doing their work. Marco wrote down everything he saw on his journey and in China.

The great Khan liked the three so much that he would not let them go. In 1292, a Persian Khan lost a wife. The great Khan of China picked a wife for the Persian Khan. The land was too dangerous to travel, so they traveled by sea. When they returned with the princess, they left for home. They arrived home in 1295. Marco, his father, and uncle threw a banquet. During the banquet, no one believed them about the jewels, gold and spices until they saw them lined in Marco's pockets.

A war broke out between Genoa and Venice. Marco got captured with 7,000 other men. In prison, Marco told his cellmates his story and his cellmates wrote them down. They were made into wonderful books that we use today. Marco Polo died in 1324.

Marco Polo was an amazing explorer. Marco Polo's studies still help us today to make better maps and discover new things about the world.

Leif Erikson, by Ariel Rothberg

You probably think that Christopher Columbus was the first European in North America, However, if that's what you think you are incorrect. A Norseman named Leif Erikson found it almost 500 years earlier, braving storm and shipwreck. This is his story

During the late 900's, a Norse chieftain named Erik the Red was banished from Iceland for manslaughter. Sailing west, he discovered a country, which he named Greenland. When he returned, he took his family, which included his son Leif, who had been born some years earlier in 980, and brought them to Greenland.

In the year 1000, Leif turned twenty and sailed southwest from Greenland, looking for new lands. With the help of his crew, he rescued some men at sea, earning the nickname Leif the Lucky. After weeks of hardship at sea, he reached a foreign coast, where his crew set up a settlement. Leif named three regions: Helluland, Vinland, and Markland. Helluland was probably Labrador, and Vinland could well have



been New England. Leif stayed in Vinland for the winter, but when spring arrived, he loaded his ship with supplies and sailed back to Greenland. Back in Greenland, Leif told the other Vikings about his travels, but no one else knew because they were hated and feared throughout Europe. Other members of Leif's family tried to settle in Vinland, but they all failed, possibly because of fights with the Indians.

Leif Erikson was the first European in North America. We will always remember Leif's brave travels and explorations.

## WRITING IN GRADES 6-8

By Mrs. Roy, Instructor

The content of student writing this fall has focused on the summer readings, the literature studied, and the Social Studies curriculum. Students chose one of the summer reading books and wrote a book review after collaborative oral presentations that analyzed the plot, setting, characters, themes, and genres of the books they had read. The opportunity to rewrite according to corrections indicated on the assessment rubric significantly increased students' performances and products.

Grade 6 has been focusing on critical attributes introduced with the first name card assignment. The literature content is fables, beginning with Isaac Singer's work and continuing with folk tales from around the world. All writing includes substantiation from the text according to the MLA (Modern Language Association) style. After class discussion and completing a graphic organizer for prewriting, students write a formal documented outline, a first draft, a first draft revision, and a final draft. The opportunity to correct essays according to the directions noted on the rubric is available to students. Students are writing a research paper on assigned topics of the American Federalist period. With the completion of the research paper, students will share their content with the class.

Grade 7 and Grade 8 have focused on the comparison and contrast of literary pieces that includes graphic prewriting using the Venn diagram, a formal documented outline, a first draft, a revised first draft, and a final draft. Students have the opportunity to correct their writings according to the directions on

the rubric. Both grades are completing a research paper on assigned Social Studies topics. Grade 7 is researching ancient Egypt; Grade 8 is researching the Roman Empire and the early Middle Ages. Using the computer to create a notes file to use to create a formal outline, a PowerPoint presentation, and working first draft, students can write with expediency and accuracy. Therefore, they will increase their production and performance by decreasing the time required and the resultant stress.

In addition, Daily Oral Language, the Day Books, and the reading journals for the summer reading and monthly outside reading provide students with ample opportunity to write in diverse formats and explore personal connections between literature and life.

Mica Baevsky  
English  
Literature Essay  
10-12-04

"The Cat Who Thought She Was a Dog and a Dog Who Thought He Was a Cat"

"The Cat Who Thought She Was a Dog and a Dog Who Thought He Was a Cat" by Isaac Singer is a wonderful fable. A fable is a story that uses animals to teach a lesson or moral. The animals act as people. In this story the cat Kot and the dog Burek teach the lesson. The moral is vanity can make people concerned about how they look and try to change their appearance without a need.

The woman in the Skiba Family always wanted a mirror because the only way she could see her reflection was in a bucket of water. Finally, during the story a peddler came to the Skiba's house (7). The family saw a mirror set in a wooden frame and wanted to buy it, since a mirror is a luxury for a poor peasant. Bad things started to happen after they looked in the mirror. Before the family had a mirror, they were happy and very hard working people. "Peasants aren't curious about their appearance" (Singer 7). "A mirror is a luxury for a poor peasant. And why would a peasant need a mirror" (7).

Members of the Skiba Family became very discouraged and stopped doing work around the house after they looked into the mirror. They became frustrated with themselves. "The mirror created a



commotion in the hut" (9). "Marianna had a missing tooth, one daughter thought her nose was broad and snub, another thought her chin was narrow and long, the third daughter had freckles all over her face, and Jan Skiba had a buck tooth" (9). Therefore mirrors are not a necessity and can make people unhappy.

Jan Skiba, father of the family, set aside the mirror and made sure nobody in his house would look at it. Later, when the peddler came back, the family gave back the mirror and got their money back. Everything turned back to the way it was. "After the mirror disappeared Burek and Kot returned to normal" (10). "Despite all the defects the girls found in themselves, they made good marriages (10)." Although mirrors are helpful, people can still do well in life without them.

The author's message is that vanity is a poor reason to change one's looks. The author did well because the moral of the story was very clear. The animals showed the moral or lesson of the story very clearly. Although the reader has to think about the story before knowing the lesson, it is easy to understand. Overall, this is a great story because the moral is very important.

#### Work Cited

Singer, Isaac. "The Cat Who Thought She Was a Dog and a Dog Who Thought He Was a Cat." Literature: Timeless Voices, Timeless Themes. Upper Saddle River, NJ: Prentice Hall, Inc. 2005. 6-10.

Jenna Okun  
Literature Essay  
10/12/04

"The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat" is a unique fable written by Isaac Singer. A fable is a story that teaches a lesson. Fables also are known to have animal characters that talk and act like people. In this fable, Singer demonstrates how one looks better on the inside than on the outside. Vanity can change a person's feelings about one's appearance.

The Skibas, a peasant family, lived happily and content with each other until they bought a mirror from a peddler (Singer 7). For many years, the animals ate from the same bowl, copied each other,

and played well (Singer 7). The family was happy because they accepted each other for who they were. Their looks were not important (Singer 7). But that all changed when Jan met the peddler and bought a mirror.

When the family looked in the mirror, they thought their faces were ugly and they were displeased with their reflection (Singer 9). Marianna had a missing tooth (Singer 9). One daughter discovered that her nose was too snub and broad, while the second daughter's chin was narrow and long (Singer 9). A third daughter thought she had too many freckles on her face. Finally, Jan Skiba thought his teeth protruded out like a buck's (Singer 9). After the family bought the mirror, they felt upset. They found defects in their bodies, which they wanted to fix. The Skibas hoped that the mirror would bring them pleasure, but instead, it only brought misery.

Because of all the unhappiness, Jan Skiba decided to return the mirror to the peddler. Soon, he, his family and the pets forgot what their appearances looked like. Their lives returned to normal and "again Burek (the dog) thought he was a cat and Kot (the cat) was sure she was a dog" (Singer 10).

If a person believes in oneself, appearances should not affect one's confidence. From this fable, people can learn an important lesson. One should not judge a person by his or her appearance. It is the way one acts, behaves and treats others that determine one's true character. Isaac Singer writes a great lesson in a few pages. He uses animals to portray the many quarrels within a family. I think that people should be happy with what they have and accept only the things that they really need.

#### WORK CITED

Singer, Isaac. "The Cat Who Thought She Was a Dog and a Dog Who Thought He Was a Cat." Literature: Timeless Voices, Timeless Themes. Upper Saddle River, NJ: Prentice Hall, Inc. 2005. 6-10.



Shiran Asulin  
10-14-04  
English Essay

“The Drummer Boy of Shiloh”

In “The Drummer Boy of Shiloh”, Ray Bradbury tells the story of a soldier who thinks about the coming battle. As he waits he has a conversation with his general. Joby, the fourteen-year-old soldier learns that being a drummer boy is an important job. This historical fiction shows that Joby becomes a stronger person, able to believe in himself, when he hears positive statements about himself. By becoming confident, Joby is ready to face the enemy fighting.

Before Joby’s conversation with the general, he feels scared and solemn. He feels that being the drummer boy is unimportant and useless. Joby says, “I got only a drum, two sticks to beat it and no shield” (Bradbury 8). Joby thinks that the drum isn’t as important as having a weapon or a shield, because he says, “...this drum which was worse than a toy..”(8). Joby does not think that he should be part of the way and does not want to die.

While Joby is crying himself to sleep, his general comes over and asks him what is wrong. He sees Joby crying and wants to make him feel better. Joby learns how to become more confident and stronger. He is told how important it is to be a drummer boy. All he needs is to keep a steady rhythm to unite the soldiers and give them motivation. The general tells Joby, “You are the heart of the army” (11). The general says that even if he dies, Joby must keep drumming so the soldiers will continue (11). Joby listens to everything the general says, and feels better (11).

After the general walks away, Joby has gained much confidence and patriotism. He quickly becomes satisfied with being the drummer boy. He is ready and alert for his first enemy fighting. “Joby lay for a moment, staring but unable to see where the man had gone. He swallowed. He wiped his eyes. He cleared his throat. He settled himself. Then, at last, very slowly and firmly, he firmed the drum so that it faced up towards the sky” (12).

In conclusion, if one believes in oneself, then one will be able to achieve one’s goal. In this story,

Joby learns to be strong, to believe in himself and to be proud. He is now ready to lead the soldiers as the drummer boy in the battle of Shiloh. He just needs to hear a few words of encouragement. The general makes him feel that he is important and can make a difference.

WORK CITED

Bradbury, Ray. “The Drummer Boy of Shiloh.”  
Prentice Hall Literature, Upper Saddle River, NJ:  
Perason Prentice Hall, 2005. 6-12.

Shani Mastey  
10.6.04  
Mrs. Roy  
Essay 1

“THE DRUMMER BOY OF SHILOH”

Throughout history there have been many wars, World War I, World War II, the Revolutionary War, and many more. The Civil War, like all wars, was a very dreadful war. “The Drummer Boy of Shiloh” by Bradbury is about the battle of Shiloh during the Civil War. This narrative explains about the young soldier’s fears before the war, about a drummer boy and the process of overcoming his fears.

During the story, Joby, a young drummer boy at the battle of Shiloh talks to a general; this general tells him how to settle himself with confidence, and taught Joby how to not be afraid of the battle, but before their conversation, Joby was afraid. “His face, alert or at rest, was solemn, it was indeed a solemn time and a solemn night for a boy just turned fourteen in the peach field near the Owl Creek not far from the church of Shiloh” (Bradbury 7). Joby was afraid the day before the battle. He had many thoughts going through his mind, thoughts that didn’t make him any happier. Would his side win or lose? Would he go back to his home? Will he be safe? He didn’t have any weapon to protect himself, so how could he survive. “‘ Me,’ thought the boy, ‘I got only a drum, two sticks to beat it, and shield’” (Bradbury 8). It would be dangerous for him to be in the battle, but he mustn’t give up.

When the general stepped in and started talking to the boy, he told him how he was afraid too, but he also taught him how to overcome his fears.”



It's the truth. Thinking of everything ahead. Both sides figuring the other side will just give up, and soon, the war done in weeks, and us all home. Well that's not how it's going to be. And maybe that's why I cried" (Bradbury 10). Joby's conversation with the general relaxed his mind. "...So each his own army. I got to make *one* army of them. And for that, boy, I need you.' 'Me!' 'Now boy, you are the heart of the army, think of that'" (Bradbury 11). The words that the general said to Joby helped him overcome his fears and become confident. As the general said, Joby is the heart of the army, if he messes up the drum beats, the army would not stay together. That is why Joby finds his confidence to lead the army.

When the general has left, and the conversation was over, the young man, Joby, was no longer afraid; the general's words had settled him. "Joby for a moment, staring but unable to see where the man had gone. He swallowed. He wiped his eyes. He cleared his throat. He settled himself. Then, at last, very slowly and firmly, he turned the drum so that it faced towards the sky" (Bradbury 12). In this moment, Joby was no longer afraid; he would now know that he would be ready to fight the next morning. He would be able to lead the army, without a weapon or a shield, but with a drum and two sticks to beat it. "He lay next to it, his arms around it, feeling the temper, the touch, the muted thunder, as all, the rest of the April night in the year 1862, near the Tennessee River, not far from the Owl Creek, very close to the church names Shiloh, the peach blossom fell on the drum" (Bradbury 12).

Not only did Joby overcome his fears, but he became a confident leader. He learned that he could go through the battle of Shiloh without a doubt. When Joby turned the drum he was no longer afraid of the sound of the peach blossom beating on it, now that he has settled, nothing in the environment, even the sound of a peach beating on a drum should make him fear. The peach orchard was a nice place. The spring smell and the peaches made such a beautiful place; it will be ruined by the battle. Now that Joby is confident about fighting, it doesn't mean that he would go back home, or stay safe, because his side might not win the war. Many stories and movies are about the Civil War, but this story is different because it shows a unique perspective of a character who went through the war.

#### Work Cited

Bradbury, Ray. "The Drummer Boy of Shiloh". Prentice Hall Literature. Upper Saddle River, NJ: Pearson Prentice Hall, 2005.7-12.

David Bavelsky  
September 14, 2004  
8<sup>th</sup> Grade Book Review

A Connecticut Yankee in King Arthur's Court by Mark Twain is one of many great books such as Huckleberry Finn and The Adventures of Tom Sawyer that he wrote. Many great authors have written books about King Arthur, some serious and some comical. Mark Twain's A Connecticut Yankee in King Arthur's Court is a comedy. It was very entertaining when Hank Morgan brought a taste of the nineteenth century back to the time of King Arthur's Court causing a vast culture clash. Since this book is a comedy it is never boring.

A Connecticut Yankee in King Arthur's Court is about Hank Morgan who suffered a blow to the head and woke up in King Arthur's Court (12). For about half a year, Hank Morgan lives in King Arthur's Court where he set out to modernize this time period. He made many things such as telephones, soap, and bicycles (162). Mr. Morgan made a lot of money from introducing these innovations to the sixth century. Becoming wealthy was his goal, because he was very greedy. He eventually woke up back in the nineteenth century and realized he was just daydreaming and went back to his regular life (369).

This story began in Hartford, Connecticut in the nineteenth century where the Yankee Hank Morgan worked as a mechanic and had a regular life, which did not include any time travel. Also, it took place in the sixth century in a city called Camelot, during the times of King Arthur. Camelot turned out to be a very ruthless place where people constantly plotted against each other. The main character in this book is Hank Morgan, also known as the Boss, who is a hard working, resourceful, intelligent mechanic from the nineteenth century. Second is Clarence who was Hank Morgan's very good and trustworthy friend who towards the end of the book becomes very acquainted with the nineteenth century way of life (214).



One of the themes of A Connecticut Yankee in King Arthur's Court is the battle of good versus evil. For example, King Arthur and Hank Morgan are good because they helped people, and Merlin is evil because he tried to destroy everything and to take power. Hank Morgan is an example of struggle between good and evil. On one hand, he wants to help the people by making bicycles and soap to improve their quality of life. However, he just wanted the profit from those businesses.

One of the strengths of this book is that the reader never wants to put it down. For example, when Hank Morgan was going to be hanged, he used his knowledge of the solar eclipse to his advantage. It was impossible to stop reading because the author really captured the attention of the readers (38). A weakness of this book is its ending because it is difficult to accept that knowledge and progress could lead to destruction.

Mark Twain's A Connecticut Yankee in King Arthur's Court is a comedy involving time traveler Hank Morgan, who was somehow transferred from the nineteenth century to the sixth century. Upon arrival, Hank decided to change his ancient surroundings by introducing the people to some of the comforts of the nineteenth century. There have been a lot of books written about King Arthur, but no other author has ever attempted to show a comical side of merging the culture of Camelot with more modern times

#### WORK CITED

Twain, Mark. A Connecticut Yankee in King Arthur's Court. New York: Books of Wonder, 1988.

Ori Mastey  
10-06-04  
Mrs. Roy

"Contents of the Dead Man's Pocket" by Jack Finney  
Many stories and movies use suspense to attract the audience. Some have little suspense in them; some have quite a bit of suspense in them.  
"Contents of the Dead Man's Pocket" by Jack Finney uses suspense well to hook the readers to it. Finney creates suspense from the first paragraph to the resolution.

The exposition initiates the suspense. It starts when Tom works on the important paper (Finney 7). Tom is so dedicated to getting ahead, that he works at home. When Tom hears his wife taking clothes out of the closet (Finney 7), the reader learns that he has a wife and that he loves her, but his work is his first priority. In the exposition, Jack Finney uses foreshadowing when the window does not open (Finney 7). The reader can relate to this part of the story.

The beginning of the conflict starts when Clare goes to the movies alone (Finney 8). Tom is so focused on his objectives that he does not accompany his wife. The first complication occurs when the yellow paper flies out the window (Finney 8). Jack Finney makes this moment very suspenseful by adding many details to it. When Tom opens the window and cannot reach the paper (Finney 8), he decides to go out onto the ledge to get it. When Tom is out on the ledge, Finney complicates the story again by telling the reader that the window has slammed shut behind Tom (Finney 9.) Jack Finney increases the suspense by telling more about the setting: the height, the weather, the width of the ledge, etc. Out on the ledge, Tom realizes he has to spend more time with his wife.

The resolution begins after Tom finally gets the paper. Tom has to get back into the apartment. The suspense intensified when Tom cannot open the window (Finney 19). On that point, Tom has to make another decision, whether to wait for Clare to come back or to smash the window open. Finally, Tom decides to break through the heavy glass (Finney 20); Tom breaks the glass and returns to the apartment safely. In the end, Tom goes out to look for Clare, but when he opens the door, the same yellow paper flies out the window again, this time he laughs and leaves (Finney 20).

Jack Finney creates suspense throughout the story to attract and interest the readers. He increases the suspense by complicating the story, by using foreshadowing, and describing the setting and developing characters. Most people would not make the choices Tom made, but some people put work before friends, family and life itself.

#### WORK CITED

Finney, Jack. "Contents of the Dead Man's Pocket." Prentice Hall, Platinum. NJ: Prentice-Hall, Inc., 2005. 7-20.



## **DONATIONS TO THE GENERAL FUND**

Lynn Aronson in honor of her son Ethan's Bar Mitzvah  
Ruth & Richard Aronson in memory of Sheldon Saffer  
Sylvia & Ruby Blinder in honor of their grandchildren –  
Jared, Emily & Alexis  
Helen D. Burda in memory of Sheldon Saffer  
Burstein Law Offices in memory of Sheldon Saffer  
Beth Danforth to the Zarefsky Memorial Scholarship  
Bob & Lynn Dashevsky & Family in memory of Sheldon Saffer  
Marjorie & Bill Feinberg in Honor of  
Harold Grinspoon's special birthday  
Roberta & Ellis Goldberg in honor of the special anniversary of  
Brenda & Al Curtis  
Susan Kline in memory of Bobbie Haber  
Aileen & Cliff Kramer to the Osofsky Family  
in memory of your father  
Caryn Resnick in honor of Ori Mastey becoming a Bar Mitzvah  
Luayne Schwartz in memory of Sheldon Saffer  
Judith & Gerald Snyder in honor of their grandchildren –  
Sarah & Matthew Goldstein  
Dr. Jacob B. & Estelle G. Shammash Family  
Vivian & Bayer Silver in memory of Sheldon Saffer  
Dr. Deborah R. Starr for the complete recovery of Yaacov Asulin  
Dr. Deborah R. Starr in honor of Susan Shaker for  
winning the Award of Excellence  
Dr. Deborah R. Starr in honor of Yehuda Edry's 40<sup>th</sup> birthday  
Dr. Deborah R. Starr in memory of Shefford S. Goldband,  
father of Donna Feldman  
Dr. Deborah R. Starr in honor of Ada Jewel Perlman  
Dr. Deborah R. Starr in honor of Jeffrey Greenbaum  
becoming a Bar Mitzvah  
Dr. Deborah R. Starr in honor of Ori Mastey  
becoming a Bar Mitzvah  
Dr. Deborah R. Starr in memory of Bobbie Haber  
Lil and David Starr in memory of Eva and Morris Deutsch  
The Tannenbaums in honor of Davina Acker for  
her conversion to Judaism  
Regina & William Turner in memory of Sheldon Saffer  
Mrs. Margarete Vogel & Family in honor of Zvia & Ezra Rannan

## **DONATIONS TO THE ANNUAL FUND**

Dr. Brian & Divina Acker  
Drs. Stuart & Michelle Anfang  
Tziviva & Avraham Atik for Mrs. Pnina Schacter  
Ms. Shira Atik & Dr. Michael Rothberg in honor of  
Lori & Yaacov Asulin  
Nancy & Russell Braun  
Denise & Mark Broverman  
Brenda & Gerald Canter  
Susan & Peter Caplan in honor of Dr. Jonna Gaberman  
Esther & Leibel Chaitovsky  
Francis B. Cohen in memory of Norman N. Cohen  
Janet & Emery Deutsch in memory of Eva & Morris Deutsch  
Mr. & Mrs. Robert Firestone

Judith, John and Julia Friedman in memory  
of Karl Zuckerman  
Dr. & Mrs. Michael Germain in memory of Jerome P. Germain  
Sean Germain in memory of Jerome P. Germain  
Leah & William Goldman in honor of Dr. Starr,  
Yaacov Asulin and faculty  
Joan & Alan Goodman  
Dr. & Mrs. Lawrence H. Goodman in memory of Jean Okun  
Drew Guertin with special thanks to Dr. Deborah R. Starr  
Bea & Frank Hano  
Sara & Ben Horowitz in honor of their grandchildren  
Dr. & Mrs. Steven Kessler in memory of Helen Iorio  
J.M. Knox  
Dr. & Mrs. Robert Leff  
Miriam Lief in honor of Alizah and Gillian Barker  
Iris & Marc Linson in honor of our children,  
Dan, Josh, Sari and Elyse  
John Lombard  
Ms. Celia J. Moffie  
Sheila & David Okun in honor of Lori Feinberg's award  
Selma Paroshinsky  
Ann & Jeremy Pava  
Moses & Samuel Pava  
Rabbi Jon and Beth Perlman  
Sherman L. Rome  
Cyril & Richard Sheldon  
Elaine & Ronald Shepard  
Phyllis & Alvin Slone in memory of Karen Slone  
Marilyn L. Smith in honor of all of her wonderful students  
Judith & Gerald Snyder in honor of Sarah & Matt Goldstein  
Dr. Deborah R. & Howard Starr  
Mr. & Mrs. Jerry Wise in memory of Max L. Bloch

## **LIBRARY FUND**

From Dr. Stuart Chipkin and Marcia Chipkin-Guzy  
in honor of Jacqueline's birthday

## **TECHNOLOGY FUND**

Susan & Evan Cohn  
Splish Splash Math Program for grades 1 & 2 bought in honor of  
Mrs. Audrey Wintman by Besty & Dick Gaberman  
Texas Instruments Viewscreen (Calculator Projector)  
by Mrs. Ruth Weiss

## **ARLEEN ROBERTS SCHOLARSHIP FUND**

### **Arleen & Allan Roberts to:**

Dick Endlar in memory of beloved mother;  
Eric Silver in memory of beloved mother, Melba;  
to Linda Ronen in memory of beloved mother, Irma Weiner;  
to Shirley Uman in memory of beloved husband, Frank;  
to "Buddy" Wernick wishing you a speedy recovery;  
**To Arleen & Allan Roberts** – thank you for a wonderful evening –  
Aileen Kramer, Caryn Resnick and Cheryl Blonder



**DONATIONS TO THE 21<sup>ST</sup> CENTURY FUND  
FOR EXCELLENCE**

Mr. & Mrs. Ken Abrahams  
Drs. Isac & Tamara Bloch  
Mr. & Mrs. Paul Bloom  
Mrs. Sheila Budnick  
Dr. & Mrs. Herbert Cohen  
Mr. Adam Curtis  
Drs. Greg Faust & Randy Cooley  
Mr. & Mrs. William Feinberg  
Atty. Ellen & Professor Richard Freyman  
Mr. & Mrs. Arthur Grodd  
Mr. & Mrs. Frank Hano  
Mr. Tom Henshon  
David Kalicka & Co., LLP  
Mr. & Mrs. David Katz  
Atty. Jay Michelman & Ms. Karen Neiman  
Mr. & Mrs. David Okun  
Mr. & Mrs. Jeremy Pava  
Mr. Monty Schwartz  
The Totsy Foundation  
Dr. & Mrs. Jay Ungar  
Mrs. Ruth Weiss

Zachary Robbins's B'nai Tzedek Fund  
to Heritage Academy  
Miriam Pofcher's B'nai Tzedek Fund  
to Heritage Academy

**MANY THANKS TO THE HAROLD GRINSPOON FOUNDATION  
FOR THEIR ONGOING GENEROSITY!**

*We apologize for any donations that may have been  
inadvertently omitted.*

**DONATIONS TO THE  
GRANDPARENTS' INITIATIVE LIBRARY PROJECT**

Jack & Edith Anfang  
Abraham & Tzvia Atik  
Vivian August  
Bob & Yvonne Baevsky  
Jack Berman  
Joseph & Peggy Bloch  
William & Jan Dash  
Dick & Betsy Gaberman  
Howard & Nellie Halpern  
Frank & Pat Hebb  
Judy & Bob Miller  
Jerome & Lucille Nathanson  
Rhoda Neiman  
David & Sheila Okun  
Steve & Judy Shelasky  
Gerald & Judith Snyder  
Stuart & Maryann Webster

PLEASE CALL HERITAGE ACADEMY AT (413) 567-1517  
FOR INFORMATION ON DONATING TO ANY OF THE FUNDS  
LISTED.