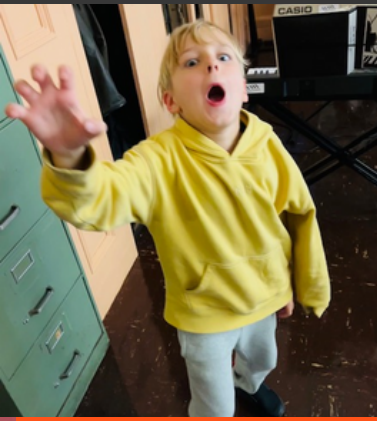


# FALL DOUBLE FEATURE!

## MONITOR MONTHLY

*Classroom Civics In The Digital Age*



In October and November, the P.S. 110 Community joined together both inside AND outside of school with fun, inclusive, and participatory activities and events! Just a snapshot of what goes on EVERY day in our classrooms and around McGolrick Park, please enjoy the moments that make us think, smile, laugh, and learn.

# CHILLS & THRILLS



THE CIVICS CORNER

In this corner of *the Monitor Monthly*, we highlight student work on the appreciation of nature that Indigenous People showed then and now.



How Does Environment Influence the Development of Culture?

Name: Jared Powesky Class: 4-407

Paste the quotation you chose below:

Hills and fields were dyed red with ripening strawberries.

What does this quote describe?

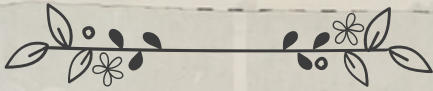
There was a lot of strawberries in 1614. The strawberries were fresh so you could go strawberry picking for free. The hills and fields were full with fresh strawberries, you could make strawberry jam and you could make strawberry lemonade but you would need lemons.

3) What does this quote tell you about Native Americans and their resources? The Native Americans used their resources by eating strawberries and making different kinds of foods.



1. Paste the quotation you chose below:

There came so fair and sweet a smell of flowers or trees from the land.



2) What does this quote describe?

It describes the sweet smell of nature so I totally agree with it.

3) What does the quote tell you about Native Americans and their resources?

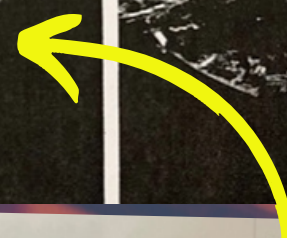
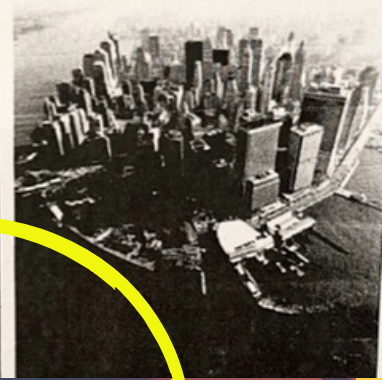
it tells me about what resources they have and how beautiful there land is.

4) How did Native Americans use this resource?

They used wood for houses and boats flower for decore and smell.

1) Describe the two images below.

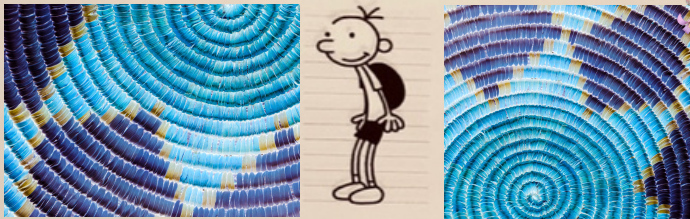
2) Write what they tell us about how Native Americans used resources and interacted with their environment compared to how we use resources today.



"Can you imagine what New York City looked like in 1619, about 400 years ago?"

Ask students, Explain that students will read how people of the time described New York in the 1600s and look at images of what New York City looked like. You will try to figure out how the city terrain (layout of the land and water) influenced the people who lived here. The word terrain means "the land and its physical features."

**Team talk:** What do you think New York was like in the 1600s? (What did New York City look like then?) **Answer the question and draw a quick picture.**



**Historical Fiction** is not only a story that is made up, but it is based on real, historical events and details. Characters in historical fiction are realistic and may have actually lived during that time period, such as during the 1600s in New York. It's interesting to know that *The Birchbark House* takes place in a real location (the forests and lakes of what is now the state of Minnesota), and the setting and details accurately describe how people lived in this place during this time period.

America's First Inhabitants

Before the Europeans arrived in New York, the land was inhabited by Native Americans. There were two major groups of Native Americans: the Iroquois and the Algonquian peoples. The Iroquois formed an alliance, or friendly group of tribes, called the Five Nations which included the Mohawk, Oneida, Cayuga, Onondaga, and the Seneca. Later the Tuscarora would join and make it the Six Nations. This group formed the first government in the Americas.

In 1614, Dutch settlers arrived in America and built Fort Nassau. They began to trade with the Native Americans for beaver furs which were popular in Europe at the time for making hats.





# Read-alouds

## GLOSSARY OF TERMS

There are lots of complex words and terms in this book. Be sure to use your dictionary or search online for more information about anything you want to know more about! Below is what some of these terms mean in the context of this book.

**legally separate:** a legal description of Native Nations because they existed prior to the creation of the United States; they and their citizens (who are also US citizens) are governed by tribal laws in addition to federal laws

**Native Nations:** Indigenous peoples separated into distinct tribes with their own governments, languages, and cultures, such as the Cherokee Nation, the Navajo Nation, the Minnesota Chippewa Tribe, and hundreds of other tribes within US borders

**occupation:** the possession or control of a place, sometimes by force

**officials:** people who are elected to or work for a government

**resolution:** a statement or motion by lawmakers (not an enforceable law)

**sovereignty:** authority over people, land, and resources

**treaty:** a negotiated legal agreement made and signed by two or more sovereign governments

**treaty making:** the process of negotiating a legal agreement

**tribal citizen:** an Indigenous person recognized by and enrolled in a Native Nation

**United Nations:** an international political organization that helps people around the world; it was created in 1945 and has more than one hundred member countries

**boarding schools:** schools operated by the federal government or Christian organizations to assimilate Native children into white US culture

**casinos:** Native Nation-owned businesses for playing games of chance located on tribal lands

**culture:** beliefs, practices, and values shared by a group of people

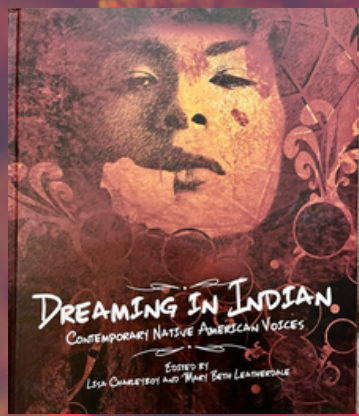
**federally recognized status:** a term recognizing the government-to-government relationship between a Native Nation and the United States

**grants:** money supplied by a government or charitable organization for training, services, or programs to assist others

**Great Depression:** a decade of worldwide economic hard times from 1929 through 1939; many people struggled to find work, pay housing and utility bills, and feed their family

**Indian:** a historic term that refers to an Indigenous person or tribe, created by Christopher Columbus's error when he thought he was on the Indian subcontinent in Southern Asia

**Indigenous:** native to a place; also refers to citizens of Native Nations when capitalized

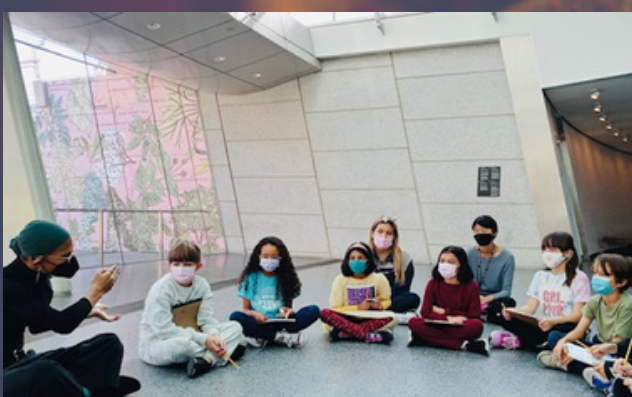


We must teach students that stereotypes are harmful. We are all individuals - unique and special. Our communities depend upon our uniqueness, our abilities, our empathy, our love. For, when we feel included, our diversity shines.

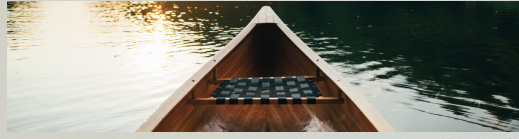


Humankind has not woven the web of life. We are but one thread within it.

# Learning about the First Inhabitants of New York City through a Brooklyn Museum art history analysis.



# WELCOME TO LENAPEHOKING



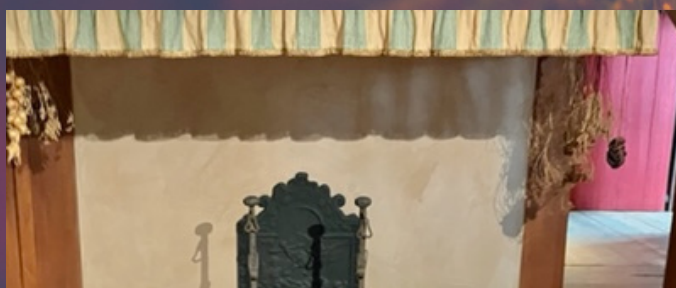
The Brooklyn Museum stands on Lenapehoking, the ancestral homeland of the Lenape (Delaware) people. When Europeans arrived in the 1600s, Lenapehoking extended from the Lower Hudson Valley to the Delaware Bay, including portions of present-day New York, New Jersey, Pennsylvania, Delaware, and Connecticut (see nearby language map). The Canarsee band of the Lenape lived in present-day Brooklyn.

Numbering about twenty thousand individuals, the Lenape were organized into autonomous kinship groups, closely interconnected through clan membership. Communities subsisted on farming, fishing, and hunting, with permanent villages located near waterways. Community members also traveled seasonally to established campsites for hunting and fishing.

The records of European settlers indicate that initial contact with Lenape people was mostly peaceful, as when the Englishman William Penn arrived in the Delaware Bay in 1682 with a group of Quaker refugees seeking haven from religious persecution. This encounter and treaty signing is depicted in the nearby painting *The Peaceable Kingdom*, by Edward Hicks.

Subsequent contact with Europeans had a devastating impact on the Lenape. Dutch, English, and German colonists occupied Lenapehoking, falsely claiming that these stolen lands had been purchased or procured through treaties. The Lenape population was decimated by disease, massacres, and forcible removals, so that by 1700 only about three thousand remained. These survivors became refugees. Some relocated north to Bowler, Wisconsin, and Ontario, Canada, which may explain why the Delaware carved bowl displayed nearby was collected in Minnesota. The largest Lenape group was driven farther west by the U.S. government's expansionist policies. By the 1860s, these refugees had moved from western Pennsylvania to Ohio, and then Missouri, Kansas, and finally Oklahoma, where they were forced to purchase reservation land from the Cherokee, and officially adopted the name Delaware, derived from the name of Virginia's British governor Thomas West, Lord De La Warr.

Today, the Lenape (Delaware) people are dispersed among five federally recognized tribes in Oklahoma, Wisconsin, and Ontario, Canada, and three state-recognized tribes in New Jersey (see nearby map of Lenape [Delaware] Nations today).





5TH  
GRADE

PLANETARIUM  
TRIP



A central graphic with a dark red, starry background. At the top is a white and purple astronaut floating. In the middle, the text "5TH GRADE" and "PLANETARIUM TRIP" is written in a green, neon-like font. At the bottom is a purple planet with a yellow ring.



A graphic with a dark purple, starry background. On the left is a white satellite with solar panels. In the center is a large, detailed moon. On the right is a black and white astronaut floating.

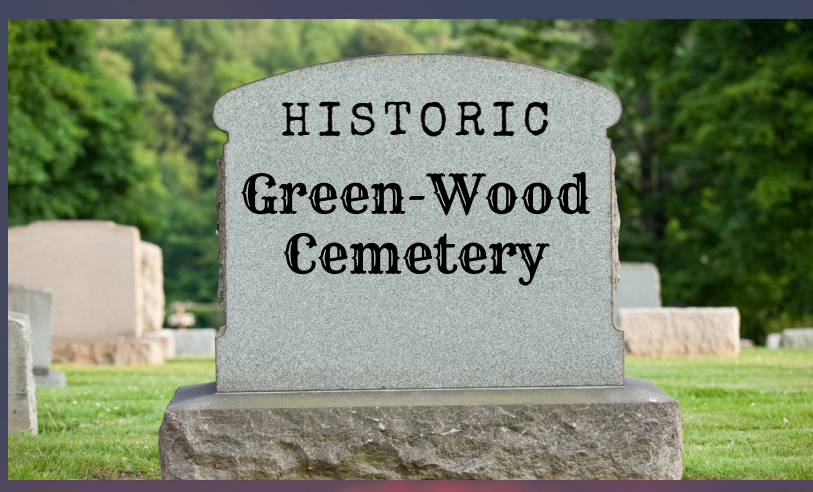
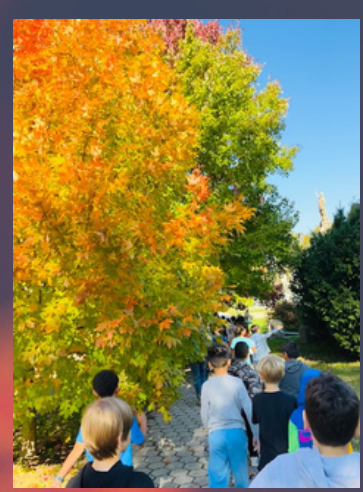




4th grade students in their piñata workshop: In the Mexican tradition, colorful piñatas represent the temptations that evil puts in our way. The group of friends and family members gathered around the blindfolded strikers are there to help guide them, each in turn, as they try to defeat this "evil" and, together, reap the benefits of their efforts. Our own "social contract" pinatas are a secular version of this tradition but our commitment to supporting each other in growing our hearts and minds and in accomplishing our goals are none the weaker.



**Pumpkin Contest!**



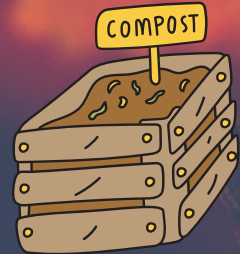
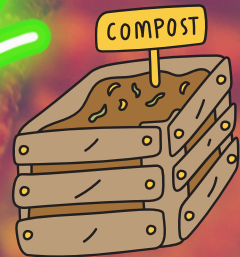


# Students Debating



**P.S. 110  
Green Team**

Three recycling bins are shown, each with a recycling symbol (three arrows forming a triangle). A large green arrow points downwards from the text above towards the bins.



# Running Club



# Bike to School



## WINNING!



