

# Class of 2017

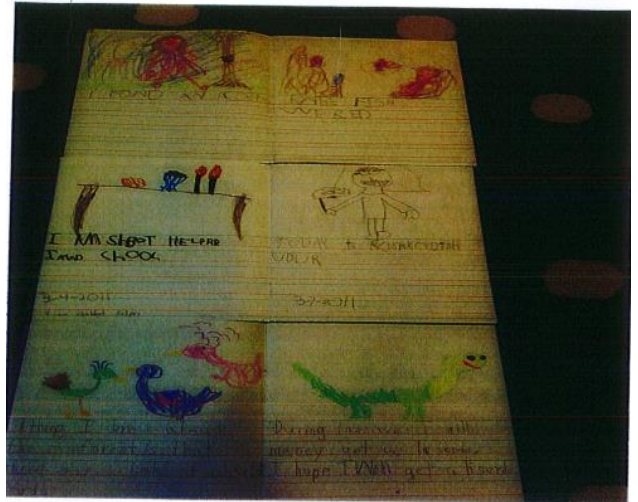


## Reflections – מחשבות

### Early Childhood Journals

#### **Naama Brown**

My artifact from my years at JPDS is a collection of school journals from when I was around 5 to 7. I chose these journals as my graduation artifact because when I looked through them, I saw that I often wrote about my friends at JPDS and how much fun I had with them. These journals represent friendship and community. Three years ago, when I was in third grade, my parents told me that I would be moving to Hong Kong for two years. It was very hard to leave my community, my school, and my friends, and it was also very hard coming back after being pulled out of my normal life for two years. But when I came back to JPDS, I was welcomed back so warmly by everyone, it was almost like I had never been gone.



### Exodus Essay

#### **Isaac Trommer**

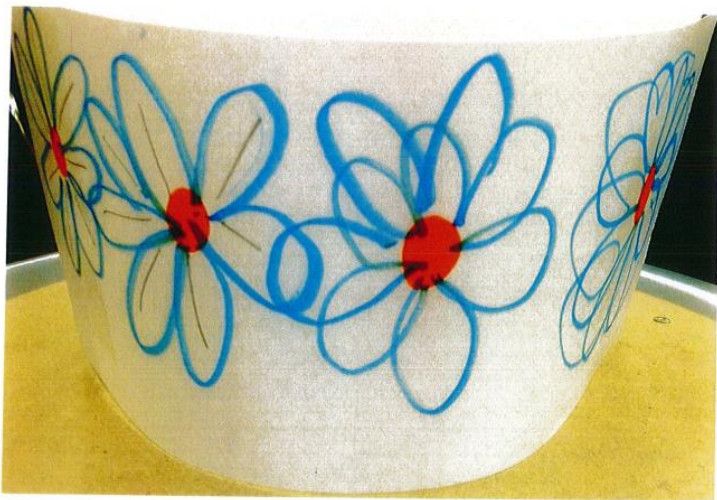
My research paper on the historical evidence of the Exodus story represents how JPDS has provided me with many opportunities to grow spiritually and explore questions of faith. I chose my artifact because it represents how J.P.D.S teaches you to think independently, and to have your own opinion not someone else's. JPDS has provided me with opportunities to question my faith and grow spiritually.

הפרוייקט שלי מייצג את JPDS כי JPDS נתן לי את האפשרויות לגדול רוחנית ולשאול שאלות של אמונה. למדתי ב-JPDS לעשות מעשים ולהבין מדוע אני עושה אותם.

## Hebrew Family Project

*Noah Grabel*

I have chosen my family project from 5th grade Hebrew class to be my artifact. For this project, we had to write about our interactions with a family member. I chose my older cousin. This was the first Hebrew project that I did by myself and it helped boost my confidence in Hebrew. I started JPDS-NC barely knowing any Hebrew to writing a whole Hebrew paragraph about my family. JPDS has taught me everything I know about Hebrew and helped me advance in my Hebrew studies. This artifact represents my growth in Hebrew writing throughout my years at JPDS-NC.



## Kindergarten Birthday Crown

*Sarah Breeze*

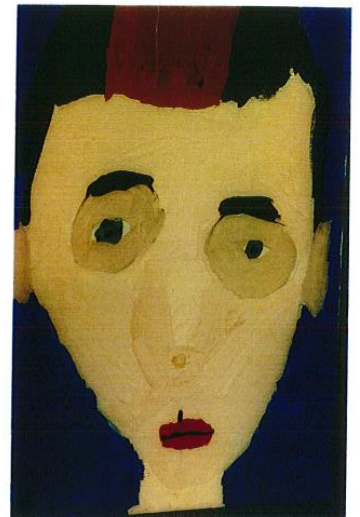
My birthday crown from kindergarten represents the individualized approach that the teachers here take with their students. The day before someone's birthday, the kindergarten teacher approached the student and asked them what they would prefer to have on their birthday crown. The next day, that student would be given the crown to wear for the day and take home. This made all of us feel respected and recognized as an individual. Throughout my years at JPDS, I have had the pleasure of working with so many wonderful and caring

teachers, who connect with students on a more personal level, who really understand who we are and how we can improve. These connections always made me strive to work harder in that teacher's class, and it made my achievements seem all the more worthwhile.

## My Kindergarten and Sixth Grade Self Portraits

*Zachary Singerman*

My self-portraits from kindergarten and sixth grade show my advancements in art and precision in my work. My kindergarten self-portrait was the first thing that was added to my portfolio, my sixth grade self-portrait was my first and favorite piece of art that we did this year in art class. With my precision in art growing, my precision in writing and math grew too.





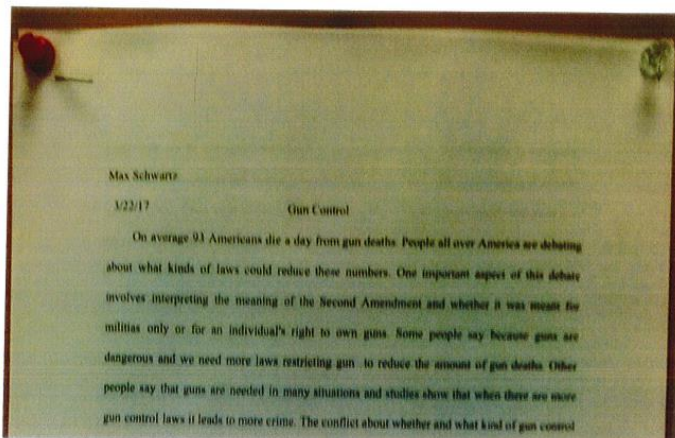
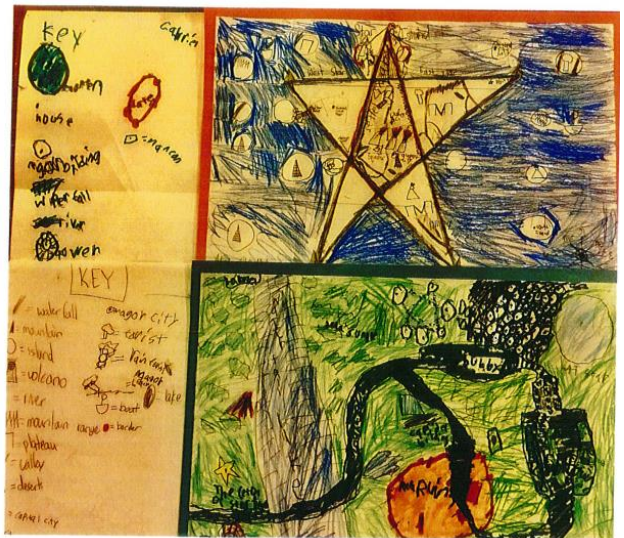


**Photo of Friends**  
***Redeat Getachew***

For my artifact I chose a picture of the girls from 5th grade on the blacktop hugging and smiling. I remember this day: it was a sunny and we were playing Four Square. Everybody around me was having so much fun and everybody was cheering each other on. Back then I would have only thought of this picture as something that would remind me of fifth grade and my friends, but I was wrong. This picture would always reminds me of the friendships I have and that I will never forget them.

**The Make Your Own Continent Project**  
***Gabriel Taylor***

My artifact: the “Make Your Own Continent Project” helped me make friends, gave me new knowledge, and expanded my imagination. In this fourth grade project, we worked in groups to create a new continent with unique countries and cities. This project, like others at JPDS, encouraged collaboration. This also helped me learn about geography, politics, writing, and art. Finally, the MYOCP expanded my imagination. I got to create whatever I wanted in my country and city which helped me think about imaginative ways to include what I felt were priorities. The MYOCP was one experience of many at JPDS that helped me grow as a friend, a learner, and a creative thinker.



**Issue Analysis Essay**  
***Max Schwartz***

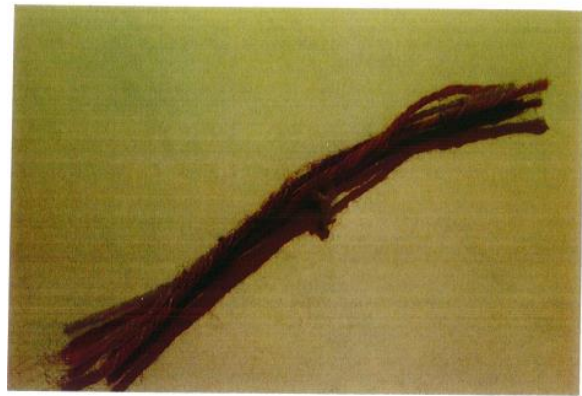
This year we were assigned an Issue Analysis Essay where we had to present both sides of a worldwide issue before choosing a side we agreed with. I chose to research and write about the controversy around proposed laws restricting weapon ownership. This project represents my growing maturity in being able to identify a sophisticated topic, research reliable sources, and articulate my own opinion on the issue. My parents share similar views, so normally in my house I only

hear one side of political issues. This project provided a different experience because I was tasked with researching opposing views, which helped me comprehend both sides’ reasoning. This is an example of how at JPDS, we are encouraged to understand all sides of an issue. Being a student at JPDS has

helped me ensure that my own views are supported and that I have a respectful understanding of those with whom I disagree.

**Passover Haggadah**  
***Joshua Kelner***

The Passover Haggadah that I made in kindergarten represents how that in JPDS we learn about Judaism and our heritage as soon as we come. When Passover rolled around in kindergarten we studied each part of the Seder and made our own Haggadot based on what we learned. When we left for Spring Break I took the Haggadah home and we used it for the Seder. I had a lot of fun showing it to my family and my friends at the Seder. This was a great experience and really helped me connect with Judaism, even in my first year at school.



**Yarn Toss**  
***Miriam Yourman***

I have chosen to represent my learning and experience from my years at JPDS-NC with a yarn toss bracelet that my classmates and I made at the end of 2nd grade. To make this bracelet, all the students sat in a circle and threw the ball of yarn to each other, cutting our sections at the end. We then turned it into a bracelet. While I didn't know it at the time, this bracelet would turn out to be more than just a bracelet. I've had it ever since we made it and when I look at it, I know my classmates and I are connected both literally

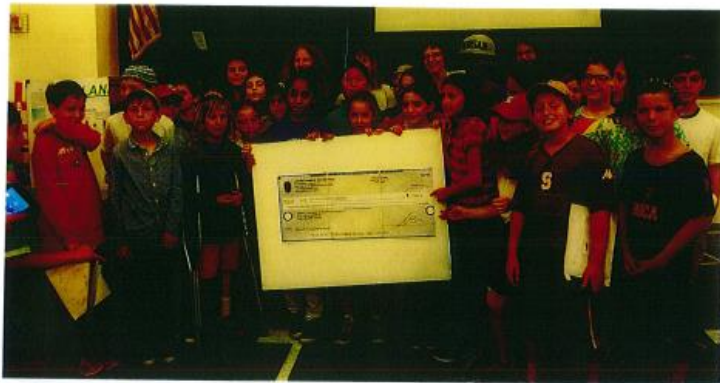
and figuratively. Starting 7th grade in the fall, we will all be going to different schools, meeting new people, and making new friends. We will be splitting up, but in heart, we will always be truly connected. With this bracelet, I will always remember my loving connection to JPDS-NC.

**My JPDS Basketball Jersey**  
***Robsan Teshome***

For my artifact I chose my JPDS basketball jersey. It represents how much I have grown as a basketball player and as a person since I came to JPDS in the 4th grade. When I first got here I was an inexperienced player with only a passing interest in basketball. When I made the JPDS team I began to develop my passion for the game, but quickly realized that my skills needed improvement. The summer before sixth grade I worked really hard on my game so I'd be ready for the season. My game improved, and I learned that practice builds skills and leads to success. Basketball has helped me become more disciplined and focused. I also learned the importance of keeping a commitment, and that basketball requires teamwork which grows friendships. I made many friends here at JPDS, and I plan to do the work necessary to maintain those friendships even as I move into 7th grade.







### The Nepal Picture **Adina Siff**

This picture represents one of my proudest moments at JPDS-NC. Two years ago, a terrible earthquake destroyed homes and lives in Nepal. When we were in fourth grade, we brainstormed ideas as to how we could help the poor victims, and we decided on a fundraiser to support them. After a few months of hard work, we had raised a total of \$1,800.

This picture shows us presenting a blown-up

version of the check to the Jewish Federation. To this day, I have remembered this, because it represents how JPDS offers us so much more than academics. It gives us opportunities to contribute to the world.

המצווה הזאת מלמדת אותנו ערכים יהודיים שעושים אותנו לאנשים טובים יותר - כמו תיקון עולם. אז תודה, ג'.פ.ד.ס., שלימדת אותי לא רק מתמטיקה, הסטוריה, ועברית - אבל איך להיות בן אדם טוב.

### My "Turtle Shell" Kippah **Sam Hyman**

This kippah is the kippah I wore on the first day of first grade. It was made by my mom who did crochet as a hobby. The reason that I brought it in was it is special to me is because of the name it has gained: The turtle shell kippah. You might think it looks nothing like a turtle shell, but the kippah is huge, it covers my entire head. The kippah helped me make friends because people thought it was funny. This kippah represents my first moment in grade school and how much I value friendship and my connection to Judaism. Over the years at JPDS, I have made friends, deepened my connection to Judaism, and become who I am today.



### Kaleidoscope **Zoe Goldman**

The kaleidoscope that I made in sixth grade math reflects the many facets and the changing configuration of my learning and growth over my time at JPDS. The kaleidoscope was part of our trigonometry unit that we have been learning. At first I didn't necessarily understand how arts and crafts could be part of math but then I realized that fun and creativity *could* be woven in to make learning more fascinating and engaging.

## My Independent Research Project

### **Emmett Brosowsky**

My independent research project from sixth grade represents the values of independence and perseverance. The independent research project was a research project where the only things that the teachers did was set the due dates. We were each supposed to pick a topic about any ancient civilization, and I wanted to write about the Vikings, but no one considered the Vikings as an ancient civilization. I proved to my teachers that the Vikings were actually an ancient civilization, and they let me write about the Vikings. This project was a great example of how at JPDS students are treated like their ideas and opinions matter. Throughout my years here, the teachers have all encouraged us to follow our ideas, even if they aren't orthodox or mainstream. That is what makes JPDS a great school.



בכל השנים שהייתי ב-JPDS המורים תמכו בי וברעיונות שלי. הם עודדו אותי לחשוב בצורה יצירתית. זה מה שעושה את JPDS לבית ספר כל כך טוב!

## The Chanukiyah

### **Matan Goldstein**



### החנוכייה מתן גולדשטיין

החנוכייה שהכנתי בגן הייתה מאוד חשובה עבורי. לכל חנוכייה שהתלמידים הכינו בגן היה את היופי שלה. כל תלמיד אהב את החנוכייה שלו וחיכה בהתרגשות ליום שבו הוא ידליק נר בחנוכייה שלו. כל חנוכה כשהסתכלתי באש של הנר, חשבתי על בית הספר המדהים שלי (JPDS) ועל כל החברים שלי בבית הספר. גם חשבתי על כל המשפחה שלי שגרה בישראל ועל בני המשפחה שלי שנפטרו, זיכרונם לברכה. עד היום אני מדליק את הנרות בחנוכייה שלי שבניתי לפני שבע שנים בגן של JPDS.

## Picture of Nefertiti

### **Eliav Brooks-Rubin**

בכל השנים שלמדתי ב-JPDS, למדתי שאני יכול לעשות הרבה יותר ממה שחשבתי שאני יכול לעשות. בפרויקט הזה, אני עשיתי הרבה יותר ממה שאני חשבתי שאני יכול לעשות.

This year, I made a drawing of a picture of Nefertiti playing the Ancient Egyptian game of Senet for a Social Studies project. I chose this piece of work because it represents a few aspects of my learning at JPDS. To start, it represents being able to be flexible and do something new. At first, I didn't think that I could draw a picture of that detail and quality. But my teacher





suggested some steps and encouraged me to keep at it. I tried to lightly sketch, and then I went back on it, made improvements, and then moved on to the second step, which was going over it with colored pencil. Once I finished that, I did the background with pastel and I was finished. This artifact is a representation of many things that I have learned, and in the end I was, and still am, proud of my work.

**Rainforest Project**  
**Jacob Zucker**



We studied the rainforest in first grade, and I created a booklet about animals that live in the rainforest. Looking back, I realize the multi-layered rainforest represents the multiple layers of my experiences at JPDS. The first floor is the foundation, and here at JPDS my strong friendships and community have been my foundation. In the second layer, leaves must grow bigger to reach sunlight and I have grown bigger each year to reach new understandings of the world around me. The third layer has the greatest mass of branches and leaves which is similar to the depth and breadth of my learning across a variety of topics. The top layer, the emergent layer, represents how I've applied new ways of thinking to solve problems just like new branches sprout and grow. There is no limit to how high I will grow.

**Third Grade Travel Guide**  
**Judah Belgrade**

For my artifact, I chose my 3rd grade travel guide to reflect on my time here. My 3rd grade travel guide was a scrapbook of our year in 3rd grade, including pictures and paragraphs that show our accomplishments and experiences throughout the year. There were highlights of our year, pictures during all-school events, and paragraphs about what we did each month. I chose this because it represents reflection. Reflecting on what we've done is a key part on how we learn and grow here. And as I look back and see what I did the first year I came to JPDS, I can see how much JPDS has helped me grow as a student and as a good human being.



**NEW CHARACTER DRAWING**



**New Character Drawing**  
**Ana Susskind**

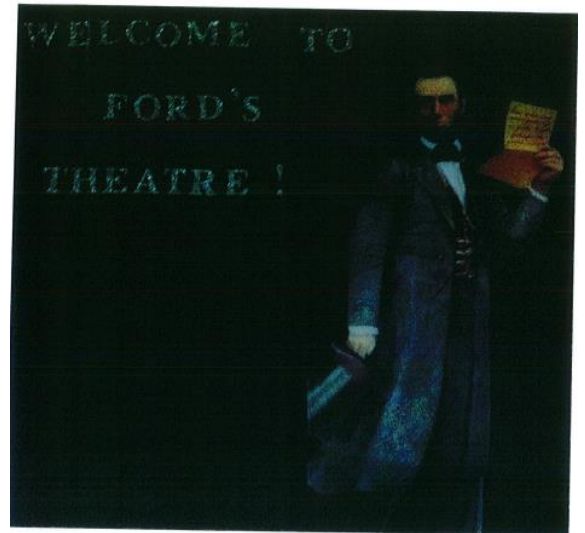
Learning at JPDS encouraged creativity and a sense of possibility. Creative writing is one of the subjects that I did not enjoy as much at the beginning of my years at JPDS. However, after my New Character Drawing project I became fonder of creative writing. I started writing my own stories at home and reading them to my friends.

עכשיו, שנתיים אחרי שכתבתי את הפרוייקט, אני הכי הכי אוהבת כתיבה יצירתית.

She was gazing at Ulysses as he fought the evil Mr. Klaus.

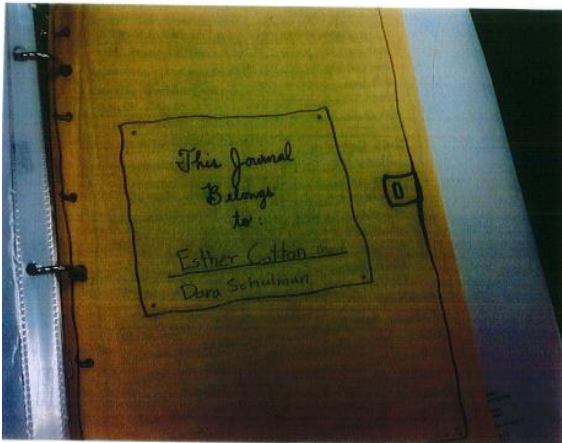
## Ford's Theater *Yonatan Scott*

For my artifact I chose my fifth grade Site Guide project. I wrote about Ford's Theatre. For this project, we each got to explore a historical site in the United States that we were interested in and create a guide to the site. The opportunity to follow your own curiosity is a big part of JPDS. I chose to study Ford's theater because I was interested to learn about Abraham Lincoln's life and his assassination. As a new student from Australia I was excited and enthusiastic to do my very first project on American History. I am still passionate about American history today. This also represents how important research is in life and how much it can help you. This was a very valuable project during my time at JPDS.



## Westward Expansion *Dora Schulman*

The fifth grade westward Expansion project represents my experience at JPDS. In this project, a group of students and I had to work together to try to survive as pioneers journeying across our nation's frontier in the mid-1800s. We had to work together to solve problems like getting water to survive or sharing our belongings to make our wagon light enough to cross certain lands. Although it was hard, we still all had to work together and help each other out. Just like in my experience at JPDS we would occasionally cross hard times but there were always supportive teachers and understanding friends there to help me along the way.



## Oyneg Shabbes Slide *Noah Klugman*

My *Oyneg Shabbes* slide represents my ability to collaborate with a partner and teach the JPDS community about a lesser known part of Jewish history. For *Yom HaShoah*, we were split up into pairs to research a contributor to the *Oyneg Shabbes* archive. The *Oyneg Shabbes* archive was a secret organization founded by Emanuel Ringelblum in the Warsaw Ghetto to document the horrible doings of the Nazis. Contributors to the *Oyneg Shabbes* archive risked their lives to make



sure people in the Holocaust would be remembered. At the *Yom HaShoah* ceremony we used the slides to teach the younger grades about this history. I am proud to have kept Emanuel Ringelblum's memory alive through this project and grateful the JPDS gave me this opportunity.





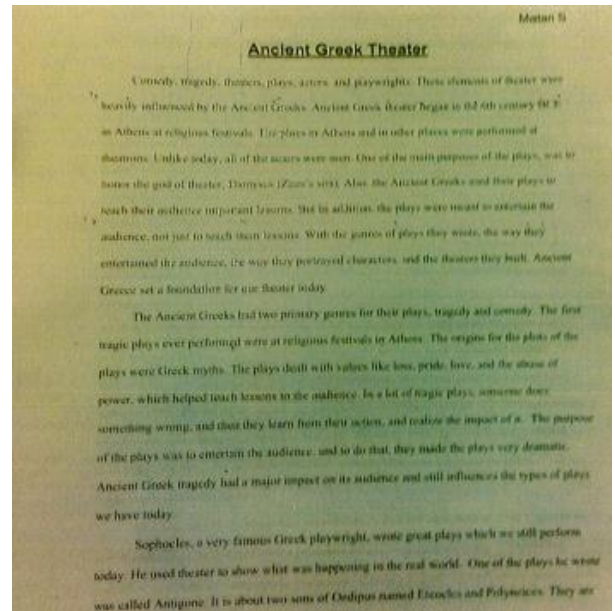
**Artwork**  
**Elana Brown**

My artifact highlights the aspect of creativity. When I moved to Hong Kong for two years, my school stuck to certain guidelines and we couldn't be very creative. Being away from JPDS made me appreciate the way that we learn here at JPDS. This piece of artwork let me be very creative, from the lines, to the color theme, to shading, and to my facial expression in the cut-out of myself.

אפילו שהפרוייקט הזה הוא רק חלק קטן מכל הדברים שעשיתי ב-JPDS, הוא לימד אותי מי אני ומה אני רוצה לעשות בחיים שלי. הפרוייקט גם לימד אותי לקחת כל אפשרות ב-JPDS ולהיות הכי יצירתית שאני יכולה להיות.

**Essay on Ancient Greek Theater**  
**Matan Silverberg**

In first grade, we were asked to write an autobiography. This was the first time that I had been asked to write a real paragraph in my whole life. After writing it, I felt proud, but I didn't realize how much potential I had in writing. Now, in sixth grade we were asked to research a complex topic about Ancient Greece and write an essay about it. After I wrote this essay, it hit me how much my writing has grown. JPDS has taught me how to show my emotions in my writing, the mechanics of writing, and how to analyze a simple fact and turn it into a broader idea. This school has taught me that writing can help not just share information but make a statement. And that I can use my writing to be an analyst - and an activist. Writing is something I will use for the rest of my life. Thanks to JPDS, I will be able to use these skills to become a great writer and hopefully a great person.



**Picture of Homeroom Teachers**  
**Hannah Salb**

My artifact is all my home room teachers from kindergarten to sixth grade because these seven amazing people helped me learn throughout the years and helped my grow into the person I am, and I think they deserve a great amount of appreciation for what they've done over the past seven years to help me learn and grow as a person. Thank you for teaching me the things I know and will continue to learn as I grow.

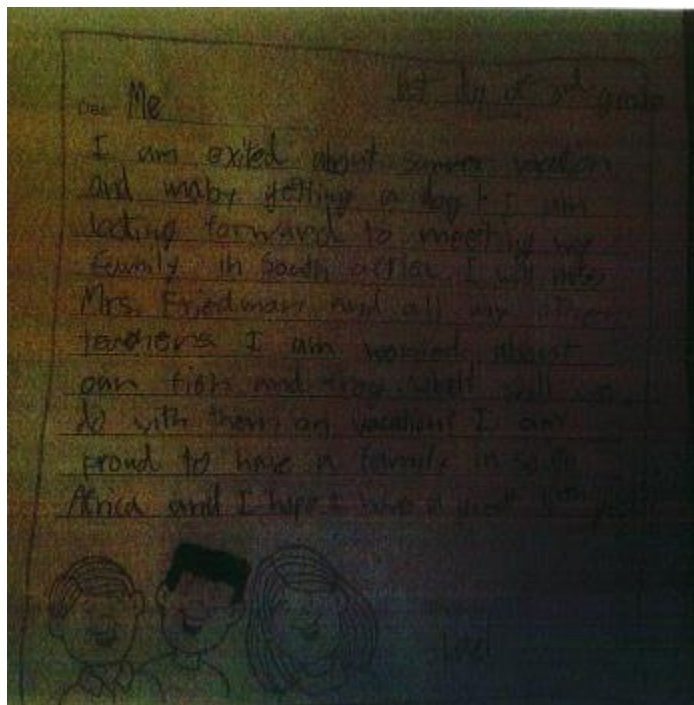
## Judaic History Children's Book

**Max Klein**

The children's book I wrote for a Judaic Studies class about a topic in Jewish History represents how I continually discovered new topics and found new ways to share my thinking at JPDS. This story was one of the first children's stories I had ever written. I remember that at the time I wasn't too excited, but I always loved Jewish History and I liked having the opportunity to write about it in a whole new way and to be able to share it with others. When I finished this project, I felt accomplished in a new style of writing. This was just one of many times when I tried something new at JPDS and had a chance to feel proud over what I created.



Once upon a time there was a bad king of Russia named Nicholas.



## Note to Future Self

**Lael Sacho-Tanzer**

בסוף כיתה ג' כולנו כתבנו מכתבים לעצמינו בעתיד כדי שנוכל לקרוא אותם בעתיד ולראות איך גדלנו. בצד אחד של הדף אני כתבתי על כל החלומות שלי על חופשת הקיץ ועל המשאלות שלי לכיתה ד'. בצד השני של הדף כתבתי על התחביבים שלי בכיתה ג'. זה היה מעניין לראות כמה גדלתי מכיתה ג', כמה למדתי בשלוש השנים האחרונות ב-JPDS והקשר עם החברים שלי שגדל והתחזק עם השנים.

JPDS has been like a second home to me, the people here like a second family. I will miss JPDS, but the bonds I made with the students and teachers here will continue to last as I grow.