

Puma News



Puma Press

South Meadow School

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The Book Corner!

By Reagan Riffle

Over the last few weeks of November, I had the chance to delve into *Wonder Women* written by Sam Maggs and illustrated by Sophia Foster-Dimino. The novel's main focus is on the amazing women in history who broke relentless barriers, whose accomplishments were robbed by their male counterparts. The book is an amazing eye-opener towards gender roles in society and what we're taught in school. For instance, did you know that the first computer programmer was actually a woman? Ada Lovelace's accomplishment, though, was taken by her male handler. The book gives twenty-four more examples of amazing women in our history whose names you should know. You should definitely take the time to read this, because it proves the popular opinion that women were useless before the twenty-first century is wrong, and that women are truly changing the world, without proper credit.



The Controversial Orange Watch Incident of 2016

By Nicky DiNino

Three months ago I got this cool blue watch. The strap was a gray-brown color. Now the strap mysteriously turned orange. I can not figure out the cause of this surprising transformation. Maybe the strap turned orange because of water damage. However, the watch is "waterproof", but I have noticed some fading in the color. Maybe the water mixed with another molecule in the watch and it created a chemical reaction that turned the strap orange. One gross thought I had was that maybe it was some sort of fungus because of sweat sinking into the watch from my wrist. Or maybe, the watch originally was orange and then it got dirty and part of it turned brown and I just forgot what color it was before. Whatever happened to it, I know that someone around here is not telling the truth. Someone knows what happened to my watch, and I will not rest until I get some answers. If anyone reading this has ever encountered this situation or a similar one (maybe your watch turned green!), then please call South Meadow School and ask for Nicky DiNino. I will need everyone's help with solving this mystery.



Analysis of POEm's

By Bella Schwabe

The eighth graders have been reading and analyzing the works of Edgar Allen Poe for a few weeks now. Recently, they have begun reading and analyzing his poems. We started out with POETry by reading The Raven, one of his most popular narrative poems. We read and analyzed The Raven as a class, then we moved on to analyzing his poems independently. Each student got a different poem to read, analyze and write a summary of. The students could have gotten: the Haunted Palace, the Bells, For Annie, Alone, El Dorado, the City in the Sea, the Conqueror Worm, Dream-Land, A Dream Within A Dream, the Sleeper, Spirits of the Dead, or the Valley of Unrest. First, they had to read and analyze the poem the same way we had learned to do in class. Then, we had to write a summary of the poem. This summary had to be set up in a very specific structure. First, they had to state the main idea of the poem they were assigned in a way that was easy to understand. Then, they had to paraphrase each stanza, or line depending on how long their poem was, and explain it. They also had to provide a direct quote from the poem to justify what they're saying. When they were done analyzing the poem stanza-by-stanza they had to give a conclusion. This conclusion had to once again give the main idea of the poem phrased in a different way. Then they had to relate the poem to Poe's life.

Welcome Mr. Bless

By Maddy Cilley

"Schools are active places. Every day, every hour, something different is happening. As a librarian and teacher, I get to share my knowledge and see students grow, change and learn."

- Mr. Bless

The new Library Tech Specialist Mr. Bless is a welcome new addition to our school. He is very experienced and has worked as a teacher for 35 years. He went to school for social work, teacher education (K-12), and library/media/technology; so he is very knowledgeable in many subjects. He has worked in classrooms and libraries all across the country, and also worked as a carpenter and Park Ranger. He has even coached sports and taught guitar! Mr. Bless has four children that he raised to be good students and explorers of the outdoors. He has had teaching experiences with children of all ages.

One of Mr. Bless's favorite parts of being a school librarian is being able to share his love of reading, and learning about new technologies. In his words, "SMS offers so many more experiences for students than in any other school where I've worked." He loves working with students and says that seeing student's excitement and gratitude towards finding books they love is his favorite part of working with students.

Manufacturing Video Contest

By Lorien Tyne



What's so cool about manufacturing? That is the question NH Economy is asking each of the teams that are participating in this year manufacturing video contest. Each group must make a one to three minute video about a specific manufacturing company, what they make, and how they do it. The video must include several

different components, and because of this many things will be learned and or practiced such as: photography, videography, video editing, interviewing, researching, organization, time management, and programs like Photoshop plus all the manufacturing information the teams learn while making their video. South Meadow's very own team consists of Bella Schwabe, Alanna Batty, and Lorien Tyne. They are researching and filming their video about Warwick Mills which is a huge and very interesting company that makes all types of important textiles for different purposes. The main point of this project is to get the next generation interested in manufacturing and to spread awareness through the videos the competitors are releasing to the media. There are 12.3 million manufacturing workers in the United States roughly nine percent of the total workforce. The employees at Warwick Mills are a part of that total, and the South Meadow video contest team is prepared to learn everything there is to know about the world of manufacturing.

“A Dream Within A Dream”

By Maddy Cilley

“A Dream Within A Dream” is a poem written by Edgar Allan Poe, and it captures the helplessness of losing one you love. The poem begins with the narrator departing from his loved one, and kissing her upon her forehead.

Take this kiss upon the brow!
And, in parting from you now,

He then proceeds to tell her that she is not wrong to think his days with her have been a fantasy. However, all of his hopes have left him, and he accepts that time has run out. On the other hand, he feels that his hopes were pointless, and never would have gotten him anywhere. Therefore, they were never really there.

Thus much let me avow --
You are not wrong, who deem
That my days have been a dream;
Yet if hope has flown away
In a night, or in a day,
In a vision, or in none,
Is it therefore the less gone?

Next, he claims that all of life is a dream, and therefore our hopes are just dreams within dreams. His hopes are leaving him, but there is nothing he can do about it. In a dream, we can only sit back and watch the story unfold. Poe believes that life is no different, and thus life is essentially a dream, meaning that hopes and dreams are dreams inside of dreams.

All that we see or seem
Is but a dream within a dream.

He now stands on a metaphorical ocean shore, with the waves crashing into the shore and taking sand back into the ocean with them. He picks up grains of sand and watches them fall through his fingers, noting how the harder he tries to save them, the easier they slip away. The sand represents time, and how time cannot be stopped and will go on forever. He is very distraught that his time is slipping away and he cannot get it back or save it.

I stand amid the roar
Of a surf-tormented shore,
And I hold within my hand
Grains of the golden sand --
How few! Yet how they creep
Through my fingers to the deep,
While I weep -- while I weep!

O God! Can I not grasp
Them with a tighter clasp?
O God ! can I not save
One from the pitiless wave?

Now the narrator is asking the reader a rhetorical question, and as he knows the answer, he wants the reader to decide how they feel.

Is all that we see or seem
But a dream within a dream?

In conclusion, “A Dream Within A Dream” is a narrative poem, about a man who is losing his significant other, and pondering as to why there is nothing he can do about it. This poem was published in 1850, but it is unknown when it was written. However, it can be inferred that Poe was writing about his wife Virginia, and her death. Poe tried to save Virginia, but there was nothing he could do to save her. So it’s left for the reader to wonder: “Is all that we see but a dream within a dream?”

Puma Pride T-Shirts

By Jack McLaughlin

Every month South Meadow School has a Puma Pride Assembly where around 20 students get a Puma Pride Award.

Every Puma Pride winner gets a few prizes in a gift bag filled with a rubber duck, a pen, and a SMS magnet. Students also get a t-shirt that they can wear to prove that they won a Puma Pride Award. The t-shirt is all white with a puma logo in the top right hand corner of the shirt that says; perseverance, respect, integrity, determination, and empathy. For the past few years these have been the t-shirts given to the Puma Pride winners. A peer mentor and newspaper student Nicky Dinino thought that we should change up the design and color of the shirts. Nicky has been creating designs that could fit the new t-shirt. His goal was to create a cool t-shirt design that students would want to wear to school and outside of school. These new t-shirts were revealed at the November Puma Pride Assembly. The new t-shirts have a brand new design that Nicky created, and the t-shirt is a different color, as well. Getting a Puma Pride Award is difficult, which is why it is so rewarding when you get one. With these new t-shirts, Puma Pride Awards will be even more rewarding. Students in South Meadow School shouldn't try to be caring, cooperative, and respectful just for a Puma Pride Award. Students should be caring, cooperative, and respectful all the time even if the school wasn't giving out Puma Pride awards at the end of the month. At South Meadow School we are trying to give credit to these consistent students.



Band at the Winter Concert

By Leah Krason

The winter concert happened and the bands played great! The three bands that played are the sixth grade band, the seventh and eighth grade band, and the jazz band. Each band played three songs at the night performance, but during the day some songs had to be cut for time. Preparing for these songs takes a lot of work. Mr. Lowy spends every PLUS block in the gym with the bands, and the jazz band meets after school once a week. After a lot of preparation, the bands were ready to perform on the stage. They did a really great job, and we are looking forward to hearing them in the Spring!



School Lights

by Meara McCluskey

Have you ever noticed how many different lights are in SMS? There are so many lights in the school, from natural window light to lamps. The E.H.P room has eight lights, if you include the computers, the atriums have a ton of natural light, and the stage has ceiling lights and even some Christmas lights! Studies (by Meara and Leah) have found that the school has approximately forty types of lights. There may be a reason for all these lights. Scientists say that lights affect people's moods. For example, natural lighting is peaceful, and can make you feel very calm. Also, bright light seems to make you focus more, and dimmer lights give off creative vibes. Some experts say that light can affect you negatively, especially at night. Some people have conspiracy theories about lights. Lots of people believe that lights are trying to take over the world with emotional lighting. Some theories include robots, living lights, and brainwashing. However, most of society believe that these claims are not true. Many think that lights are necessary, and are never going to take over. A light enthusiast from SMS, Leah Krason, is very interested in the lights here at SMS. "The number of lights in this school is incomprehensible. Every time I step into a new room, I get taken aback by the new brightness," says Leah. "But at the end of the day, it's not about the amount of lights, it's about what a little bit of brightness does for students. Personally, they light up my day!" Lights change all students' lives. The lights in our school are a part of our family. So, next time you see a light, say thanks for making our school better.

Why SMS Needs Its Own Currency

By Gabriel Yong

This might not seem like an important subject, I mean, we do just fine with normal money, but why should we adopt a new school currency? Well, there are several reasons we should adopt a new paper currency for our school. These reasons include:

- It teaches kids about business and the condition of the economy
- We could "pay" kids for doing good things and helping others, like Puma Pride Tickets. It could be traded for other things, creating an incentive to help others

Think about it. The business world will be COMPLETELY different in the future; preparing kids by teaching them how the economy works by having a mini economy right here IN THE SCHOOL would really benefit students. Also, by "paying" kids for doing a job could also help prepare kids for the future. And for the last part, well...what school has its own economy?

Locals - Robotics Pumas

By Bella Schwabe

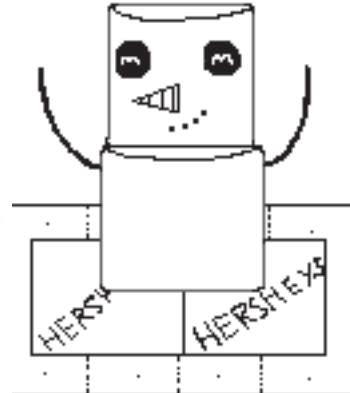
On Saturday, November 19, 2016, the Robotic Pumas traveled to Merrimack to compete in their local competition. Their day began very early, and they arrived at Merrimack around 7:30am. As soon as they got there, they began unpacking and setting up their table. After that, there was the opening ceremony. This is where all of the teams are introduced in a parade-like manner and the rules are explained. During this time they also talked about all of the events that would take place that day as well as how everything worked. The Robotic Pumas were in the first match against another team and had to get their robot inspected almost directly after the opening ceremony. After that, they had to go to the Core Values room. This was the team's favorite room that day. Inside the Core Values room they had to complete a team building activity. Their challenge was something very similar to the Einstein riddle, which the team completed about a week prior to the competition. They had to split into three teams, and each team was given a stack of eight cards. Each card had a clue pertaining to the answer. They were also all allowed to look on a sheet explaining each object, person or place. The point of the riddle was to find out who stole something from Marvin, what it was, and where it was located. Each of the teams could only talk to each other and not the rest of the team. Each team had basically the same strategy; eliminate all answers that were not possible after looking at the clues they had received. After five minutes, their time was up and the teams came together again and talked about what they knew. They came very close to the right answer but ended up getting it incorrect because they were confused about the meaning of hairpiece (they were thinking it was like a clip, not a toupee). If you were wondering, or have heard of this riddle before, the answer was his dog, Snuffles, took his hairpiece and hid it under his bed. Next they had to go straight to Mechanical Design. This room was rather hectic because there were three teams in there at once and many overlapping voices. On top of all of that, our team kind of had to break up and talk to two different judges at once about different things. Once again, they had five minutes to talk to the judges about their robot. They ran a couple of programs and showed each attachment and what it was used for. They also talked about their building strategy as well as programming strategy. The judges were rather impressed with the team's documentation (their binder containing programs as well as their robot time-line), in addition to their forklift. Next the team had some time to work on their robot and fix anything that didn't work during their first run. Then, they ran their robot again. The entire time the robot was running, the team was cheering loudly for the people up at the board. They ended up scoring the highest they had all day. Next, they had to present their project. They had five minutes to present their project in an exciting way. The team decided to stage a pollinator convention. For this, each member was dressed as a different pollinator and portrayed an expert of said pollinator. The girls were wearing skirts and tutus inspired by their pollinators (one person was even wearing wings!) And the boys were wearing ties inspired by their pollinator. The whole team was wearing their team shirt, as well as a headband depicting their pollinator. Their presentation talked about different pollinators, why they are dying (which was the problem they identified), as well as how we can help. Next, the project judges had five minutes to ask them questions. The team was very nervous going into the project room but felt they did okay considering their nerves. After that, they had some time to work on their robot programs. Their robot had been doing fine on the practice boards, but when they actually went up to run their robot, many of the programs that worked before no longer worked. Lastly, they had their third and final run. By the time all of this was over it was about 1:30. The team then had about four hours of down time to eat and start cleaning up the things that weren't necessary. They left only their posters up at their table as well as the pamphlets they were giving out. At around 4:00 the team discovered they had dropped to 13th place on the robot leader board which meant they were not going to make it to states. This upset the team, but they were very grateful for all of the experiences they had because of this opportunity. Because they found out before the closing ceremony, they had time to process this. For the rest of the time the team did lateral thinking puzzles. The team discovered these a few days before the competition and loved doing them! They are pretty much just riddles, similar to the Einstein riddle or the one we did in the core values room. When it was finally time for the closing ceremony, the team's spirits were rather low. This is because not only did they work extremely hard to get to where they were, but it would also be their last FLL competition (as a competitor, they

can come back as a mentor in the future). They were watching the ceremony rather quietly, that is until they were called up for the mechanical design award! This completely took the team by surprise, because they felt that they weren't that strong in mechanical design. However, the judges said they loved their time-line and binder as well as their forklift. This was a very good end to their locals competition and made the fact that they didn't make it to states a lot better. Overall, competing in FLL was an incredible experience and one that the team can take with them when they leave SMS. It taught them so, so, so many skills and provided many memories that are priceless! The team is very sad that it's over, but they will cherish the time they had being on the Robotic Pumas.

An Interview with Senora Pacheco

By Kendall Larson

This year so far at SMS has had many things that are new. This includes many new additions to the SMS staff team. Teaching seventh and eighth grade Spanish, Senora Pacheco is one of the new members. With one quarter of the school year behind us, many of us have already taken Spanish and know Senora Pacheco. However, I thought we should get to know her even better. So, I set up some questions that I then emailed her for an interview. I asked Senora Pacheco about not just school but also about outside of school. Here are her responses to my questions:



How many years have you been teaching?

A- I've been teaching for two and a half years in this district

Have you ever taught at another school? If so, which school?

A- I've worked at Mountain Shadows, St. Patrick's School, and Conval High School.

Have you only taught Spanish? If not, what other class(es)?

A-I taught Spanish in the US but I taught ESL for awhile in Bolivia.

What made you want to become a teacher?

A- When I became a mother. I realized how important was for me to be around my kids and others. I like children, interacting with them and listening to their stories.

What is your favorite part about teaching?

A- I like when students feel comfortable saying words in Spanish and using the language in general.

What is your favorite part of your school day?

A- I like them all. I like all the special events like assemblies, concerts, etc.

Do you have any hobbies outside of school?

A- Some of my hobbies are gardening and learning new words in other languages!

Do you prefer British or American Football?

A- Just because I am from South America I like watching soccer. I love hearing the commentators in Spanish. They're really funny!

Do you prefer Samsung or Apple products?

A- As long as they work I don't mind the brand!

What is your dream vacation spot?

A- La Patagonia, Argentina

What's better: Blue or Brie cheese?

A- I like both!

Thank you Senora Pacheco for letting us learn more about you. We are having so much fun having you as our teacher and look forward to having you next year!

december poem*By reagan*

It's a festive, festive, festive, season
And though you may be busy with everything to
squeeze in

Sure you find a very good reason
To be happy and cheesin'

Among all of the rest
Having family is above all the best
And you wouldn't have guessed
But showing them your gratitude is the greatest
to confess

Don't forget about friends
Christmas is always a time to make amends
So jump on it and say; 'i'm with you until it
ends'

Last but not least
Christmas isn't just about the feast
And the presents on presents increased.

But rather the friendships and love
That go far, far above
This beautiful season, thereof

Merry Christmas SMS!

RoBATics team learned a lot, and it was so much fun. Everyone's excited to go to States!!

The RoBATic's Local Competition*By Gabby Oja*

On Saturday, November 13th, the SMS RoBATics team (#25707) went to their first competition in Dartmouth. The RoBATics team members are Owen Armstrong, Aiden McLean, Wyatt Beaulieu, Conner Stajduhar, and Bryson Boice, the competition was hosted in the Thayer School of Engineering. After all 12 teams had gotten there, they had to set up their tables. All the teams had posters and banners saying what their team name was and what project they were researching. Many teams brought cookies or candy that had something to do with their project. For example the RoBATics project was about saving bats so they had bat-shaped sugar cookies. Once everyone was set up at their table there was an Opening Ceremony where they introduced the teams and told everybody the rules. The rest of the day was extremely busy. There was little to no time to eat, and we were always moving, going to the next activity. I thought that because this competition was almost 11 hours long there would be a lot of waiting, but there was actually no waiting. When you were not competing with your robot you were either at the robot design judging, where they looked at your robot and the winner was the one with the most unique robot; the practice tables, where you can make sure that your robot can move and complete the tasks necessary; or the core values, where the judges watch you play core value games to see how well you work as a team. In the end all the teams met up again to find out who would be going to States and who won the trophies. The SMS RoBATics team sadly didn't win a trophy but they did make it to States on December 3rd. States is where you go if you win the first local competition. There will be 49 groups at States. (Five teams get a trophy and six go to States from the local competition) To summarize, being the SMS RoBATics youth mentor, I went into this competition thinking that there would be a lot of waiting, but I rarely had a chance to sit down. The

How Did Your Person's Life Affect the Story of America?*By Lizzie Rizzotti*

The 8th graders in Mr. Townsend's History class have been assigned an amazing project. The students are each given a list of people that contributed to change in America in the early 1800's. You then choose your top three people that you want, and you pick a number randomly from a bowl. Depending on your number, you could get first pick! After the whole class receives their individual it's time to get to work. For this project, we are given multiple options for how we will present our projects. You could do a poster, a power point slide, a Google docs slide, a handout, etc. This is a really good chance for eighth graders to learn how those people's lives affected the story of America.

GIRLS WHITE BASKETBALL

By Meara McClusky

The girls white basketball team has spent about two weeks together and have had five games so far. They won their first game against Milford, then lost to Parkside, Litchfield, Sanborn, and Bow. Although they lost the majority of their games so far, the team played very well against all of the opposing teams. Captains Katie Carey, Nikki Bell, and Breanna Hutchinson lead the team along with Mrs. Norby. Before all of the games, the captains lead the team in a pump up cheer where they slam the lockers, yell a lot, and get ready for the game. After the pump up thing, the girls go onto the court to warm up. They stretch, do layups, passing, and foul shots. When the game starts, the team encourages each other and gives feedback. Later, when the game is over, the team rides the bus back home, but first they stop for food. Normally, it is a fast food place. The next day, the team might have a practice, a game, or a day off. The team is really excited for the rest of the season!



Analogous Trees

By Maddy Cilley

Our current project in art is painting tree landscapes with creative, analogous color schemes. This means

that we choose a color on the color wheel and then choose other colors around the first color that harmonize with it. Our colors do not have to be everyday colors that are pictured in most tree paintings. We are not restricted, but encouraged to use creative colors. Multiple techniques are used to paint our tree landscapes, including dry brush, layering paint, dibble dabbling with a big brush, and painting with a sponge. We start our paintings by using a sponge to streak a landscape across the page. Some students choose to add mountains into their landscape, and some add water. Once our landscape is done, we start to paint our trees onto the paper and create a composition. The goal is to get four to five trees on the paper. As we paint our trees, we are thinking about atmospheric perspective. This means that when something is further



away, it appears less detailed and its colors are faded. Next, we “dibble dabble” leaves onto the trees branches. The “dibble dabble” technique makes the leaves look more realistic. Finally, we added grass patches on the ground to create texture and further develop the composition. In summation, we are learning a lot from this project, and our finished projects will be hung in the SAU as part of an gallery.

The Eighth Grade Field Trip...Disaster

By Reagan Riffle

On December Fifth, the Eighth Grade Sage team dressed themselves up to take a field trip to the Chamber Theatre, in Concord. In preparation of the trip, the eighth graders have been reading and thinking Poe for weeks. They've even analyzed his sanity. And when the calendar struck the fourth, every student took to their best outfits and smiles, to go to the Chamber Theatre the next day. Some students, like Lorien Tyne, even painted their fingernails a matching color to their outfit. And some others, like me, blow-dried their hair and even wore fancy socks. The morning of the trip, each eighth grader strutted into the building like a model to show off their glam, only to be put to a dead stop when they heard the word: canceled. Ties were thrown down in rage, along with many, many, scarves. The dread of having to endure a day of school, instead of bus rides and shows, was unbearable to the eighth grade students. The entire morning you could hear scattered murmurs about the “darned snow” and “rigged field trip”, all the way from the cafeteria. We hope to reschedule, but I must admit, the cancellation of this field trip, has been one of the biggest outrages at SMS since a phone rang in the first day of school assembly. Since this article was written, the trip has been rescheduled for the 22nd of December, and the eighth graders are all looking forward to it!



January

Monday	Tuesday	Wednesday	Thursday	Friday
2 NO SCHOOL Holiday Recess	3	4 -Girls/Boys blue @ Keene -Girls/Boys white home vs. Keene	5 -Girls/Boys blue home vs. Vilas -Girls/Boys white @ Litchfield	6 PUMA PRIDE -Girls/Boys blue @ GBS -Girls/Boys white home vs. Parkside
9 -Girls/Boys white home vs. Parkside	10	11 -Girls/Boys white @ Jaffrey-Ringe -Girls/Boys blue home vs. Winchester	12 -Girls/Boys white home vs. Cawley	13 -Girls/Boys blue @ Hillsboro
16 NO SCHOOL	17 -Girls/Boys white @ Keene -Girls/Boys blue home vs. Keene	18 -Girls.Boys white home vs. Jaffrey	19 -Girls/Boys white @ Bow -Girls/Boys blue home vs. Milford	20 *Saturday, 21 - Dance Team Competition*
23	24 -Girls/Boys blue @ St. Joes	25 -Girls/Boys blue @ Winchester	26	27
30		31		

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