



# WE A.R.E. SPARTANS

— ACHIEVEMENT RESPECT RESPONSIBILITY EMPATHY —

The IMMS Messenger, Virtual Edition 4-2     January 30, 2024

## IMMS brings Seussical Jr. to PAC



*Practice photos provided through a Drama Club member*

**By Kendall Thorson**

IMMS Grade 6

The Indian Mound Middle School musical production of *Seussical Jr.* will be showing at the McFarland Performing Arts Center from Thursday-Saturday, Feb. 1-3. Showtimes are 7 p.m. each evening with a 1 p.m. show on Saturday, too. To find out more, we asked IMMS music teacher and co-director Ms. Weber these questions.

**Q:** Why did you choose this play?

*A: My co-director, Deedee, and I chose this play because of the flexible casting and great message of loving yourself just as you are and showing care and compassion towards others.*

**Q:** What are you excited about?

*A: I am so excited to see all of the kids shine in the show!! They have been working so hard, and it is going to be an excellent production. We hope many*

*people can come see the musical!*

**Q:** What has challenged you or the cast?

*A: This show is a very music heavy show, which means that the kids and I have learned A LOT of new songs. They have done a great job of practicing and preparing!*

**Q:** What is your favorite part in the play?

*A: I love that this show features so many different groups throughout the story. Everyone from Whos to Jungle Animals and even the Cat in the Hat have their moments to SHINE!!*

**Q:** Why should people come?

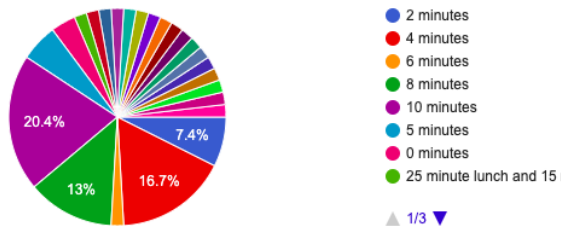
*A: Folks should come see the musical to cheer on their peers and enjoy a great evening of music!! This show is funny, thoughtful, and beautifully performed by the IMMS Drama Club! If you would like to purchase tickets, get them here <https://www.mcfarland.k12.wi.us/community/PAC.cfm>*



# Most students choose longer day, longer times

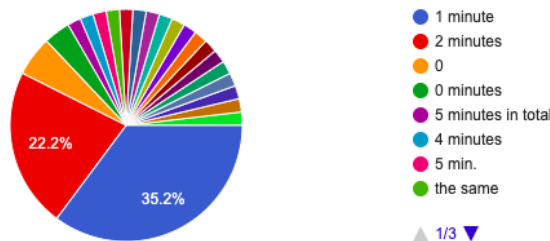
How much longer should the time for lunch and recess be?

54 responses



How much longer should each passing time be?

54 responses



By Ben Carr

IMMS Grade 6

As you may have seen, there was another Messenger survey; this one concerned times for lunch/recess and passing. Here are the results!

Of the 54 responses, nearly half were sixth graders. Two primary issues were the length of lunch/recess and passing times, if lengthening them would be worth lengthening the school day. While divided, the edge for lengthening lunch/recess was about 41% over 33% against and 26% neutral. The latter was surprising, considering how many people say they want more time at lunch or recess. About 60% of responders want more passing time, even if it makes the day longer. If the day lengthened, the vote was 54% to 46% for adding time at the end of the day. The graphs at left show that 1-2 minutes extra for passing time is preferred, and 4, 8 or 10 minutes extra for lunch/recess is preferred.

With the new start and end times of 8:20 and 3:30 or 3:35, maybe these results will be considered, and we will get more passing time! Once again, peace out!

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## Differences between India and the U.S.

By Kaavi Bezouska

IMMS Grade 6

In a recent trip to India, many differences were noted between India and the U.S. For example, food, clothing and school/sports.

One difference between India and the U.S. is food. In India, meals are eaten later, and the food is much different. For example, some traditional foods in India include dahl (like lentils), naan (flatbread), and samosa.

A second difference between India and the U.S. is clothing. Children in India still wear similar clothes

to the ones we would wear in summer; but on special events, they will wear clothing such as kurtas and skirts and blouses. On a daily basis, adults mostly wear saris (women) and kurtas (men).

A third difference is school/sports. India is a developing country, which means it does not have as much funding for schools and extracurricular activities, like sports. So most children just play at home with neighbors or friends.

In conclusion, there are many differences between India and the U.S. The most notable examples include food, clothing and school/sports.

# Museum inspires McFarland artists, writers

By **Angela Huang**  
IMMS Grade 8

On Dec. 4, IMMS students, including seventh and eighth graders, as well as high school students went to the Milwaukee Art Museum for an art/writing conference. They started the trip around 6:40 and got there around 8:30. Over 500 students from all over Wisconsin participated in the conference. The



museum was closed to the public, and the students got the whole museum to themselves. The goal of the conference was to write a piece or draw a piece inspired by the art on exhibit.

The program was founded by a now-retired teacher, John Hallagan. According to his blog, the goal is to “bring together young people from many different schools and backgrounds who share a love of writing and art, and to give these students the opportunity to get their work published.”

When the students got to the museum, they were separated into groups to perhaps form new friendships or deepen old ones. After waiting for all the schools to arrive, the dozens of groups separated. Some explored the museum, and some went to the Lubar Auditorium for tips on their writing and art projects.

My group went to explore the museum. First, we went to the basement to get some inspiration. It was super awkward at first, as we didn’t know each other. As we were exploring, I saw some friendships forming in my group.

After some time, it was our time to go to the auditorium for some tips on how to start our stories. They provided a video for us to see as well as slides with techniques on them. I found the tips very helpful and soon started the first draft of my story. We left the auditorium and explored once again. We saw artifacts from antiquity to some modern art pieces. Some of my favorites were the wall with the



*Photos by Angela Huang*

stones/harden objects (pictured above), as well as “Trace” (Katy Cowan), “Women Mowing in the Mountains” (Carl Spitzweg), “The Two Majesties” (Jean-Leon Gerome), and “Girl Reading” (Johann Georg Meyer).

After some more exploring, my group decided to rest by the room with the beautiful view of the water. It was a really good place for brainstorming ideas and thinking about ideas. Soon, I started to write my story. After around an hour or so of this, we headed back towards the auditorium for some more tips about writing.

Following that, we began exploring the third floor, splitting off and coming together when we were done. Later, we headed back to our original room and spent a good chunk of time writing.

Then it was time for peer-editing. We broke off into groups of three and started sharing our stories. It was nerve wracking for me because I felt as if my story wasn’t the best and I was just bragging in my story. But my group was really supportive and gave me some really constructive feedback, which was super helpful. After that, we headed back to the auditorium for the last time, and it was time to go back home.

Overall, it was a great experience even though it was super awkward, and I would definitely go again next year.



# Advice: How to Stay on top of Homework

**By Cece Norgord**  
IMMS Grade 7

If you often get behind on homework, read this article to learn more!

Staying on top of homework is really important; otherwise, you will have even more homework and eventually get missing assignments because you are trying to get your homework done during class time. Finish all your in-class assignments quickly and promptly so then you have a chance of extra work time before your next class, and whenever you have a WIN day (Whatever I Need Day), use it to your advantage! If you have too many missing or late

assignments, or even any at all, you may not be able to participate in extracurricular activities. This includes sports, crafts, and games. And you would still end up coming home to homework.

Staying on top of your homework is really important and is pretty simple to do. If you know you have assignments missing when you go into a weekend, cancel any plans that you don't have to go to, so you have more time to focus on school work. School work is really important because it can influence your future student career.

That's all for this month! Next Edition: Chromebook Tips



*Photo by Kendall Thorson*

## December Dance

An estimated 100 IMMS students got the chance to dance, hang out, eat food, and play in the gym during the school's dance in December.

# New coordinator brings students together

By Mannat Bolla  
IMMS Grade 8

The IMMS Messenger is happy to introduce our district's new Diversity, Equity, Inclusion, and Belonging Coordinator, Brittany Brazzel!

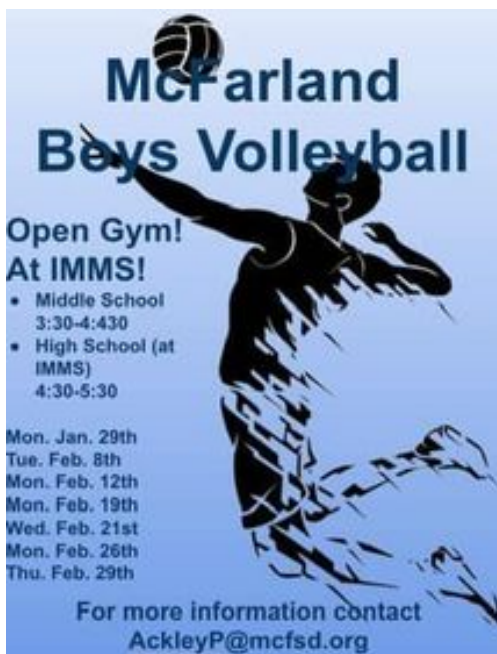
Ms. Brazzel has set many goals to achieve throughout her coordination in the district! The primary one is to bring together many ideas to help achieve the goal of equality for all!

On Nov. 16, students from diverse clubs came together to brainstorm ideas to reach each other's voices. Students clustered into groups and thought of new ways to make our school a better place. During the equity picnic, students also got to share what's on their minds and how we can unite to show equality for all!



## IMMS Winter Messenger Staff and Contributors

Kaavi Bezouska, Sylvia Bloechl-Anderson, Mannat Bolla, Emma Carmichael, Ben Carr, Eli Howery, Angela Huang, Bryce Machacek, Cece Norgord, and Kendall Thorson. If you would like to get involved, contact Adviser Ms. Ndlovu at [Ndlovut@mcfdsd.org](mailto:Ndlovut@mcfdsd.org).



## Starting new sport

By Eli Howery  
IMMS Grade 7

Boys volleyball gives a new opportunity for sports in our district for boys. Having boys volleyball in our community creates a diverse amount of sports for boys and girls. As we start to advance and advocate for boys volleyball, the school will give opportunities for boys to try volleyball. These new opportunities include an open gym for boys with no experience needed! As we continue to expose boys volleyball, there will be more opportunities to come. The more exposure and support we get the more likely it is for us to create a high school boys volleyball team in the future. Supporting boys volleyball can mean coming to an open gym, telling your friends, or helping advocate for a team.