

LATEST IN THE CLASSROOM



After completing their food unit, Spanish II students created a Spanish Cookbook comprised of appetizers, main dishes, desserts, and beverages taken from Spanish and Hispanic countries. In addition to the cookbooks, students collected food and donated gift cards to Mercy Learning Center on Park Ave. Mercy was so grateful for Notre Dame's contribution, especially for the boxes of food since their pantry was empty. The students thank Miss Medoff, Director of Campus Ministry, for helping transport our goods. Pictured here are sophomores **Ryan Marko, Lorenzo Porzio, Grace Farenga and Izzy Ingersoll.**

Seniors in Dr. Callaghan's AP Humanities class celebrated the completion of their major project of the year at the Annual Medieval Fair. They presented what they had investigated and submitted a research paper, dressed authentically and feasted on some foods typically available to both the humble and privileged tables of the English Middle Ages.



The students in Mrs. Cipriano's Film and Literature class completed a service learning project that focused on the ND faculty and staff. Students prepared a wonderful lunch and set up a make-shift restaurant complete with student-selected music and conversation-friendly seating. The foods prepared included Filipino barbecue, Jamaican beef patties, Shuku shuku, and curry chicken. Tips were donated to Bridgeport's Peace Week 2022, a week-long celebration including a comedy slam, gospel concert, poetry slam and other youth-focused events taking place during the first week of June.

Students in the drawing/painting studio just finished up their three-part still life project. Each piece was created using the "stippling" effect and the students used the very tip of their permanent markers to create all of the details. Pictured above are illustrations from the third project. They are extremely detailed and look so realistic! Bravo!!!



Students in Mr. Gavin's American Literature class are currently learning about the Roaring Twenties while reading F. Scott Fitzgerald's *The Great Gatsby*. After discussing the difference between reliable and unreliable narrators, Mr. Gavin's students independently analyzed textual evidence to form an option on the narrator in the story. Students then completed a Socratic Seminar activity, where students in the inner ring of the circle facilitated and carried on conversation around questions formed by their textual evidence, while students in the outer circle recorded key points made by their classmates. Students switched positions halfway through class to ensure that all had the opportunity to share their interpretation of the text.