



# Show Stoppers

**Illini Bluffs Holds its 41st Madrigal Saturday, December 5th to a packed crowd . They enjoyed an amazing performance keeping Madrigals' spirit of fun alive.**

By Maggie Look

Illini Bluffs High School's 41st Madrigal was held on Dec. 5th and was a night full of music, dancing, and laughter. From the 5th graders acting as a choir of orphans to the five high schoolers with speaking roles, there was something enjoyable for everybody.

The dinner itself consisted of three courses: soup, pork, and bread pudding. As in the past, most people found the most enjoyment in the steaming wassail, a hot mulled cider, that was served as a drink.

The Chamber Singers performed a total of 14



songs, all of which were executed beautifully. While serving the meal, Concert Choir performed a song of their own. Recorders played while food was being eaten, and two trumpeters played the fanfare at the end of courses. It was truly a night of the utmost musical talent, and the crowd was blown away.

Despite the its suc-

cess, the night was bittersweet for the seniors as it was their last show. "I hope that the students following me can find as much enjoyment in Madrigal as I did my senior year," said Lily Watts, a senior in Chamber Singers. While the seniors' Madrigal days are over, they were happy with their last successful performance.

Taking a break from singing, Chamber Singers eat dinner during one of the serves. The Chamber Singers performed many songs throughout the night, delighting all. "I think Madrigal went great," said Drake Shafer (bottom row, third from right). "It's always a wonderful time for families to get together to celebrate this great time of year."

## [Insert Cheesy Title]

By Sam Giftos

In Biology II, students were put through the daunting task of dissecting rats. Throughout the week they studied mammals and the mammalian evolution. "They will learn

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## One Teacher Two Lessons

By Mandy Seybold

Mr. Armstrong, the Seventh and Eighth Grade History teacher, is teaching his classes two different subjects this week. Because the campaign marathon is currently going on, the seventh grade classes are mainly focusing on it.

Through this, the seventh grade history classes are learning about the election process. In the past few days the students have focused on why the candidates start

campaigning so early before the actual presidential election and the origins the different parties. Their project for the week was to go to *Inside-with.com*, where they took a survey and it would match them to whichever candidate they were closest to, “the students who were matched with Donald Trump seemed very surprised by the fact” stated Mr. Armstrong.

The eighth grade classes, however, learned the history of immigration in our country. Mr. Armstrong explains this lesson allows

students to explore the past to assess the country’s current relationship with immigrants and form their own opinions on the subject. One of the issues students seemed to have the most input on was children escaping child labor of developing nations. Mr. Armstrong stated “they came up with ways that they could stop child labor.” The proposed solutions included a boycott of immorally manufactured goods, and donations to aid them. It was very important to them that all children could have a childhood.

## Cheesy Title Cont.

about changes in body structures, such as the skull, to accommodate the changing features of different species,” said Biology teacher Mrs. Walser.

This was the last dissection for the students this year. Biology II student Lucas Sondgeroth

said, “This dissection was the most similar to us, and rats do not have a cloaca [urinary canal].” They compared the anatomy of the rat to other animals, created a cladogram to determine relationships among species, and discovered changes made by the human species.

The students will

now have to use all the information they have obtained and use it in a project.

Mrs. Walser said, “They will be using all of their comparisons and this can be difficult with four months of information to draw from.”

## Finding Purpose

By Maggie Look

Mrs. Roderick’s English 9 classes spent last week finishing up a unit on Author’s Purpose, the author’s reason for writing. Part of their evaluation was to read a *Tumblr* post that Taylor Swift wrote to Apple; after

reading, they had to figure out her purpose for writing, consider what influenced her to write the post, and list the tactics used to get her point across.

Identifying an author’s reason for writing gave students the chance to figure out the “why” behind pieces of writing; it wasn’t just told to

them. Doing this gave them valuable practice in breaking down pieces of writing. By learning an author’s purpose, they looked deeper than surface-level into a piece. It was no longer just a story; it was a piece of writing with intent behind it.

Learning why authors put so much work into their writing was the nat-

## The Subjects of 5th Grade

By Bethany Cusac

The fifth grade learned a great deal this week in Social Studies and Reading pertaining to foreign countries. The eventful week consisted of learning about European explorers and expanding their knowledge through watching videos, labeling a map of the voyages taken by the explorers, and playing a game called “Walk the Plank” using the school’s Chromebooks. They have been doing a lot of reading this week about history.

In Reading, the students read a nonfiction story called *Passage to Freedom* by Ken Mochizuki. The story is about Refugees in World War II fleeing Poland to escape the threats of the Nazis and the crucial decision of a Lithuanian man that saved thou-

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ural next step after these students spent most of the first semester learning about the content of stories and the form they’re in, how characters are developed, and how symbolism is used to give stories a deeper meaning.

English 9’s Quarter 2 Exam will be the week

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## 5th Grade Cont.

sands of people by issuing visas for people when the Japanese government refused him more. After reading the story, each student wrote a letter from a refugee's point-of-view to the person that saved them.

## Purpose Cont.

of December 14th. Mrs. Roderick also encourages all of her students to take the final exam whether they're required to or not, as it will offer preparation for college classes where finals are mandatory.



Last week Illini Bluffs performed their annual Senior's Lunch-in. The Illini Bluffs Middle School student council served the turkey lunch while Santa made a surprise appearance. The Lunch-in is a wonderful tradition meant to honor the community's seniors and will hopefully continue for many more years.

## Second Grade Take On Spiders

By Lexie Swardenski

At Illini Bluffs Elementary, Ms. Caudell taught her class all about spiders! I know what you're thinking... *EW!* However, she did a phenomenal job educating her students with fun activities and lessons.

Ms. Caudell started out her lesson by reading nonfiction books full of information about what a spider is, the importance of their webs, and fun facts. One of the many facts the students learned was that spiders help with eliminating pest insects from gardens, schools, homes, and farms. Ms. Caudell also incorporated art into her lesson! The second graders were to draw unique, creative webs to present to the class.

Ms. Caudell assigned her students to read a folktale about how spiders weave their webs, as well. In this folktale, a spider wants to catch a fish and a conniving turtle explains to him that he has to "weave" a net in order to catch one... but the spider doesn't know how, so the turtle ends up stealing the fish. The spider then realizes that he can weave a net with his web and he becomes victorious.

Even though many people may be afraid of spiders or just do not like them, Ms. Caudell's second grade class gained a new appreciation and respect for spiders because of what they do for our environment.

## Just Google It

By Parker Hewitt

In Mr. Carr's 8th grade computers class, they created presentations in both Google Slides and PowerPoint in order to compare the two programs. Each student could choose any country around the world to research and cover in their presentations.

The students had to include specific details about their country and the culture of its inhabitants. A few of the requirements were the country's flag and what it represents, the leader, population, land area, monetary unit, and the goods they import and export. They also researched the selected country's culture, such as: popular sites to visit, important historic events, the main lan-

guage spoken, popular food recipes, and national traditions.

Even though the main goal of this project was to compare the two programs, the students were also able to open their eyes to a different country and see how its citizens and culture compare to themselves. According to Mr. Carr the students, "particularly enjoy learning about recipes from the countries."