



Porcupine Press

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Same Clothes, Four Days, Anybody Notice?

INTRODUCTION

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Nashua 7th grade English students read a true story about a respected Mexican man who wore the same outfit every day. This prompted a discussion about culture and clothing expectations. Nashua 7th graders and their teacher, Mrs. Bengochea, decided to attempt a research project answering the question “Will people at Nashua Schools be treated negatively if they wore the same outfit to school Monday through Thursday?” The rules were that you had to wash the clothing every night, and you could only tell your parents what you were doing. All students and their teacher were members of the research team. Those participating by wearing the same clothes were 4 females, including the teacher, and 4 males. Three other students—2 females and 1 male—helped by observing.

ABSTRACT

Nashua 7th grade English students hypothesized “Yes, people would be treated negatively at Nashua Schools if they wore the same clothes four days in a row.” We decided to use as our operational definitions (the means by which we specifically measure “negativity”) looks, tone of voice, whispers while people were looking at us, and verbal comments to any member of

the 7th grade class or teacher.

CONTROL GROUP

We had a control group consisting of three students, 1 male and 2 females, who did not participate in the research except to help observe reactions to fellow researchers.

VARIABLES

Independent Variable: the same outfit worn daily, Monday through Thursday

Dependent Variables: looks, tone of voice, whispers, and verbal comments to members of our research team

Extraneous Variables:

1. We could not tell sometimes if looks we got could have been normal looks or negative looks.
2. If someone told someone else in the school about our project, then that could've changed the way people reacted to the outfits.

PROCESS

We wore the same clothes on Monday, September 28th through Thursday, October 1st. Before we started our research project we predicted the kinds of things people might say and wrote them on the board. When we convened at the end of each day—7th grade English class is the last period—we related any comments people made and put a tally mark by the things they had said. We also kept a tally of whether a girl or a boy said the comment(s). We added the comments up. We added the total number of girls and boys who said comments and divided that number by the number of students and adults in the school (we took ourselves out). Six students said 8 comments, so we divided the number 6 by 156 people to arrive at a percentage of people who remarked about our clothing, ≈ 4%.

ANALYSIS

Because those 4% who made comments did not always talk *negatively* about our clothing, we decided that they could've just asked out of curiosity, and not meanness. This also means that \approx 96% of the school population either didn't notice, didn't care, or *did* notice but chose to be polite.

CONCLUSION

We conclude that our hypothesis was wrong. We predicted "Yes, people would be treated negatively at Nashua Schools if they wore the same clothes four days in a row." We conclude, based on our 4-day research project results, that the Nashua School community is nonjudgmental and polite when it comes to people's wardrobes, and people will not be treated negatively because of their clothing. Individual conclusions follow:

Sandy Viste says, "I learned that people won't treat us differently if we wear the same clothes all week long. They might look at us weird and talk about us. People at Nashua are polite and don't want to hurt your feelings. It's good that Nashua is nonjudgmental."

Jordan Keys says, "I learned from this experiment that not all of a school will judge you. The girls in NHS are the ones who notice the most, because only one boy made a comment."

Amanda Buckles says, "We learned that not many people are observant, and the ones that did ask us about it didn't treat us differently. Some people might have noticed and were trying to be polite, or they just didn't care. It's nice to know how the people at our school treat us."

Ilah Carpenter says, "I learned that we will not be treated different if we wear the same clothes for four days. People made rude looks and some were just curious. Nashua School will judge by who we are and not by how we look."



Thank you, Nashua School."

Jeff Yoss says, "I learned that 4% of the people in the school did care, and 96% of the people didn't care. We got some weird looks, but I quit two days into the research."

Trenten Stahl says, "I learned that nobody in our school really ever pays attention to us, and that nobody cares what we wear. And I also learned that WE ROCK!"

Ryan Scanlan says, "I learned that 96% of the people in our school care less that we wear the same clothing every day. Also that girls say something about it more than boys."

ChyAnn Clampitt says, "I learned from our experiment that if you wear the same clothes for 4 days, people will not treat you different. People might say stuff, but not in a mean way. They were just being observant. I also learned that some people might not even notice that you're wearing the same clothes even if you live with them. It's good though, I think, that the people in our school won't treat us different when we wear the same clothes."

MyKayla Lauckner says, "What I learned from this experiment is that people ask about it, but they don't treat you different. 4% of our school noticed, and 96% didn't. I kinda like this undercover stuff. It was mostly girls that noticed. I'm glad that our school isn't judgmental."

Ryan Padden says, "I learned from this experiment that our school did not care about part of the 7th grade class wearing the same clothes for 4 days. It was a fun experiment. We had the thought that we would be teased and threatened to change our clothes. But the experiment turned a different way. We did not get very many comments, or hear a lot of negative talk about that. I'm very proud of Nashua School for acting that way. So the experiment was a bust, and I'm very glad to wear different clothes tomorrow!"

5th Grade News

The fifth graders have been very busy lately. They made rain sticks using tubes and toothpicks and then designed them. They made tessellations out of leaves, and also EVERYONE in the 5th grade is in basketball.

In math they are working on multiplication and they do time tests and math facts on the computers every day. Once they get their good marks, they get to go bowling. "We have all been enjoying Mrs. Rock's apples!! Thanks Mrs. Rock and Mr. Rock!" said Chase Williams about their teachers treats.

Ziggy Reports

September 24th a story teller and singer came to Nashua. She told stories and sang a song. She taught us how it goes and we sang along. Then she taught us a Indian dance. We all had fun.

By Jaelle Chamberlain

~Senior Profile~

Name: Rachel
Age: 17 almost 18

FAVS

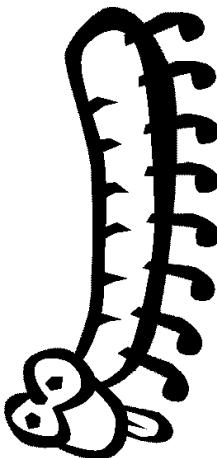
Color: Blue
Subject in School: Art
Hobby: Taking Pictures
Song: *Faithfully-Journey*
Movie: Remember the Titans
Drink: Dr. Pepper
Food: Chicken Enchiladas
School lunch item: Turkey Croissants
Animal: Dog
Season: Summer
Holiday: 4th of July
Quote/Motto: "Don't worry; It'll be dark" –Seniors
Spirit day (twin day etc.): Favorite Decade Day
Sport: Volleyball
Teacher: Mrs. Hanson
Person: My Parents
TV Show: *So You Think You Can Dance?*
College Basketball Team: Tennessee
Classmate: Everyone

OR'S

ER or MASH: ER
Scrubs or Friends: *Friends*
Grey's Anatomy or House: *House*
Cat or Griz: Griz
Football or Basketball: Basketball

Video games or Internet: Internet
Myspace or Facebook: Both
Collage or NBA: College
Harley or Dirt bike: Dirt bike
Capris or shorts: Shorts
Glass or Mirrors: Glass
Straightener or Curling Iron: Curling Iron
Flip Flops or Sandals: Flip Flops
Tennis shoes or High Heels: Tennis shoes
Timone or Pumba: Pumba
Marlin or Dori: Dori
Little Rascals or Sandlot: *Sandlot*
Matlock or Andy Griffith: *Andy Griffith*
Swimming or going to Movies: Swimming
Lake or Pool: Lake
Advice to Faculty: Have fun
Advice to Student: Enjoy your high school years
Life Philosophy: Still workin' on it
Glass 1/2 full or $\frac{1}{2}$ empty? $\frac{1}{2}$ full
If you were on a deserted island who wouldn't you want to be stuck with? Annoying people
If you were on a deserted island who would you want to be stuck with? People I get along with
Plans for future? Go to college
Who is your Idol? Cassidy Dahl
When you were little what did you want to be? Doctor
If you could only eat one food for the rest of your life what would it be? Pizza
What would you do if you couldn't do whatever you loved? Find something else that I really like

THE VERY HUNGRY CATERPILLAR



Nashua K-5 students participated in the Jump Start Read for the Record on Thursday. The goal was for to have over 1 million people read the same book at the same. The fifth graders acted out The Very Hungry Caterpillar by Eric Carle while the story was read to the rest of the elementary. Ms. Mehl, school librarian, organized the event.



Third Grade Update

The third grade class studied the Sonoran Desert in Science. We studied it in September. The class learned about many different animals like the Gila monster. Then we made animals and cactus plants and put them out in the hall. We read a book called The Cactus Hotel about the Saguaro cactus. Our class drew desert animal shelter pictures and then wrote a report about the pictures. Then we watched a movie about the Sonoran Desert. It was a funny movie! Studying the Sonoran Desert was great!

Written by the Third Grade class

Eli Zeluff's Scarecrow

My scarecrow is really colorful. It was hard to draw. He is yellow, green, pink, purple, and blue. His face is pink and purple. His name is Bob. He scares crows and sits in a field all day long. He is 4 feet tall. His hands, feet, and face are yellow. He hates crows. When it is cold they take him in. His nickname is Huba Buba. His favorite holiday is Halloween. Bob is 10 years old. He scares me a lot. He is made of straw. He is scared of dogs.



Brennan Peters's Scarecrow

Hi! I am Jim and I have patches on me. I live in the corn. It is not bad. I do not scare anybody. I attract crows. I am sad. I am happy in my home. I like crows. They like me. They talk to me. They are fun to play with. I am happy. It is fun being me but it gets lonely at night. Some nights I look to the stars and hope I will be one in the future. Now I am in the big dipper because I wished on a shooting star.



Ethan Viste's Scarecrow

One day a scarecrow saw a crow. He put his arm out and the crow landed on his arm. Jim the scarecrow lives in a cornfield. His only friends are crows. They are mean to him. The crow left to get the whole pack of crows. The whole pack of birds couldn't fit on Jim. There were a lot of crows. Jim liked to scare things.

Sawyer Sibley's Scarecrow

His name is Patch. His best friend is Bob. He has about 20 patches. He has a weird leg. He has two green eyes. He has a pencil. He has a pocket.

Lauren Padden's Scarecrow

One day a scarecrow was built. He had a red hat and a blue coat and brown pants. He was very scary. He could talk. His name was Friday. His favorite thing to do is to scare people off. His favorite day is Friday. He scares crows away. He has a patch on his pants. I like to see him all the time. His favorite month is October. He likes it because he gets dressed up as a witch. I let him have some candy. He is really fun. I go to him when I am sad.



Anika Peters's Scarecrow

My scarecrow is dark blue and light blue with a black cap. He is supposed to scare a black bird. His name is Patches. He is pretty weird but he is still funny. I like him. He lives in the garden. He eats corn. He lives by a house.

From the Counselor's Desk:

Financial Aid Night for Parents of students in grades 7-12

Are the acronyms FAFSA and EFC foreign to you? Join us on December 10 at 6:30 to learn all about the financial aid process and scholarships.

Cory Chenoweth, GEAR UP financial aid manager, will be in Nashua on the evening of December 10th to present information to parents and students on all the aspects of Financial Aid. All parents of Nashua students are encouraged to attend this financial aid information night. Cory will give a presentation and then be available to answer any questions you may have. Mark the date: December 10 at 6:30. Cory will then give financial aid presentations to the 7th and 8th graders on December 11th.

Upcoming Deadlines

October 31: Coca Cola Scholars applications due: www.coca-colascholar.org (Seniors)

November 1: Voices of Democracy Program: (9-12 grades)

November 1: Central Intelligence Agency: Undergraduate Scholarship Program

November 2: 2010 Prudential Spirit of Community Awards application due: open to volunteers in grades 5-12

November 6: GEAR UP Achievement Grant due to Miss Rorvik (Juniors)

Why do we EXPLORE, PLAN, and ACT?

The 8th and 10th graders at our school just completed a part of College Board's EPAS system. EPAS is a series of tests that were developed in response to the need for all students to be prepared for high school and the transitions they make after graduation. EPAS helps students identify and establish career and educational options, determine courses needed to fulfill plans, and evaluate education and career progress. EXPLORE serves as the entry measure of academic progress in the series of longitudinal assessments that constitute a component of the ACT College Readiness System. The longitudinal assessments also include PLAN (grade 10) and the ACT (grades 11 and 12). All three programs share the same score scale, enabling educators to seamlessly document student progress in grades 8 through 12. EXPLORE is an early indicator of college readiness, an effective tool for planning high school coursework, and a useful career exploration and planning program. The PLAN program helps 10th graders build a solid foundation for future academic and career success. It is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. The ACT, you take in the spring of your junior year or as a senior, assesses high school students' general educational development and their ability to complete college-level work. The test consists of multiple choice tests covering English, mathematics, reading, and science. The Writing Test is optional and measures skills in planning and writing a short essay. All three tests include a needs assessment, plans and background information, and an interest inventory. The needs assessment collects information about students' perceived needs. The plans and background section gathers information about students' school coursework plans, educational and career plans after high school, and other relevant background information. The interest inventory helps students explore personally relevant career options. For more information on any of these tests visit www.act.org.

Score results should be back for the 8th and 10th grades in 4-6 weeks. These results will be shared and discussed with students. Please feel free to call or visit with Miss Rorvik about these test results.

Nashua Student Council is once again selling school clothing. If you have not received an order form look outside the school office on the window ledge or call Miss Rorvik.



the Box Tops

buzzzzz



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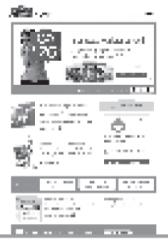


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Box Tops Success Story: Tesago Elementary



Congratulations to Tesago Elementary School in New York, who earned over \$2,000 through Box Tops last year. They used the money raised to bring museum programs to school, invite writers to do workshops with the students and fund a parent-student reading program. To see more success stories, go to btfe.com and click on Share.



Hungry for Halloween? Find scare-riffic recipes now at btfe.com!

Homecoming Tonight in Glasgow

Brandon Hansard, NHS junior, and the Glasgow Scotties take on the Wolf Point Wolves tonight at 7:00 PM. Coming off a tough win, 13-6, against Malta, the Scotties are looking for a homecoming win. Brandon hopes everyone gets out to the game to support him and his team tonight at Scottie Field. Also dressing out for the Scotties are freshman Austin Strong and sophomore Tyrel Olson.

Junior High Volleyball Wraps Up Season

The junior high volleyball season came to a close last weekend for a group that started out with six sixth graders, no seventh graders, and one eighth grader in the beginning. Although they didn't win any matches, they won some games and improved greatly on their skills throughout the season. Towards the end of the season, they gained one new eighth grader and ended their season with a positive outlook.

"We ended our season with some of our best playing at Saco, where we played Whitewater and Saco. Although we did not win a match, we won a game in both matches. The girls should be very proud of how well they played," said Coach Diana Canen.

Congratulations the junior high volleyball players who were MyKayla Lauckner, Sandy Viste, Shae Fisher, Ilah Carpenter, Kira Rosencrans, Emily Skyberg, Faith Keys, Chloe Koessl, Madison Sibley, Natasha Chamberlain, and Mahalia Glasoe.

Lady Porcupine Volleyball Hits Rough Stretch

The Lady Porcupines lose six straight games as they suffered through sickness and injury. The look to be back on the winning track as they take on Saco/Hinsdale today.

On Friday, September 25, the Lady Porcupines made their way to Scobey. The Spartans came out with the win, but it took them four games to do so. The final scores were 25-10, 22-25, 25-9, and 25-10. Total team stats included: kills: 9 (Kassidi Sibley 6), assists 13 (Rachel McMurry 6), digs 50 (Sibley 6), blocks 20 (Sibley 9), aces 7 (Sibley 3).

On Saturday, September 26, the Fairview Warriors traveled along the hilne to the Nashua gymnasium. Despite missing senior, Kassidi Sibley and junior Taylor Trang out for injures, the young Porcupine team played real tough. Their defense was very strong, and they played with real enthusiasm. The final scores for that game were 25-17, 25-7, and 25-14. Stats for that game included: kills 13 (Darbi Borgen 6), assists 13 (Rachel McMurry 12), digs 40 (Borgen 14), blocks 1 (Freia Henz), aces 4 (Lacey Fortin 2).

On Friday October 2, Westby-Grenora Gophers came to the hometown of the Porcupines. This game would be the very last home game of the season for the Porkies, so like we always do, we recognized the 3 seniors. Rachel McMurry, Kassidi Sibley, and Freia Henz all walked their parents/host family out on the court proudly. The Gophers defeated the Porcupines in 3 games: 25-16, 25-14, and 25-19. Stats for the Porkies were kills 13 (Kassidi Sibley 5), assists 10 (Rachel McMurry 9), digs 30 (Sibley 10), block 3 (Sibley 2), aces 13 (Darbi Borgen, Mary Damon 3).

October 3 the Porcupines made their way to the annual Circle Tournament. The first match was against the Ekalaka Bulldogs. The Bulldogs defeated the Porkies in 2 of a best of 3 with scores of 25-14 and 25-13. After losing to the Bulldogs, they were set to play the Scobey Spartans. The Spartans beat the Porkies, 25-17, and 25-10. This was a double elimination tournament, so loser was out, and the Porcupines were on their way home.

On October 6th, the Porcupines traveled to Culbertson. The Culbertson Cowgirls defeated the Porcupines in 3 games: 25-19, 25-18, and 25-7. Stats for that game were the following: kills 14 (Kassidi Sibley 6), assists 16 (Rachel McMurry 14), digs 34 (Sibley 10, Darbi Borgen 10), blocks 2 (Sibley 2), aces 1 (Sibley).