

# Calendar of Events

## PROFESSOR STEPHEN GREENBLATT PUBLIC LECTURE

MARCH 25, 2014

Cambridge Public Library  
449 Broadway, Cambridge, 6 p.m.

Join Stephen Greenblatt for an informal talk titled "Shakespeare and the Pleasure of Tragedy." Greenblatt is the John Cogan University Professor of the Humanities at Harvard, and his recent book, *The Swerve: How the World Became Modern*, was awarded a Pulitzer Prize in 2012. In its citation, the Pulitzer board described Greenblatt's book as "a provocative book arguing that an obscure work of philosophy, discovered nearly 600 years ago, changed the course of history by anticipating the science and sensibilities of today." Join us for this talk about how Shakespeare and his age rediscovered the peculiar taste for stories of downfall and death. Lecture is free and open to the public. For more information, call 617-349-4040.



## FAMILY CULTURAL EVENT: DOMINICAN CARNIVAL!

MARCH 29, 2014

Peabody Museum  
11 Divinity Ave., Cambridge, 2-4:30 p.m.

Join the Asociación Carnavalesca de Massachusetts, known for its participation in Latino cultural festivals and as an ambassador of Dominican culture. Carnival participants can celebrate with games, crafts, and traditional tales; join the parade as *diablos cojuelos* ("limping devils"); and cavort indoors in traditional costumes. Regular museum admission rates apply. For more information, visit [peabody.harvard.edu](http://peabody.harvard.edu).

## FROM DARWIN TO DNA: THE GENETIC BASIS OF ANIMAL BEHAVIOR

APRIL 2, 2014

Harvard Museum of Natural History, Geological Lecture Hall  
24 Oxford St., Cambridge, 6 p.m.

How do certain animals, such as wild mice, evolve their most critical survival traits, including skin coloration, body shape, and the ability to dig elaborate tunnels in order to hide from predators? How fast can successive generations acquire visible traits, and how do animal genes and behavior interact? Evolutionary geneticist Hopi Hoekstra and colleagues have combined extensive field research with the latest techniques in DNA analysis to unlock one of biology's most elusive secrets: the genes that control behavior. This lecture is free and open to the public. Free event parking is available in the 52 Oxford Street Garage. For more information, visit [hmn.harvard.edu](http://hmn.harvard.edu).



## "SPRING INTO HEALTH" ARBORETUM WALK

APRIL 6, 2014

Rhoda Kubrick, Arboretum docent  
Arnold Arboretum, Hunnewell Building  
125 Arborway, Boston, 10 a.m.

Break out of winter dormancy and get that sap flowing! Explore the less-traveled paths of the Arboretum with a brisk walk designed for getting fit. Pause to hear about interesting plants while you catch your breath. This activity is free, but registration is requested. Visit [arboretum.harvard.edu](http://arboretum.harvard.edu) for more information. In case of inclement weather, contact 617-384-5209.



## CAMBRIDGE SCIENCE FESTIVAL

APRIL 18-27, 2014

Various Times & Locations

The Cambridge Science Festival, the first of its kind in the United States, is a celebration showcasing the leading edge in science, technology, engineering and math. A multifaceted, multicultural event every spring, the Cambridge Science Festival makes science accessible, interactive, and fun! An annual festival highlight, the Science Carnival & Robot Zoo will take place on Saturday, April 19th, at the Cambridge Public Library. Also be sure to check out 'Science Meets Art' at the Harvard Allston Education Portal on Wednesday, April 23. Harvard University undergraduates will host an assortment of hands-on activities and demonstrations to explore the intersection of art and science. For more information, visit [cambridgesciencefestival.org](http://cambridgesciencefestival.org).

## ARTS FIRST

MAY 1-4, 2014

Various Times & Locations

Harvard invites you to four days of non-stop art. The annual ARTS FIRST festival celebrates student and faculty creativity at the University. Around half of Harvard's 6,600 students participate in the festival each spring. More than 225 music, theater, dance, film, and visual arts events, most free of charge and open to the public, are on tap. Whether you are a fan of a cappella or bhangra, tap or Tchaikovsky, installation art or painting, improv comedy or pipe organ performance, ARTS FIRST has an arts experience for you. For more information, visit [ofa.fas.harvard.edu/arts](http://ofa.fas.harvard.edu/arts).



HARVARD UNIVERSITY

Community Connections

# Connections

CAMBRIDGE

Winter 2014

## Cambridge 6th-graders Learn at the Harvard Museum of Natural History

Hundreds of Cambridge 6th-graders flocked to the Harvard Museum of Natural History (HMNH) this week, exploring what Wendy Derjue-Holzer, the museum's education director, called the great "lab" of Cambridge Public Schools (CPS).

While preparing for a 12-week geology unit for all Cambridge 6th-graders, CPS leaders enhanced their in-class curriculum by collaborating

with the HMNH to build an impressive and exciting program.

"The fossil sets we had in the classroom last year - little shells - just couldn't compare to the large fossils here," said David Suchy, a science teacher at Rindge Avenue Upper School in Cambridge. "There's content, and then there's inspiring kids to want to learn. Those big, inspiring fossils are right here at the museum."

Together, Harvard, including HMNH staff, and CPS leadership built a full day of programming for all Cambridge 6th-graders, including an hourlong class on New England's prehistoric past, exploring the galleries, and closely examining fossils from the Cambrian and Triassic eras and the Pleistocene epoch.

"HMNH is all about kids [in local schools]," Suchy added. "It couldn't

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be a better relationship. They're very accommodating and always on board to help."

For Derjue-Holzer, the opportunity to bring classrooms into the museum is an opportunity to make great strides in advancing student learning.

"The museum really is a lab for the schools," she said. "When you're here with your family, you're here to explore. When you come with your class, you are coming here with a learning agenda: there are specific things that the museum, the teachers, and the schools want students to take away from the experience."

"And obviously, they don't have a Kronosaurus at their school," she added with a smile, referring to the museum's 42-foot-long prehistoric marine reptile, the only mounted example of its kind in the world.

HMNH provides a range of options for educators, including classes for grades K-12, self-guided visits, after-school visits, and tailor-made programs."

Derjue-Holzer noted that CPS is a great partner and easy to work with. They represent just some of the 35,000 students and teachers who visit the Harvard Museums of Science & Culture, which includes the HMNH, each year.

"When they came to us, it meant that the museum was creating something that was really useful to them," she said. "I'm a former teacher, so I know the school side of things - and for me, it's really important for it to fit closely with that curriculum. It's wonderful to be able to work with CPS to provide content for a clear, curriculum-based purpose."

To learn more about other educational outreach programs at Harvard that engage local K-12 students, visit [community.harvard.edu](http://community.harvard.edu).

### Check out our *redesigned* website

The Community Connections website, [community.harvard.edu](http://community.harvard.edu), features news, information, programming highlights, and events in Harvard's host communities. Stories and information cover an array of topics: from educational programming, research updates, and public service activities in Cambridge and Boston, to resources for job seekers, professional development for schools and teachers, and family activities and opportunities. Stay connected through [community.harvard.edu](http://community.harvard.edu)!



### Sign up for *e-Connect*

To stay in the loop about upcoming Harvard events and community news, sign up to receive our monthly e-newsletter *e-Connect* by emailing [community@harvard.edu](mailto:community@harvard.edu). Or visit us at [community.harvard.edu](http://community.harvard.edu).

## A 'Mutually Beneficial' Relationship in Harvard Labs

In a conference room of the BioLabs building, three high school seniors from Cambridge Rindge & Latin School (CRLS) considered the impact that their senior internship - working hands-on in a Harvard research lab - might have on their upcoming college careers.



"I'm thinking about a career in the physical sciences, either chemical engineering or biochemistry," said Andre Dempsey, an intern who will be attending Harvard next fall as a freshman. "So it'll be great to have that connection, and to have that lab experience even before I'm a student here."

Another intern, Ariella Schear, who plans to attend Yale next year, said, "I'm really excited about it. The research is amazing, and we're really lucky to have this opportunity."

The students are members of the CRLS Marine Science Internship Program at Harvard that provides a transformative

experience for local students, giving them hands-on experience in a lab working alongside Harvard graduate students and researchers on projects that have real-world applications. The program is a result of a partnership, forged in 2006 between Paul McGuinness, the marine biology teacher at CRLS, and Peter Girguis, the John L. Loeb Associate Professor of Natural Sciences of Organismic and Evolutionary Biology at Harvard.

"It's some of the best experience that students can have in their entire high school careers," McGuinness said. "It's a different level of academics: much more rigorous, intensive, and fun, where they can apply everything they've learned in high school." In fact, he added, the internships have overwhelmingly influenced students to pursue careers in science - "almost all [former interns] are in the sciences, from undergraduate through postgraduate careers."

Girguis studies microbes that live in the deep sea and develops instruments to better study those microbes, understanding how those microbes function and promote life across the planet. Working in his lab, the student interns will be paired with a grad student or postdoctoral student who will serve as a mentor throughout the internship, and they will conclude

their internship with a capstone project reviewing their work in the lab. Having students become "active and participating members of the lab," Girguis said, has been both very rewarding and shown how effective working in the lab can be for young students.

Structured to be mutually beneficial for both interns and lab staff, the program allows graduate students the chance to communicate their research, connect with the next generation of scientists, and have hands-on assistance in the lab. "It's definitely not just a one-way process," McGuinness said. "We're always looking for labs who are willing to take on interns."

For Girguis, the program allows Harvard to make a powerful difference in the lives of the members of its community - what he calls "an intrinsic part" of Harvard's mission.

"Engaging local students in the research that we do is a very effective way to earn the respect of the community," he said. "To let kids in our community see what we do every day, and give them a chance to learn from it."

To read more about the CRLS Marine Science Internship Program at Harvard and more educational programs like it, visit [community.harvard.edu](http://community.harvard.edu).

## Project Teach Readies Cambridge Students for College

An educational program designed for all 7th-graders in Cambridge Public Schools (CPS), Project Teach at Harvard began more than 25 years ago. The goal of the program is to provide an early on-campus experience to help raise the educational aspirations of CPS students, and the program includes visiting with current undergraduate students, touring classrooms, and seeing firsthand what it's like to be a college student at Harvard.

This year, a newly enhanced Project Teach integrates current research findings from

the Harvard Graduate School of Education (HGSE), with the support of two HGSE student interns. These improvements will increase students' college-going identity, which research shows is a critical component to college readiness.

Students will also now have the opportunity to select and experience an interactive presentation in the area of science, the arts, history/social sciences, or English literature. In addition, 7th-grade teachers will receive Project Teach activities, similar to lesson

plans, that provide in-classroom opportunities for reflection and discussion around college-going identities and the Project Teach experience.

One CPS teacher who accompanied her students to campus during Project Teach said, "We had a wonderful day at Harvard. The students said they enjoyed the entire visit but what they really liked was the question-and-answer session with the two undergraduate students. They had so many questions and were really intrigued by what the undergraduates were saying."

Student participants also shared their thoughts. "I liked hearing from real college students," said one. "The history surrounding Harvard and its Schools was interesting. I found the concept of winter break studies fun and did not know you could take classes just for the fun of it."

To read more about Project Teach and other educational programs offered to CPS at Harvard, visit [community.harvard.edu](http://community.harvard.edu).

