

THIS WORLD RIGHT HERE



Taking over the world!

By Jessica LaFreniere

Our World History class played a game that resembled the real world dynamic of countries claiming different pieces of land. As students walked into class one day we all noticed masking tape circling a large part of the classroom. When class began we were all told that we would participate in an activity in which we would use masking tape to claim different parts of the classroom as part of our 'land'.



The game started with each student claiming a small piece of land that would represent our home land. Next, Mr. Richards wrote down the first letter of our names (A's, E's, J's, etc.) to represent when we were allowed to tape down lines that represented pieces of land we were conquering. For example, every person that had a name that started with the letter J could tape a line when that letter was drawn from the cup.

Afterward, Mr. Richards gave us the rules. The rules included: each time we made a line, it must first be a straight line and could only be three steps away. Each step we take can only be as far as our legs could go, and each line had to be attached to either our original square or another line we already started. If we ran into someone else's line we had to play rock-paper-scissors, and who ever won two out of three times got to decide what would happen. For example, if I were to run into someone's line and I were to win the games, I would get to decide if I got to take over their line or if we shared the line. The loser would have to accept the new terms.

This game went on for almost two or three class hours. Each day the floor got more and more filled up by each student. Some students decided to pair up and others stayed alone. The purpose of the game was to educate us on how it may have looked when rulers were fighting over land, minus the bloodshed and treaties. Running into another person's line and having to play rock-paper-scissors represented what it would be like to declare war on another county to claim a piece of land or it represented making a treaty with another nation. Also, drawing your initial line represented making borders for a country/nation. When the game came to an end, the room was filled with lines. This represented what a map of the land would look like with all different country borders. A fun game can also be educational if only you look closer.

Question(s) from the teacher: *What is one serious flaw in the game as far as simulating land claims and the creation of a territory?*

ANSWERS TO THE TEACHER, by Olga Burton

What is one serious flaw in the game as far as simulating land claims and the creation of a territory? This is the question that I got assigned to answer.

I would say that the students that were the makers of the territories did a fairly good job of playing this game, but when it came to accuracy there were a few serious flaws throughout it. This game supposedly resembled the real-world dynamics of what it would be like when territories were first being created. Although, it has many rules that conflict with how territories are actually made.

This game simulates what it would be like if it was a perfect world and one territory never really took complete control of another. In the real world, we all know that territories used to get completely taken over a lot. For example, if you were to take over the outer land of someone else's country it would only get you the outer area of that territory. You wouldn't be able to obtain the whole land. This flaw is serious due to the fact that it doesn't make it quite known who owns what exactly and in the real world this would lead to major disputes over who owns what land. This game does not capture the real-life element of the disputes due to the fact that in the real world many people don't go and mark their entire territory as theirs so often it goes as questionable ownership.

Also, land disputes are continuous and can't truly be solved with such a small solution such as rock-paper-scissors. Although this is a very absurd way of thinking about it, I mean to say that using such a small tactic to solve these problems isn't really going to help any. Many disputes over territories are still going on today. For example, the United States of America has disputes with Haiti, Colombia, Jamaica, Nicaragua, Honduras, Cuba, the Marshall Islands, Tokelau, Bahamas, and Canada. America and Canada even went so far as to create a physical line between them, and yet they still have disputes of who gets what. This flaw is serious due to the fact that it doesn't accurately represent what drastic measures would be taken in the real world to solve these disputes. Most likely these small disputes would cause a full-on war between these two territories.

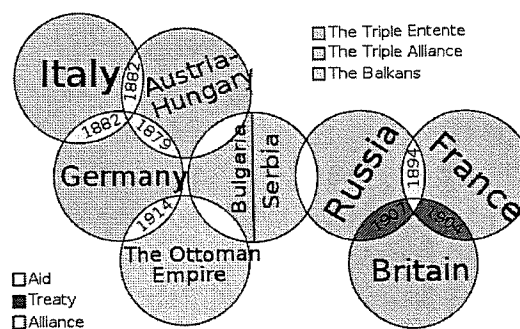
This game seems really fun and easy to play, but the fact this is so easy clearly means that some things need to be changed in order for it to get rid of these few flaws. Although, this game has some serious flaws they would easily be able to be changed.

The Causes of WWI

by Gage Anderson

Our 9th and 10th grade U.S. history class split causes of WWI into two groups: proximal and distal causes. A proximal cause is a cause that happens right before an event. A distal cause is a cause that happens way before the event and tends to be more of an ultimate cause or the most influential cause.

In my opinion, the biggest cause of World War 1 was the polarization of Europe. This was a distal cause because it started happening in 1877. It is a large cause because it split up Europe into two "teams": Germany and Austria-Hungary on one side and Russia, France, Great Britain on the other. Another cause was European expansionism, which happened because Great Britain and France were expanding around the world and the other countries in Europe wouldn't or couldn't expand. This cause caused Europe to split up into these alliances. I would see this as another distal cause because it also happened way before WWI. It began in the 15th century.



The main proximal cause was the Assanation of the Archduke Franz Ferdanand of Austria. This was a proximal cause because Europe was already split into two separate alliances and they were on the tipping point of war, and this is what tipped them. When he was killed by a Serbian assassin in Austria, Austria's alliance partner, Germany, wanted to fight back and this was the start of World War I. In my opinion, WWI started because of these three causes.

Question(s) from the teacher: *Wouldn't it be preferable to say something really simple like, "World War 1 happened because of this x right before it began"? Explain.*

ANSWERS TO THE TEACHER, by John Brady Robert

In the case of WWI, the situation was too complicated to say that. You could say something like that, but it is a very superficial answer to the question. It is not preferable or even correct because the situation was not that simple. It had to do with a chain of events, and causes and effects.

For example, in aviation, a chain of events is a term that refers to the concept of many contributing factors that typically lead to an accident, rather than one single event that caused it all. So, if a plane crashes and they need to determine why to figure out what went wrong, then they look at all the actions that led up to that point. Another good example of this is when you lose something. In order to find the thing that you lost, you begin to retrace your steps and try to remember where you lost the thing.

We can do this same thing with World War I. We can look at the events that led up to the war, and try and find out when it began. This is known as a chain of events. A cause and effect is when something (an event) happens which in turn makes something else happen. This idea goes hand in hand with actions and consequences, because they both have the same principal idea and concept. When something happens, it usually causes something else to happen or affects the overall outcome. These two things (a chain of events and cause and effect) relate to the cause of World War I because several things happened in chronological order which inevitably led to the start of the war.

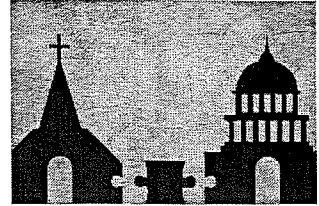
For example, leading up to WWI there were many events and triggers which affected something else, which ultimately led to the start of the war. Some of the crucial events that took place before the war were secret alliances being formed between countries and conflicts between countries regarding imperialism. These two events caused friction between several countries such as Italy, France, Germany, Great Britain, and Russia, which inevitably led to the killing of Franz Ferdinand, ultimately starting World War I. People just assume that whatever event happened right before the war was the one that started it all, but realistically, there were events leading up to that crucial turning point that people do not realize.

In the scenario of World War I, the main point or event that people think started it all is the assassination of Franz Ferdinand (the heir to the throne of Austria-Hungary). But all the events leading up to that one were just as crucial and important, because maybe without those earlier events, the assassination of Franz Ferdinand wouldn't have happened and maybe World War I would have never happened. All of the pieces leading up to that point are just as crucial as the (x) right before it began.

Church and State

Skylar Marsh

This quarter the junior and senior class learned about many different subjects, but I will be talking about “church and state”. In class, we learned about how church and state are two different things, but seem to correspond with each other in past times and in different parts of the world. For example, in the Middle Ages, the church wanted to gain allegiance from the hierarchy in the state that showed that they supported the church, and the state wanted to gain allegiance from the hierarchy in the church that showed that they supported the state.



Because of how things were in the Middle Ages, we now do our best to keep church and state separate. They used to be so closely bonded together and our founders wanted to avoid that. Today in the U.S., many people seem to care a lot about whether or not our president is religious or what religion they are. For example, 18% of Americans were extremely concerned with the myth about President Obama being a Muslim. According to the Pew Research Center, “Nearly one-in-five Americans now say Obama is a Muslim.” Some people came to this conclusion by seeing articles on social media, and others said they have inferred it on their own.

Another example showing that people care about the president’s religion is that people were suspicious of Mitt Romney due to his religion. Mitt Romney is a Mormon, which caught people off guard because Mormonism has had a checkered past in the United States. Because of his unusual religion, people were suspicious of him becoming president, so to some it became logical to associate him with a myth that went around about him banning tampons, because of his uncommon religion.

As stated in the United States Constitution, Article VI, “...no religious test shall ever be required as a qualification to any office or public trust under the United States.” In simpler words, despite the religion anyone is a part of or not a part of, it does not restrict them from running for office.

No matter what your religion is you can run for office, though when I say the word “can” it could be taken two different ways. You can run for office. There is nothing legally standing in your way and are no restrictions. As for the other type of “can”, if you do run for office, there is no guarantee anyone will vote for you and that may be because of your religion or your beliefs about your religion. Any person of any religion can run for office, but there are no guarantees people will vote for you, especially if you live by an unfamiliar religion.

Question(s) from the teacher: *How willing are Americans, then, to have a government that is not influenced by the views of particular religious groups?*

ANSWERS TO THE TEACHER, by Aedan Cole

When it comes to America, you would think that we as a people would be largely willing to have a government not influenced by religion because that is made clear in one of our amendments -- that anyone can follow any religion or no religion. Yet it would be hard to run a government without any religious bias or beliefs. This is because of that amendment that gives us freedom of religion because it means that anyone can worship their chosen religion. Therefore it is not like the government is going to deny anyone who follows a religion a position in the office, and no matter how hard we try we have beliefs that will make us and our decisions biased.

I believe that Americans would be willing to run a government that is not influenced by religion but it would be incredibly hard. For example, say you do only allow people that are atheists into the government. That will still cause bias. That is because there will always be atheists who are extremists and who think that everyone who follows a religion is a mindless drone and will be trying their hardest to exclude them from society in any way shape or form. (Now obviously this is an exaggeration but this is just meant to get my point across). That kind of atheist is biased, too.

Yet other than that flaw (which is pretty large), this system of not having anyone who follows religion in office would probably not work, most likely because not believing in any religion, if it guides your whole life, is in and of itself like a religion. To explain: The definition of religion that most people agree with is that religion is a set of beliefs set by a group of people to follow. Now atheists do have a set of beliefs believe it or not. They are that I (if I am the atheist) am not to believe in any higher power or to expect anything after death. So, therefore, atheism is a form of religion.

According to the meaning in my definition of religion, we would not have a government if we did not allow religion in the government at all. So in conclusion, Americans would be willing to have a government without religion but it would be extremely hard to do.

PROHIBITION by Jared Robert

In January of 1920, the United States was a dry country, and all places that produced and sold alcohol were forced to shut down. Prohibition was started by the Anti-Saloon League and the Women's Christian Temperance Union. These organizations achieved prohibition in the US by linking it to several progressive era social causes.

Prohibition advocates were primarily women who were domestically abused and claim their abuse was due to alcohol. The amendment that finally enacted prohibition was the 18th Amendment. Progressives trusted the federal government's ability to fix social problems through the elimination of alcohol. Even though advocates of prohibition felt very firmly that if you took booze out of the picture crime levels would go down, it was the restriction of booze that led to the rise of organized crime as we know it.



Al Capone was the most infamous prohibition-era crime boss and made over one hundred million dollars from the illegal distillation and sale of alcohol.

Both federal and state government lacked the resources to consistently and effectively enforce prohibition over the course of the 1920s. Originally, the enforcement of prohibition was assigned to the IRS and was later reassigned to the Justice Department and the Bureau of Prohibition. There was a decrease in the number of arrests for drunkenness and a 30% drop in alcohol consumption, yet the people who wanted to keep drinking found more creative approaches to getting it.

The illegal creation and sale of alcohol are referred to as bootlegging. This was common among those who wanted the repeal of prohibition. This went on through the decade as well as establishments called speakeasies, which were night clubs that served alcohol during prohibition. As prohibition came to an end, the high prices of liquor that was bootlegged indicated that our country's working class and lower class citizens were much more restricted during Prohibition than the middle class or upper-class individuals. The costs of law enforcement and jailing also became extremely expensive. Women were just as active in the repeal of prohibition as they were in the enactment of prohibition, as the Women's Organization for National Prohibition Reform led the drive for repeal. The organization argued against the moral effects of prohibition, the rise of organized crime, corrupt public officials, and an extensive disrespect for the law affected every American home across the nation.

Knowing that repealing prohibition would create jobs and revenue, Franklin D. Roosevelt ran for president and, after campaigning the repeal of prohibition (among other things), he easily won. In February of 1933, Congress adopted a resolution proposing a 21st Amendment to the constitution that would repeal the 18th.

Question(s) from the teacher: *Is the moral of this story that, if you want to be able to legally do something that is currently not allowed, you just need to break the law long and badly enough?*

ANSWERS TO THE TEACHER, by Elsie Burton

In the article, "PROHIBITION", by Jared Robert, he emphasizes that people in the 1920's continuously broke the law in order to obtain and consume alcohol. Throughout the article one might wonder whether or not it is necessary to break the law in order to eventually get the government to legalize it. I would argue that in some circumstances it is necessary to push the boundaries of law in order to get the government to acknowledge the public's position.

For instance, as seen in Jared's article, it wasn't until the public's push against the law banning alcohol moved future political figures to realize that the law would not be able to withstand the judgements of the public. It was the constant consumption and illegal activities caused by alcohol that law enforcement and the government had to do something about.

So, is it necessary to break the law long and hard enough for the law to be changed? In some cases it is not necessary if you have a large enough following that you can sway the views of the majority; however, if the issue was caused by a decision the government came to a consensus on, it is likely that the public, in order to be heard, must push the boundaries of law. This can be seen all over history such as in both the civil and women's rights movements.

The reason the law needs to be broken in order for it to be changed is because each individual person has very little power when it comes to the United States government. Because of this, people have to act together in response to decisions made on their behalf. While people make up the government, the people actually involved in government with any power to actually change laws are not as interested in a calm response than they would be to a strong and powerful response made by a large portion of the public; it is simply how people become heard. And while the calm and civil protests might be valuable on a small scale, they aren't 'loud' enough to be heard by anyone with a valuable amount of power, and even if it did reach someone of power, it is likely not enough to sway their position on the matter. This is why, if you are looking to change a law, like during the prohibition era, it is likely that you will have to start a movement that will affect the nation and insight change in government to do something to calm the public.

With all of this being said, it is often necessary to break the law in order to change it. This is often because of either a collective action problem or simple negligence and refusal from the government. Ultimately, the power to change laws is in the hands of the strongest and most important political figures who are not interested in the opinions of the few but the many, and this is why in order to reach those political figures, the public needs to act together against the laws in order to be recognized by the government. And while this may be hard and stressful or even dangerous, it is necessary because people are not as interested in the calm behaviors of man as they are of those who go against all ordinary behaviors.

What Were the 1920's like? by McKenna Turner

Every time period is shaped from the time before it, including the 1920s. The 1920s was mostly shaped by World War I, which ended in 1919, and by women's suffrage, which technically ended in 1920, but women's fight for equal status continued into the time period.

The 1920s was a time for change and excitement, so it is often referred to as the "Roaring '20s". During this time, segregation between white and black people was spreading all across the country, while blacks continued to fight for equality. They had many struggles with racial violence. This was not the only fight going on in the United States during the 1920s. Although women did not have to deal with as much violence and segregation, they still did not have much support and were continually being shut down every time they tried to stand up for equality and the ability to participate in political life. On top of this, during World War I while men were fighting, women were taking their place in the factories, making equipment for the war, but they were still not treated with equality afterwards. This also happened to African Americans due to how they went off to fight in the war and when they came back they still had no respect.



These hard times aren't the only reason the 1920s were remarkable. During this time many new trends were being set, and even though some of these trends may not seem that exciting, during this time it was a vast difference in what the older generations were used to, which is why these trends were exciting. To start with, there was a trend of shorter clothing. In the generations before, they believed that practically every inch of women's skin should be covered, but during this time it was popular to show more skin. It was also becoming popular among the young culture to go out and party. These parties they went to were filled with the new jazz music being made. This sparked new fast-paced dances like the Charleston. It also gave the 1920's another name: the Jazz Age.

Another big change that happened was in the economy. To start with, the factory industry was growing, and wages in these factories were increased, drawing people from farms to cities. People were crammed into cities and when cars got cheaper the city started to expand. With the rise in salaries and the decrease in prices for most goods, the modern family was able to buy more luxury goods. This time was also after World War I, so many airplanes that were used during the time were being resold at cheaper prices. This easy access to planes and cars made it so more people had the ability to travel farther in a short amount of time by themselves and on their own schedule instead of having to deal with the train.

The 1920s was a remarkable time due to the fights for equality and rights, and changes in trends and the economy.

Question(s) from the teacher: *How will future generations -- maybe 50 years from now -- refer to the time period we are living in now? And, what might the boundaries of this period be?*

ANSWERS TO THE TEACHER, by Elisha Richards

It's interesting to think, how will future generations refer to the period we are living in now. Since future generations are pretty vague, let's say the future generation fifty years ahead of time. I would say that the future generation would refer to our time period as, "the innovative '20s". Now why exactly did I choose this? As I was thinking of the name of our time period now, I kept on thinking how every day we are seeing new technologies and inventions that are being made to make life easier and such and that just made me think of the "innovative '20s". We did just start the '20s but you can already imagine all the new things that are going to come out.

I believe one of the biggest areas that we will take a big stride in during this time period is the development of cars. Not long ago, auto drive -- where you can tell the car where to drive you and it does it -- was invented. Auto drive is still not completely safe though; there have been car crashes over this innovative idea. But these sorts of ideas show how this time period is going to be like "the roaring '20s".

Another thing about cars that we will develop is what the car needs to run. Electric cars have been on the rise it seems as the very successful car brand, TESLA, releases its newest and most innovative models. GM is also coming out with an all electric hummer. Porsche also released a new electric car. This trending idea of running cars on electricity is going to take over the '20s.

Along with electric cars, the idea of a salt water powered vehicle might rise. There hasn't been much commotion over the idea of cars that run on salt water, but it is possible. I believe that because we live in a period where there is also lots of focus on the sustainability of the earth's nature, the idea of developing cars that don't emit gasses in order to lower the pollution rates is a big deal. So in this "innovative '20s" we may take big strides in the development of salt water powered cars.

Now what might be the boundaries of this time period. Although I called them the "innovative '20s", these innovative ideas have been developed in the past few years (maybe 2015-2019). So I am going to start this new time period in 2019. When does this time period end though? Although there are constantly going to be new innovations, I believe that this "innovative '20s" started because we have really developed and advanced quickly in certain areas of our lives. I did talk about cars the whole time, but other things have been and will be developed in this time period such as new kinds of phones, tvs, and virtual reality equipment.

There is something in common with all of these things: electronic technology. It may seem as though technology will always be developing at a great speed, but I don't think it will always be like that. I think the "innovative '20s" will be over once technology has stopped growing at a great pace. In conclusion, future generations are going to refer to this time period as the "innovative '20s", where technology and its innovations developed and advanced ever so quickly.

BOETHIUS

by Ash Antkoviak



Anicius Manlius Severinus Boethius is widely recognized as one of the most important philosophers from ancient times and the Latin middle ages. Boethius was a Roman senator and consul among other things. A notable work of his is his *Consolation of Philosophy*, and it's sort of a self help book, written in Latin. From what I've read about it, it seems very interesting.

He was born in Rome in the Kingdom of Odoacer, to a patrician (wealthy) family. His exact birth date is unknown, but is thought to have been somewhere around 480 CE. His father, Manlius Boëthius, had died when he was young, so another patrician by the name of Quintus Aurelius Memmius Symmachus raised him. Later, Boëthius went on to marry Symmachus' daughter, Rusticana. Symmachus took him in and raised him, fostering in him a love for literature and philosophy; however, his main influence was Augustine of Hippo, who was a Christian theologian and Neoplatonic philosopher. Boethius later influenced Thomas Aquinas, among other philosophers of that time.

Boëthius entered service to Theodoric the Great when he was young and by the time he was 25 he had gotten to be a senator. During the reign of Theodoric, Boëthius had many important jobs and was put into many important offices, including a consulship in 510.

Boethius had wanted to answer religious questions not talking about religion, so he solved them and answered them in the form of philosophy, which is actually pretty cool if you ask me.

He had died in 524, when he was about 44 years old, in Pavia, Ostrogothic Kingdom. He had been found guilty of treason (but that is questionable), and was executed.

I leave you with this quote from him, 'A man content to go to heaven alone will never go to heaven.'

Question(s) from the teacher: *How might a work which seeks to explain why the world is the way that it is be a self-help book? And how might it not?*

ANSWERS TO THE TEACHER, by Gage Anderson

A self help book is a book that tries to explain something that might help people. Not in the sense of physically telling them exactly what to do, but more mentally like pointing out your problem more clearly so you can help yourself through it. People usually think a self help book will directly help you but it really makes it easier for you to help yourself. In a way, it makes the book like an instructor helping you through your problems. It could make a normal book a self help book if you had the problem discussed in the book

A book that explains how the world is (not the physical earth, but the human world) by explaining the past could be a self help book. Let's say there's a book about how things can get very popular and then un-popular very quickly. This may help inventors of successful things by giving them the reason why people liked his product for only a short time. This could help him mentally by giving him ideas on how to make a product that stays popular and give him ideas on how to keep it popular. This also means any book on why the world is the way it is could be useful as a self-help book.

A book explaining the past might not be a self help book in the sense that it is just a basic history book (ex. "this leads to this which leads to this..."). The reader's problem might also make the book worthless as a self-help book and more like a regular history book. This wouldn't be useful to the inventor as a self-help book because it doesn't explain in enough detail of how things happen. An example is if you wanted to be good at basketball, you wouldn't go see what you need to be good at (eg. dribbling, shooting...), but more of what you need to do to get in shape to play basketball.

Alice Paul: A Fight Towards Women's Rights

By Olga Burton

Alice Paul was born into a Quaker family. Her parents raised her with the belief in gender equality and the need to work for the betterment of society. Alice's home in New Jersey was known as *Paulsdale*, and the long lasting legacy of *Paulsdale* was its role in the suffrage movement and the influence that it had on who Alice grew up to be.

Alice's mother, who was a member of the National American Woman's Suffrage Association, and Alice often went to the NAWSA meetings with her mother. This was one of the many reasons that made Alice grow up to be a suffragist. Alice later stated that it was at *Paulsdale* that she was first introduced to the suffrage movement. Some of Alice's role models included Susan B. Anthony and Lucretia Mott. These women also grew up in Quaker families that taught them the same morals and values as Alice was taught.

Even though Alice was raised with her suffrage ideals, it was during her time in England that she truly transformed into a suffragist. While in England Alice met a young suffragist named Christabel Pankhurst, daughter of Emmeline Pankhurst who was one of England's most radical suffragettes. The Pankhursts engaged in direct and visible measures such as: heckling, window smashing, and rock throwing to raise public awareness about the suffrage issue. Alice then joined their movement, broke more than forty eight windows, and was arrested more than once.

After Alice moved back to America she was re-introduced to NAWSA. Although she and NAWSA shared the same goals they had completely different political ideas on how to achieve them. While NAWSA was endorsing President Woodrow Wilson and looking to members of the Democratic parties and allies, Alice was holding Wilson and his party responsible for disenfranchisement. As soon as World War 1 started, many people were angry that these women would picket a wartime president. The people thought they were unpatriotic and they would attack them in angry mobs. Many of the women were arrested on the charge of obstructing traffic. They were jailed when they refused to pay the fine. The women that were sentenced to prison wanted to be treated as political prisoners and staged hunger strikes. Alice and other women were forcibly fed in torturous ways.

After the public outcry about the abuse of the suffragists, Wilson switched his position and stated his support for the suffrage amendment. On August 26, 1920, women gained the right to vote and that day is now celebrated as Women's Equality Day. The Women of America had finally won the seventy-five year battle for women's rights. Alice Paul died on July 9, 1977, in Moorestown, New Jersey, just a few miles from her birthplace. Her life shows us all how one person is able to make a difference, and her legacy lives on through the people who inspire others who struggle for social justice.



Question(s) from the teacher: *What is a cause for which you could envision yourself willingly enduring imprisonment and suffering?*

ANSWERS TO THE TEACHER, by Jared Robert

There are a few specific causes for which I would endure imprisonment for the purpose of making a statement in order to effect change. This would include causes such as my liberty, religious beliefs, family, and personal beliefs. I would be willing to endure imprisonment and suffering for these things because they all mean something to me that is more valuable than my own physical condition and well-being, and to accept whatever threatened these things would be selfish and would show the lack of respect and love I have for those things.

I think that the reason that I would suffer for my liberty is that it is deeply rooted in American culture and it is our main value and core belief, so to not show your willingness and patriotism would not be very American of you.

The reason I would suffer imprisonment for my religious beliefs is that religion is something that governs how we make ethical decisions. I think that most people would suffer imprisonment over their ethical beliefs.

The reason I would suffer for my family is that I have countless irreplaceable memories and I have learned an unimaginable number of things from them. They also raised me so I have a very deep connection to them. Family is something that is very special. Family is a unique blend of religion, paternity, political beliefs, and geography. Nonetheless family is the number one priority in all situations. They are also the people that you are used to and know you the best. I would feel immense guilt if I didn't make a sacrifice for them.

I know it to be the American way to fight for our beliefs. I know this because, all throughout U.S. history, we have valued our beliefs and stood for them. Some popular examples are as follows:

- The American revolution itself is a symbol of freedom and a true underdog story;
- Patrick Henry's *give me liberty or give me death* speech at the second Virginia convention is an example;
- The underground railroad was all about escaping imprisonment and fleeing to freedom;
- The civil rights movement, with its peaceful acts of protest and marches all show the American value of freedom and how we are willing to do anything for it;
- And every single petition, protest, and movement all reflect freedom and how we will go through trials and tribulations in order for us to gain equal rights and freedom.

Women's Suffrage

by Alyssa Martin

"We hold these truths to be self-evident: that all men and women are created equal."

--Elizabeth Cady Stanton.

The women's suffrage movement was about getting women the right to vote in an election. Because why not? They are humans and they are half of the population. Why could they not vote? The women's suffrage movement covers the years 1848 to 1920. The women held multiple conventions. Lucretia Mott was one of the organizers for the first conventions.

One of the most significant conventions was the anti-slavery convention in 1840. Mott was strongly opposed to slavery, as were many other women. The first Women's Suffrage convention was in Worcester, Massachusetts. Another one was the Women's convention in Seneca Falls, NY. At this convention, they wrote the *Declaration of Sentiments*.



There were 5 women who organized the Seneca Falls convention: Elizabeth Cady Stanton, Lucretia Mott, Martha Coffin Wright, Mary M'Clintock and Jane Hunt. Susan B. Anthony worked with Elizabeth Cady Stanton, travelling around the world and giving speeches in favor of women's suffrage. In 1872 Susan B Anthony was arrested for voting. She paid 100 dollars for her "crime" and as soon as she got out she went right back to work. Elizabeth Cady Stanton was also known for writing the *Declaration of Sentiments*. After the Seneca Falls convention, these women realized their ideas and things they want to be passed as laws. They needed to be able to vote. The work these women did eventually resulted in the 19th amendment (even if most of them weren't around to see it pass), allowing women to vote.

There were so many women that changed the world and made it so all women had their right to vote.

Question(s) from the teacher: *Have women achieved equal consideration in the United States today? Give examples to support your conclusion.*

ANSWERS TO THE TEACHER, by Susi Myers

The question I intend to answer is: "Have women achieved equal consideration in the United States today?" My simple answer to this question is no, women and men are not looked to be equals in the everyday lives of Americans. According to Alyssa's article about the women's suffrage movement: yes, women achieved their right to vote. The word equal means to have the same as other groups of people, but if we look at the pay gap between men and women who have the same amount of education, experience, and job, it does not look equal.

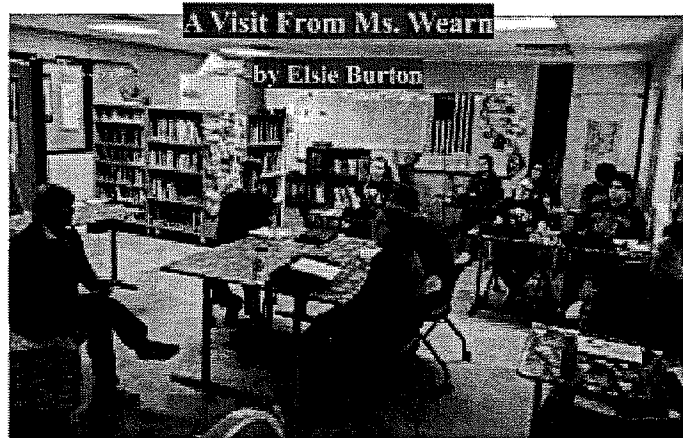
In the graphic below, you will see a picture that shows some different fields and jobs and the pay gap between women and men, along with what the two genders are being paid in a certain job. In a management position between men and women, there is a 24% difference in pay. In a position such as nursing, there is a 33.3% difference in the pay. In TV shows such as *Station 19*, a character in the show said the major would like him to promote a woman to the position of chief in Station #19 since the city would not have to pay a woman nearly as much as they would a man. That's a show, but an example of what I think could happen in the real world too.

Another example is how women are sexualized. An example that would apply to my everyday life would be a school dress code. Dress codes are almost all telling women what they can and cannot wear to the school building. The code is almost completely directed towards women. Making women dress in a way to "not distract" the students (meaning to not distract the males). Women are not allowed to show their shoulders in school. Or the famous people in the USA going up on stage with almost no clothes on to show the world that they are what women are "supposed" to look like. Women are still looked to be less than men.

Even with the right to vote, women are not treated the same. Women are looked to be the more fragile sex, which is true in some sense. It is not true that women cannot handle bad news or difficult decisions. It is true that there is a physical aspect; men are built to be able to gain muscle in ways that women are not able to do.

Men and women are two different genders but that is no reason for them to be looked at so differently. The bottom line is the two genders are not treated equally, and I don't foresee them being equal for a long time. As long as women keep fighting, hopefully someday the two genders will be treated equally.

	Women's Earnings	Men's Earnings	Earnings Ratio	Wage Gap
Business and financial operations occupations	\$61,601	\$79,998	77.0%	23.0%
Management occupations	\$64,685	\$85,289	75.8%	24.2%
Personal care and service occupations	\$26,193	\$34,453	75.8%	24.2%
Building and grounds cleaning and maintenance occupations	\$23,483	\$31,597	74.1%	25.9%
Farming, fishing, and forestry occupations	\$22,783	\$31,411	72.5%	27.5%
Production occupations	\$30,617	\$42,766	71.6%	28.4%
Transportation occupations	\$32,858	\$46,008	71.4%	28.6%
Health diagnosing and treating practitioners and other technical occupations	\$71,232	\$106,777	66.7%	33.3%
Sales and related occupations	\$36,519	\$54,754	66.7%	33.3%
Legal occupations	\$69,361	\$126,800	54.7%	45.3%



This quarter, the junior and senior world history class invited Ms. Wearn into their class to talk about her travels. Ms. Wearn happily met with the students and shared photos and stories from some of the places she visited, most recently, Greece. Ms. Wearn has been to various countries all over the globe and to EVERY continent.

The students were prompted with the question: ‘How can we see history in the many layers of culture?’, and were asked to prepare questions. For instance, one student asked if she was able to see any of the spread of western culture in her years of travel. In response, Ms. Wearn said that she saw many western cultural traits seeping into other cultures. She added that it was most obvious to her in some of the Asian cultures like the Chinese where she saw people take on many popular American clothing styles.

As Ms. Wearn spoke to the students about her many years of experiencing new cultures, she mentioned that she has always found the people she meets especially interesting. She added that there is something about the way people act and behave as a result of culture in other countries that make her so interested in traveling. To further express her interest, she shared the many photos she had taken of people while on her tour through Greece.

In addition to her many stories about the people she has met, she noted that she enjoyed traveling partly because of the people she is able to meet, but also because of the lifestyle she is able to experience as she enjoys the variety in simple habits and customs. Ms. Wearn is a very experienced traveler and plans to continue traveling for as long as she can.

Question(s) from the teacher: *What reasons do you think bring people to the United States in their travels?*

ANSWERS TO THE TEACHER, by Mackenzie Martin

I think one reason people bring the United States into their travel is because they want to experience something new, something different. The same type of thing happens to people that live in the United States their whole life. For me living in the United States is great, I have everything I need and I don't need to go anywhere else, but that's not necessarily the message I am trying to get across. What I am trying to say is people need to discover new things. It gives them a sense of life and accomplishment when they go and visit some country that they have never heard of before.

So if I were a person from outside of the United States I would probably come to the United States to see family if I had any here. Like I said before, exploring things is a great thing to do especially if it is a country that you have never heard of before.

One reason that I think people would bring the United States into their travels is because of the new culture that they don't get to experience back in their home country.

Someone might want to come to the United States as part of their travel to go on a business trip or maybe even a honeymoon. Once on the business trip, if the people liked the scenery and everything else like the food, people, and culture, they might want to come back to the United States.

Another possible reason for people coming to the United States as part of their travels are things like war, bad things happening in their home country, or even transporting drugs so they can make money.

There are so many different reasons that people would want to come to the United States as I stated before. The United States is an incredibly unique place and I am super grateful to live in such a beautiful country. War or something bad happening back home are the two most logical reasons I would think that would cause someone to come to the United States that don't normally come to the United States.

I am currently reading this book in English class called *What The Eyes Don't See* and there was one part in the book where the author was talking about how something bad was happening in her hometown and how her and her family decided it was the best idea to go somewhere else until the problem was resolved. Once her family moved and the problem was resolved it was time to go back to her home country but she didn't want to because they loved where they moved so much.

That is what makes the United States such a great place -- once it was a place that no one had heard of and now it's a place I call home.

Adventures of papermaking -- by Susi Myers

In November, the 11/12th grade world history class had Cindy Ricksgers come into class to teach us how to make paper. Not just the normal white paper that you are reading this article on but true organic paper. We put an assortment of different items in the paper ranging from pencil shavings to grape skins. Ms. Ricksgers also taught us some of the history of how the first paper was made.



We learned how to make pulp, then how to put the pulp into a basin of water. We had skimmers and dove to the bottom of the basin. We skimmed the pulp out to make a sturdy piece of paper. We were taught how to get the sheet of paper to be as even as possible. We dove to the bottom of the basin and got an even sheet. We then took the pulp off of the sheet. To get the paper off of the screen we had to take sponges to get the moisture out of the paper. Once it was off of the screen we sat it out to dry.

When I made my pieces of paper, I made sure I chose items that would give it a colored textured look to it. For one of the papers, I used purple hollyhock with green grass along with adding a picture of me with Annika. To another piece I made I added pencil shavings, grass, grape skins, onion, string, and hollyhock. When I blended these together I got a nice purple tint to the paper. To this one I added pictures of the 2016 soccer team, Sharon and I when we were little, and Elsie and I on our last first-day of basketball for senior year. I used butterfly wings to hold down the pictures. It took almost a week for my papers to dry completely.

When I took my papers home I put them in a book with weights on top of the books so that they would become flatter. I have no plans for my papers except to look at them, I think they are too cool to write on. The experience of papermaking was a lot of fun and educational. It brought back old memories from when I was in the third grade in the after school program making paper with Cindy Ricksgers. It was nice to have her back teaching the lesson again and this time we got to do more with the papermaking due to the fact that we are older. All in all, I feel that this was a great hands-on experience.

Question(s) from the teacher: *Does this experience make you more likely to recycle? Less so? No change? Explain!*

ANSWERS TO THE TEACHER, by McKenna Turner

Hearing about this experience of the eleventh and twelfth graders does not make me change the amount I want to recycle for a couple of reasons. I may feel different if I had also gone through this experience and had more connection to it, but unfortunately I did not.

One reason that hearing about the amount of work that went into making paper is, at least in the article, there is no description of how this affects the planet. If the article connected paper making to how it is important to recycle paper and the effects it has when we don't recycle, then it would open my mind more. Some examples of connecting paper making to recycling are: the desertification that happens when we cut down trees, the amount of paper that ends up in landfills, or how the making of paper causes pollution -- all of which could be avoided if we recycled more.

Another reason the article does not influence my thoughts on recycling is how personal the students made the paper. When the author was talking about what they did to make the paper, they talked about how personal they made it. When paper is usually made, there is no personal asset in the paper. People do make paper personal to them by putting pictures in it. There are many more pieces of paper in the world that have no personal value.

A third reason that the article didn't influence my thoughts on recycling is how much time was put into the process. The process for them took a couple of weeks, but in reality factories can make many thousands of sheets in a day. If it took as long to make paper in factories as it took the students to do by hand, then I would think more about recycling.

The final reason the article didn't influence my thoughts on recycling is the technology we have at our hands makes it easy to use less and less paper each day. Paper is already the most recycled object in the world, and, in the United States, it is really easy to recycle. It also helps factories save energy, creates more jobs, and saves people money.

This was a well written article that makes me want to have the experience of making paper, but that is all it influences me to do. It is not that I don't feel strong about recycling, it is just the fact that the article does not persuade me to recycle more.

What makes a culture?

--Micah Richards

My zine topic is about, "What makes a culture?". The reason why I picked this topic is because culture is an interesting topic to talk about.

Our class's working definition for culture is, "Everything that makes you you except for your DNA." The reason why we made this definition the way it is is because culture is all your traditions and lifestyle as a person. Traditions and lifestyles are not part of your DNA so that works as our definition. Many people don't understand culture fully. Culture is NOT, a rule to follow, or an order from your ruler, etc.. Culture is what defines you as a PERSON.



A more typical definition, from Webster Dictionary, is, "The customary beliefs, social forms, and material traits of a racial, religious, or social group." This definition is very similar to our definition. It is similar because both definitions talk about a person or a group of people and their lifestyle, proving that our definition works.



There are quite a few things about culture that we have learned. For example, all people groups have their similarities and differences with other people groups. An example of a difference is that some traditional clothing in China are Hanfu, but some traditional clothing in India are the Sari. That is an example of differences between the Chinese and Indians. An example of similarities in different cultures is a food that is fairly popular in America -- beef stroganoff -- but it originated in Russia. Other similarities/differences are daily things, such as time spent worshiping gods, or requirements to give a certain thing to other people (like money).

Some people or groups of people try to change another group's culture. For example, in the Indian Removal Act, Indians were sent to camps and changed to somebody else. They were taught "how to act", "how to dress", and how to speak English. This was all because one group of people didn't think Indians were civilized enough so they had to be changed. This is an example of forcing culture onto someone.

In conclusion, culture establishes differences between people groups but it can also bring them together, because a lot of things are part of culture, like religion, traditions, clothing, and languages.

Question(s) from the teacher: *What are the primary features of American culture?*

ANSWERS TO THE TEACHER, by Jason Selby

Here are some things I have found about the primary features of culture:

One way to define culture is, "everything that makes you who you are beside your DNA". Culture is part of life for some groups. This would include what the group is, how it acts, the way it dresses, and the way it eats. Some other things that people do for culture is how they obey the law, their social standards, and religious beliefs. Other things that some people might do when you are the same culture as them is how they would act around other people and how they would act around you too. These are just some of the things that people might do for their culture.

Now I am going to tell you how culture is learned. Culture is learned at a young age and through your life. This is because you will naturally start using your culture more as you get older. If you are older, when you first learn a culture you would have to get used to it for a while. It would be a little hard and frustrating at first and will be until you get used to it.

Now to talk about those things with American culture. American culture is different from other cultures because we have the Bill of Rights and it gives the freedom of speech, the right to bear arms, and other Amendments give people the right to vote. These are some of the things that are important to American culture.

How do Holidays relate to culture? By Jason Selby

Culture is the things that make you human besides your DNA. The definition of a holiday that I am going to use is a time of the year when you celebrate and work is not needed or done.

Holidays relate to culture because it is something you celebrate. If you are the same culture as someone, you most likely celebrate the same holidays.

The same with religion. People that have the same religious beliefs may celebrate the same holidays. This is because you believe in things that happen on these special days. If you are a different culture you might celebrate different holidays.

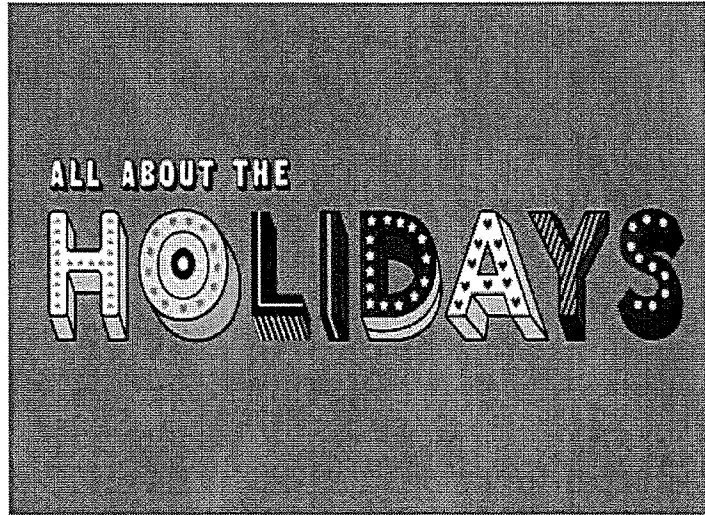
Some popular holidays in the United States are Christmas, New

Years, Saint Patrick's Day, and Easter. These are just some of the popular holidays.

Holidays are often related to culture because they are related to religion. Religion is how you celebrate some holidays.

A holiday that I will relate to culture will be Christmas. Christmas is a holiday that you put aside your job and go on a vacation or spend a lot of time with your family or both. We celebrate Christmas by singing Christmas carols, decorating our house, and giving presents to each other. There are lots more things that I could say but the list could go on forever. This is because Christmas is a special day to your family.

Christmas is related to culture because it is a time of year that you celebrate because of the religion you are or because it is the main religion of your country.



Question(s) from the teacher: *What is a holiday that does not yet exist but NEEDS to be invented? And what would its observation be like?*

Answers to the Teacher

By Micah Richards

There is not *one* holiday that *needs* to be made. You might be asking, "How does creating one holiday make another?"

What I mean is that, when you create a holiday, it might unveil another thing that some people might think needs to be a holiday. An analogy is when you are building or fixing something, it usually seems simple at first, but the farther you get, the more problems you see. Although there are holidays that could be made, once one is made we would need to make multiple more depending on all the requests made.

For a family to have a holiday, they don't need someone to make it a country-wide holiday; they can start it by themselves. For example, half-birthdays aren't a country-wide holiday, but they *are* holidays that some families celebrate.

I don't think there needs to be another holiday existing, but maybe an appreciation for a holiday. For example, *Day of the Constitution*. I know you might be thinking, "What do you mean, we have the 4th of July". That is another problem with making an appreciation day, is misunderstanding, but the 4th of July is celebrated for the Declaration of Independence not the Constitution. The Declaration of Independence says that we are our own country and rule ourselves, but the Constitution tells us what our rights as citizens are. The reason why I think it should be appreciated is because it will be the holiday for when the Constitution was written. It already exists and is on September 17th because that is when the Constitution was signed.

In conclusion, there are holidays that can be made but if one is made people might request to make even more and it might become chaotic. On top of the problem of people's requests, there are also people who are going to disagree with why we should have that certain holiday.

European Feudalism

By Zander Drost

Feudalism was the dominant social system in medieval Europe. The basis of this social structure was an exchange of military protection for other services. A lord, or land owner, provided land called a fief to a vassal, which was the holder of this land. Knights were mounted horsemen who pledged to protect their lords in exchange for fiefs. Peasants were poor workers (usually farmers) who worked for lords. Most of the population were peasants.

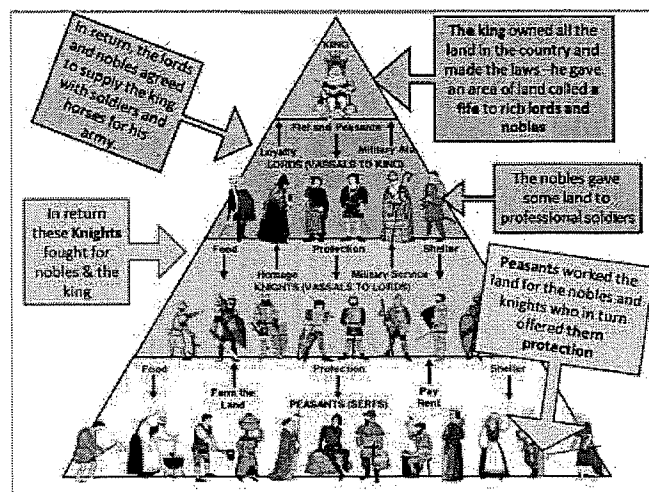
Social structure

There were three main social classes in medieval European feudalism: Kings, noblemen (lords, priests, and princes) and peasants. Kings ruled over lords. Lords managed either castles, villages, hamlets, or manors. Lords controlled manors, which varied in size, and had knights and other soldiers to protect them, and peasants (which were of the lowest class) to do manual labor for little pay. A manor consisted of a manor house, village church, peasant cottages, lord's fields, peasant crofts, a mill, a common pasture, and woodlands which provided wood for fuel.

In medieval European feudalism, people were born into their social class. If your parents were King and Queen, you would grow up to be a prince or princess. If your parents were lords or noble people, you would grow up to be the same. If your father was a knight, you might become a squire, and then later a knight. If your parents were peasants, you would most likely also grow up to be a peasant.

Conclusion

Overall, I believe that medieval European feudalism was good. It might have been unfair to some social groups, but all in all it helped villages survive attacks, and the economy was able to thrive. The Church definitely helped keep people in line, and from the commoner's perspective, I believe they saw their lives as being pretty good.



Question(s) from the teacher: *What kinds of evidence would you need to support your conclusion that the common person in the middle ages was content with how life was?*

ANSWERS TO THE TEACHER, by Quintan De Laat

When drawing a conclusion that the common person in the Middle Ages was content with how life was, you could look no further than what has been discovered about the human psyche in more modern times. The common person of the middle ages was content with life because of their ignorance, their religion, and their inherent need to survive.

It is a common fact that animals don't know there is an outside world until they venture out. But for some that day never comes. This relates to people as well. If we lived in the same town, the same land for our whole lives, with no knowledge of the outside world, then we would never venture out, we would never leave because at that moment it is the whole world. The same relates to the common person in the Middle Ages. They did not have a world outside because their life was their land, their farms, and their families. It was a small minute world that they had, but by their reference it was everything as they didn't have a world outside of the manors or the villages.

Another factor of evidence that may give a conclusion about how content the common person was is by looking at the religious aspects of their life. When it came to religion, peasants were very devout and faithful. For this reason they believed that God made them peasants for a purpose, whilst knights and lords thought that their lordship was god given and therefore of divine right. This principle that they are divinely given a purpose on this earth is a big part of common life for all of the people in Europe during the Middle Ages. If you think about how integral the church was for society, the only way that one could advance in the world is through the church, as no other station allowed for the advancement of social classes.

Also take into account how trades worked in the feudalism days. One would apprentice and learn a trade from a very young age, and because of this the continuation of apprentices continued for hundreds of years.

Finally, to look at whether the common person of the Middle Ages was content in life: They were content because they were alive. It is a known fact that people's instincts do not change. This fact can be put into effect when discussing the common person. The common person does not stray far away from the instinct to survive. To not try and die, inherently, is in our programming. This is why the peasants were content in their life -- they wanted to survive and do so by scraping by in minimal processes. They were all content with their life, and because of that the common person was in the middle classes yet still poor. In conclusion, the common person of the Middle Ages was content with life because of their ignorance, their religion, and their inherent need to survive.

The Life of a Peasant

by Mackenzie Martin

Peasants were either slaves or serfs. Serfs were freer but still toiled in their master's land. The slaves lacked a lot of the freedom that was enjoyed by the serf, such as having families. A majority of peasants worked three days a week in their lord's land but they would work longer during the harvest and plantation periods. Those who were full time servants worked everyday of the week and would get a break to attend mass on Sundays. Peasants were forbidden from leaving the lord's manor without seeking permission.



Religion played an important role in a peasant's life in the middle ages. It was from the Church that the peasants would seek consolation when times were hard. The Church offered to help the neediest peasants in the form of food and necessities. The Church was a source for education for some peasant children who attended the local school which happened to be a part of the Church. Those peasants would be literate, but the vast majority were not. The younger girls helped with chores in the house and then they were married as soon as they became mature enough to fulfill the duties of becoming married, which tended to happen around the ages of 13 to 16.

At the end of the 12th century, "the ties that were in place for the peasants to their master began to loosen". Social and economic development saw the rapid rise of cities and towns. As the ties began to be loosed for the serfs to their master, the peasants were able to start purchasing land and some could even move to a different town.

As you can see the life of a peasant in the 14th century was not so bad as movies and books make it out to be. Even still, peasant life was much harder than life today.

Question(s) from the teacher: *Do human lives just get better and better over the ages?*

ANSWERS TO THE TEACHER, by Zander Drost

Human lives do seem to get better and better over the ages. With technological advancements comes less energy us humans have to put out. I am defining life getting better as us not having to exert as much energy, and being able to reserve some time and resources to our hobbies or other activities that are not necessary for our immediate survival.

Humans first appeared on earth about 2.5 million years ago. From then to about 1,200 BC is categorized as the Prehistoric Period. During this time period, life for humans was pretty difficult. Constantly being hunted and having to hunt for food would be very taxing on your body and mind. Humans were always in the state of fight or flight, because if they did not react to danger effectively they would die. The Stone Age, which lasted about 2.5 million years and was the first age in the Prehistoric Period, was when humans started to learn how to make tools with metal and other resources. As time passed, life started to become easier as humans did not have to do everything with their hands. Weapons made hunting easier, and tools for digging or chopping down trees made it easier to find or make shelter. During this era, humans also started to gradually farm crops and domesticate animals instead of hunting and gathering. Hunting and gathering used up more time and energy, and groups of people had to constantly move from place to place. Agriculture and domestication made it possible for humans to settle in one area, which I would say made their lives a whole lot easier.

During the Bronze Age, which lasted from 3,000-1,300 BC, many inventions were made, including the potter's wheel, textiles, skirts, kilts, tunics, and cloaks. There were many advances and upgrades to agriculture which made food very plentiful in some areas. More and more people started to settle in these areas, leading to the birth of civilizations. People's lives became easier because they were not in constant need of food to survive. Humans had more time to think and develop social structures. During this age, governments started to form and societies started to take root all around the world. Although humans started to have wars and fight with each other more, I would say human lives got better. They were not in immediate survival danger, and they had time to create and put energy into things that were not required for survival.

In more modern times, humans have had to deal more with social injustice, oppression, and mostly problems stemming from human-to-human conflict. Our basic survival needs are met, but we have to deal with other hardships and issues that seem to lower our quality of life. For the most part though, I would say human lives, although they are not perfect, are better than they were in the past, supporting my claim that they do get better over the ages.

Over the ages, inventions helped humans make the most of the world and its resources. In conclusion, human lives do get better due to technological advancements. Nowadays, people have time to invest in their hobbies, eat what they want instead of what they can get, and even partake in activities for the sole purpose of wasting time. Although most humans in today's era are tormented with changes and problems they seem to think are extremely important, the common person does not have to question their safety and well-being as our ancestors had to do in their era.

Knighthood

by Elisha Richards



Medieval knights were respected individuals in medieval times. These knights had to follow a code of chivalry because they were given lodging, food, armour, weapons, horses and money in return for protecting their lords from enemies. In our world history and geography class, we learned about knights and their place in the community and their level of respect they got.

Knights typically were picked at a young age and were apprentices of the current knights that came before them. To become a knight, you had to first get picked when you were young, and you had to be disciplined and learn how to do what a knight does. At age 7, the knight apprentices would go to school and then tend to the lord's household needs.

There were other requirements of knights, like the "Ten Commandments of Chivalry", which included things like defending the church, respecting and defending the weak, not fearing their enemy, and never lying or going back on their word. Knights also had to follow a code of chivalry, which were moral qualities of the Medieval knights such as bravery, courtesy, honor and great respect towards women. There was also a Roman Catholic order of chivalry from the Duke of Burgundy that defined 12 chivalric virtues for the knights to follow: faith, charity, justice, sagacity, prudence, temperance, resolution, truth, liberality, diligence, hope, and valour.

Our class learned about the Crusades and how knights were a big part in the Crusades, trying to establish Christian kingdoms. Though the Crusades were mostly tragic and probably of only a little lasting significance, the knights brought back many ideas, tales, and treasures from their conquests. Knights were important because they were a symbol of safety, they were honorable and respected men by all of society, and most important of all, they protected the lords and peasants in time of war.

Question(s) from the teacher: *Do we have any groups of people in our society who exemplify a devotion to honor? If so, who? If not, why not (considering how many of us admire the idea)?*

ANSWERS TO THE TEACHER, by Skylar Marsh

What does it mean to honor someone? To honor someone is to treat someone with admiration and respect, usually because of something they have accomplished. You can honor someone by doing things for them such as respecting them or showing them your appreciation. Showing honor to someone or something could include things like services, celebrations, or other parties in their honor. In today's society, we see people devoted to honoring people in many different ways. From soldiers to emergency services, everyone is devoted to honoring something or someone.

As of May 2019, the Tomb of the Unknown Soldier holds three unidentified soldiers who have fought for the United States, lost their lives, and could not be identified. Engraved on the back of the tomb, it says, "Here rests in honored glory an American soldier known but to God". Washington D.C. Congress approved the burial of these soldiers because they were heroes to our country, and wanted to honor them. Not only have we honored those soldiers, but all of the soldiers who have served for our country. Our country shows how devoted we are to our military and soldiers by having days to show respect and honor those who have served.

Emergency services such as paramedics, firefighters, and police officers put their lives on the line to help keep everyone in their town safe from harm. American firefighters risked their lives as they headed to Australia to help fight the insane wildfires, and were welcomed with a crowd of people cheering for them as they arrived at the Sydney International Airport in Australia. Geoffrey Keaton was an American firefighter who was killed while battling against the Australian wildfires, and in his honor he was awarded the Commendation for Bravery and Service. He will always be remembered for the sacrifices he made in order to help others, and we have honored him for doing so.

Kobe Bryant was an American professional basketball player who played for the Los Angeles Lakers. He tragically died in a helicopter crash on January 26th, along with his daughter, Gianna, due to poor weather conditions. People all over the United States have been honoring him in many different ways. There have been teams that will either start or finish their basketball game by putting the ball down on the freethrow line which is where Kobe passed Michael Jordan's scoring record. Also, people have been buying shirts or other clothing items in honor of Kobe Bryant's Legacy.

The three examples given above help prove that people in today's society show their devotion to honor in a majority of different ways, depending on the circumstances. From different situations such as famous celebrities, to the United States military, to our emergency services, we show honor to those who have given up parts of their lives or all of their life to either protect or inspire us. Everyone honors someone, and although they may be in different ways, we show our devotion by doing things that show respect or represent who or what we honor.

CHIVALRY by Quintan De Laat

In class we talked about the chivalrous code, which is largely regarded to have appeared around the year 1163 and finished developing around the year 1225. Chivalry was a code that was heavily correlated to the medieval rank of knighthood.

To truly understand chivalry we need to take a step back. The word chivalry came from the Latin word *caballerius*, which means horseman, and as Mr Richards has said, that does not mean centaurs. Next we find the word had evolved into *chevalerie*, upon which it meant man of the horse. Eventually it made its debut in English as the word *chevalier*, which is also where we get our word *calvary* and *Cavalier* for you basketball fans. This evolution was the direct precursor to the word *chivalry*.

Chivalry meant that there was a class of people bound by choice, to a strict code, with their honour laid out for everyone to see. It meant being a society. The code of chivalry was the defining code for multiple orders of knights, such as the Order of the Garter, the Order of Saint John, and the Knights Templar. Knights were put upon a pedestal, so it is no surprise that they had a code of conduct that gave them their societal rank as the best.



The chivalrous code may have been informal, but it stood for a long time, and it distinguished people into certain classes. This strained on what was needed at the time. At the time, there should have been a medieval Europe that was a people-led government, and because it was not, the poor stayed poor, and the rich got richer. That is what led to many of Europe's economic problems that occurred later on.

Chivalry had many redeeming qualities, but one can not overlook the multiple problems that it created, specifically in dividing people even more than they already were. It was terrible that this division of people ever happened, and honestly it is still happening (though that would be something to talk about some other time). See, chivalry was what made aristocrats aristocrats, it's what led to the French revolution and the streets running rich with a river of blood. And it simply just separated people so that they couldn't get anywhere. If you were born poor, you stayed poor, and that is the saddest thing -- that no one could advance themselves or their family.

When doing research for this article I learned about how chivalry has parallels to multiple codes of conduct around the globe throughout time, such as the Bushido code, and the Ninjitsu code. When looking at fictional examples of chivalry I saw one very interesting one in *The Mandalorian*, from *Star Wars*. They are similar to a class of knights who hold themselves to an honour code.

Now next time you question a chivalrous act remember its faults and remember its greatness: remember the horsemen.

Question(s) from the teacher: *What is one contemporary "class" of people who have a special code of conduct? What is that code like?*

ANSWERS TO THE TEACHER, by Jessica LaFreniere

To answer this question we must first define some important words. What are we considering for 'class'? Class mainly means, "a collection or category of things having a common property or attribute, and distinguished by kind, form or quality from others". In addition to that we must know what code of conduct means. A code of conduct is a formal set of rules, beliefs, values, and standards of workers, actions, and relationships that an organization believes are important to their successful operation. In our world today, there are many different classes of people, different groups of people. Many religions could be considered different classes due to them having the same beliefs and the same set of rules on how they operate and live their lives. Another example a class of people would be the working class, the upper class, or the lower class. These classes of people have a variety of ways they live their lives, but they can be categorized in one specific area. Other examples may include students, teachers, staff members, or community members. Classes do not have to be determined by how much money you have or how much you make, class can be determined by what role you play in your community or your state or your country.

The example I will be talking about, has to do with the students in my different classes. There are many rules students have to follow. It may not seem like there is a lot due to some of them being natural things almost everyone does anyway, but there are still quite a few. All students are required to show up to school ready to learn. At bigger schools students may take the bus to school, drive to school, or get a ride to school. At Beaver Island School on the other hand, things are a bit different. Our school does not offer a bus option due to the small number of students. Students are also required to dress accordingly, whether it be a strict uniform the school provides, (but does not pay for), or it be a dress code that students have to follow. At Beaver Island Community school, our dress code was made up by the Student Council members that our student body voted for. Some of the rules are as follows: no hats, coats, or sunglasses unless permitted by a teacher, no clothing that represents illegal behavior, messages that are offensive to students, the community, or the school. To add to this students must also wear clothing that covers the body from mid-thigh to the armpits, may not wear clothing that is skin tight, and shoulders must be covered. If anyone were to break these rules more than three times within a school year they will be required to have a meeting with their guardian and the school administrator and the course of action will be determined by them.

This is just one example of a rule that the student class must follow, there are many other rules the student class must follow.

To conclude, a contemporary class that has a special code of conduct would be the student class. Students have to follow many rules and if they don't they can risk their lives as a student and or privileges they have as a student. Their code of conduct can include many things like dress code, transportation to and from school, appropriateness, and respect towards teachers, school staff and other students.

What is an Era? by Aedan Cole

According to Mr. Richards "Eras are to time as regions are to space". That basically means that when it comes to eras they are like regions in the way that regions are specific areas of land set apart from each other by unique characteristics. So by that comparison, that means an era is a specific part of the time that is set apart from the rest because of its unique features.

Unique features in terms of space are major amounts of resources in one area and things like geographical features as well as things like major events that have occurred in those places. However, with time it can be a bit different. Some examples of unique/significant features of time would be things like large wars and major scientific breakthroughs and discoveries. Some could also be a massive disease sweeping across continents, and maybe even the extinction of an entire group of people.

Eras are not things set in stone. They change from person to person. So while one person may think that an era was one of the most important things to ever have happened in history, another person could not even care about that era at all.

Who comes up with these eras? The answer is that there is not really one person that comes up with all the eras, and because eras can be based on so much opinion, their names and dates can end up getting changed around. For example, the people in America celebrate what we consider to be an era of the Revolutionary War. However, people in England call it the American War of Independence. To us, it is one of the most important events in all of history, yet, to them, it is just us breaking away.

A good example of an era would be the Great Depression. The Great Depression went from 1929 to 1933. It was a severe worldwide economic depression. This means that at this period in time was when countries all across the globe could barely support themselves. I personally think that this is worth being called an era. That is because it had such a large effect on not only the U.S. but also the entire world.



So that is what I think eras are and remember, "Eras are to time as regions are to space".

Question(s) from the teacher: *How are the notions of generation and era similar? What is your generation? And do agree with what is said about your generation?*

ANSWERS TO THE TEACHER, by Alyssa Martin

How are generation and era similar? Well, when you're figuring out who belongs in what generation, you think about the characteristics and details about what these people would have in this generation. Same thing with an era. Different things that have happened in the past mark eras.

My generation is gen Z. Gen Zers are, according to millennials and baby boomers, addicted to their electronics (not to be confused with millennials who are considered "tech-savvy"). According to businessnewsdaily.com, Gen Zers are also socially conscious with a strong desire to give back and participate in social programs.

I do agree with these two assumptions about my generation's characteristics. We are definitely addicted to apps and electronics. And I do believe that we do try to give back even when it does not really make a difference. I am not saying that we have to make a difference, but people should at least do something nice for someone at the minimum. I would love it if kids, including myself, really gave back to the community.

Things like volunteering these days are just for graduation requirements, like "I don't want to be stuck here another year". People don't really see the meaning behind everything. The whole point was to give back and help with things around our community to make things better.

We can't seem to peel away from our phones for one second. I wish the kids here saw what I see. The way they talk about volunteering, it just kills them to take a break from Tik Tok, Instagram and Snapchat. Some people seriously don't know what is going on outside of their phones.

It's different for people like me who don't have a phone. I see what's going on around me, not what's going on from inside the screen. I wish there was some way for all the high schoolers to get to know people without having them dislike every minute of it, because I know most of them do.

Before I went caroling, I forgot or didn't even know these people existed. That's pretty bad. So like I said before I do agree about what the internet and people say about my generation. I would like to change the way they think.

How do You know If an Age is “Dark”?

by Brad Johnny (aka John Brady [Robert])

What does dark mean? In a literal sense dark means the absence of light, which may appear as blackness. But in terms of society and civilization, how can a time period be considered as dark? For example, what does it mean when one says the dark ages? What is dark about them, and what causes an age to be dark? Several things contribute to an age being dark such as lack of technological advancements, lack of global communication, and lots of fighting between people groups.

The most well known dark age is the Middle Age. The Middle Ages lasted from the 5th century to the 15th century. Some scholars believe Europe was submerged into darkness after the fall of the Western Roman Empire in the 5th century A.D.. During the Middle Ages, England was fighting France in a series of conflicts that lasted over 100 years from (1337-1453). The largest recorded battle is known as the Battle of Sajo River. This battle took place during the 13th century when the Mongols invaded Europe and took over much of its land. There were the crusades. There were constant fighting between kingdoms.



During this time there was also a lack of technological advancements within cultures. People in castles were still using fire torches and candles which may have made them appear dark. People were still using catapults for weaponry, and it wasn't until the late 13th century where gunpowder was invented. During the Middle Ages, technological advancements were at a standstill and nothing huge was being invented that changed the way people lived their lives.

Lastly, an age can be dark based on the lack of global communication. Unlike now when global communication is at an all time high, the Middle Ages didn't have nearly as much geographical communication as we do now. As opposed to our world nowadays where we can contact people across the globe in seconds, it was much different back then. During the Middle Ages, people could only communicate through speaking or writing. A good example of this is the encyclical from Pope Urban II's famous crusade speech that was sent out on paper to all the churches across Europe. In order to get the “word” out, they sent out these written forms of his speech to be read in the various towns and their churches in order to get people to fight.

In conclusion, as we look at the Middle Ages, we can see how they were “dark” because they contain the components I listed in the introduction of an age being dark. They contain the lack of global communication, the lack of technological advancements, and lots of fighting between people groups. Now, with this given information you can determine whether any age is dark. So, with that being said, is our present age dark?

Question(s) from the teacher: *What if we changed the definition of social or cultural “darkness” to something like, “lack of a sense of purpose”? How would the middle ages and the present compare, in your mind?*

ANSWERS TO THE TEACHER, by Ash Antkoviak

To even begin understanding this question about darkness, we need to first understand that changing the definition of something can make it go all wonky. I mean this in the sense that when definitions change, the things that used to fit said definitions wouldn't quite fit in the same way. If I were talking about the definition of creepy, maybe what comes to your mind is a dark alley. Now if I was to change it to creepy implies the rest-of-your-life-depending-on-it, maybe what would come to mind is the existential dread of your high school life, trying to raise your GPA to get into a good college. Existential dread about an unknown future is a different creepy than a dark alley.

We were given a definition in John's article, the definition of social and cultural darkness for the Middle Ages as being: an age that lacks technological advancements, global communication, and a lot of fighting, probably between either the villagers or whole and complete civilizations. John gives examples and concludes that, with his definition, yes, the Middle Ages were dark.

If we were to change the definition of darkness to "feeling like you don't have a purpose", however, our classification of the Middle Ages might change. I would say that the middle ages are sort of in the middle. I say this, because there wasn't a complete lack of purpose, however, it did take a while for people to get out of that funk and to start creating new things.

If this were to change to the present day, it probably wouldn't change my answer in the way of no motivation as more people are becoming depressed. I don't really notice that at our school as everyone here seems motivated. I can see this in kids going to teachers for help when they don't understand something, or to a student that they know knows how to do the thing. But I do think that many people in the United States are depressed because of things like air pollution/climate change, student loan troubles, politics, obesity rates and opioid addiction to name a few. In the world as it is today, there are a lot more things that are happening compared to a few hundred years ago. There are huge worldwide businesses, and business monopolies and people in positions of power. If those people were to lose motivation, they might be kicked from their positions, maybe those businesses run out of money and shut down, maybe those worldwide businesses would only limit themselves to a few countries.

Taking this all into consideration, yes; we are living in a dark time right now.

