



Check out the cheerleading article on page 5!

The BLUE DEVILS



Advocate Richmond High School

Volume 14, Issue 4
February 10, 2017

35320 Division Road

Case Closed: RHS WTP Team Takes 4th In Lansing

By: Alyssa Gail
News Co-editor

You're at the podium. The judges sit across from you and flip through their papers as they prepare their questions for you. You sit up straight with hands folded on the podium and your feet nervously tap the ground. They ask you question number two.

You flip to the speech you've rehearsed a hundred times. You tilt the microphone towards you.

You take a deep breath. The timer starts. You begin the We The People competition.

On Friday, January 13, Dr. Ladd's AP Government class, consisting of all juniors and one sophomore, left Richmond at 7:30 a.m. to head to the State's Capital to compete in We The People.

"We The People is a competition between schools where they have to make presentations to defend constitutional principles," said Dr. Ladd, who has taken kids to this competition since 1998.

At the competition, students presented speeches and debated topics depending on what unit they were in out of the six units. Each unit dealt with a different topic and theme students had to understand for the competition. They also presented twice – once during the morning

session and once during the afternoon session.

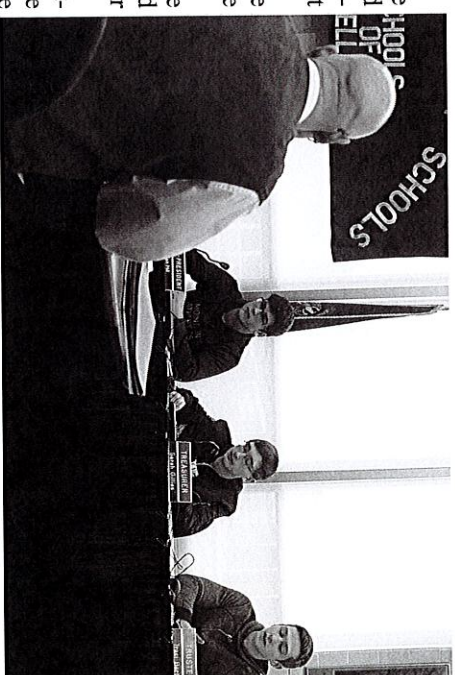
Junior Sophia Kesler said, "I was Unit Six. This was one of the more modern units, and its main ideas were about immigration, types of government and the Native American rights."

During each session, groups were judged by three judges whose professions ranged from lawyers to judges. Each unit and school, collectively, was ranked out of the 12 schools competing.

Judges asked each unit a wide-range of questions revolving around their unit topic. Kesler said, "One specific question asked how we felt about a wall being built to separate the United States and Mexico. It wasn't one we were expecting but we managed to create a well-developed answer."

Kesler's unit, who placed second out of the 12 in her category, said, "We said that this would hurt the economy because it would take away the diversity in thought that these immigrants provide and the secondary effects would harm our nation as well."

When asked what his thoughts were after the competition, before he knew the results, Dr. Ladd said, "I thought we were fifth or sixth." Both students and Dr. Ladd agreed their first session was better than their second because they were less excited as the competition and day dragged on.



Dr. Ladd helped students prepare for the competition by holding mock debates for them to compete and practice in.

Kesler said, "We HOOPERS felt we did better during the first session because we were more comfortable with the topic and thought our answers were exactly what the judges were looking for."

However, much to the class's surprise, not only did they score higher during the second session, but they also placed fourth out of the 12 teams competing, which consisted of teams from all over Michigan.

Dr. Ladd has had multiple successful classes throughout the years. Although some classes have placed higher than this year's class, such as placing second and third a few times before, Dr. Ladd said, "I thought [their performance] was excellent."

But the We The People competition is more than 24 students waking up on a Friday, going to Lansing and debating constitutional topics. Preparation for the competition began the day students walked into Dr. Ladd's class on the first day of school.

pieces: one drawing and four photos. Of the five pieces I entered, two of the photos got in," she said.

Her hard work earned her one Honorable Mention as well as one Silver Key.

"I didn't look at the list. Mrs. Belf told me in the hallway and I didn't process what she had said to me, but once I did I was ecstatic," she said.

Freshman Madi McEwan was new to scholastics. After entering a photo for the very first time, she was able to earn a Gold Key.

"I was surprised. I didn't think I would win anything at all and to be awarded a Gold Key was really amazing," she said.

A quick and fun photoshoot turned serious when McEwan took her photos to Mrs. Belf.

"The photo was of my friend and I had a leaf covering her one eye and it was really cool because the leaf was almost the exact color of her eye. I thought it was pretty good so I showed it to Mrs. Belf. She really urged me to enter it into scholastics and I'm happy she did," she said.

The "Gold Key" To Success

By: Lauren Duché
Advertising Editor

The list was up. After countless photoshoots and hours of working with Photoshop to get everything just right, the list was up. Nervous, excited eyes scanned the list to see if this year was the year. For 30 lucky artists at RHS, it was.

This year, RHS had 30 students and 42 pieces enter and win either an Honorable Mention, Silver Key, or Gold Key in the Scholastics Art Competition.

Scholastics is a national art competition where high school students from every state enter their artwork to try and get it into the show. The students enter regionally in the competition first where they are able to earn an Honorable Mention, Silver Key or Gold Key. After the regional show, all of the Gold Key award winners are sent to New York to be judged nationally. It costs \$5 per piece and for students that qualify for free and reduced lunch, entry is free.

Art teacher Mrs. Belf is a firm believer in Scholastics.

"Scholastics is a great opportunity for students to get their work out there and seen by the public, and at the same time, it gives them all something to work towards and get excited about," she said.

As exciting as Scholastics can be, sometimes the results don't always come out as participants anticipate.

"It's really interesting to see what pieces get in. Every year I'm more impressed and surprised with what my students do and what gets entered in," she said.

This year was a prime example of that. Students that have never entered before entered and won big.

Senior Brianna Maloney said, "Last year I entered two pieces and neither got in. I was really disappointed and so this year I decided to really buckle down."

And she did.

"This year I did countless photoshoots and decided to do more traditional art work. After going back and forth with what I thought would be good enough, I narrowed down my options and ended up entering five

pieces: one drawing and four photos.

Of the five pieces I entered, two of the photos got in," she said.

Her hard work earned her one Honorable Mention as well as one Silver Key.

"I didn't look at the list. Mrs. Belf told me in the hallway and I didn't process what she had said to me, but once I did I was ecstatic," she said.

Freshman Madi McEwan was new to scholastics. After entering a photo for the very first time, she was able to earn a Gold Key.

"I was surprised. I didn't think I would win anything at all and to be awarded a Gold Key was really amazing," she said.

A quick and fun photoshoot turned serious when McEwan took her photos to Mrs. Belf.

"The photo was of my friend and I had a leaf covering her one eye and it was really cool because the leaf was almost the exact color of her eye. I thought it was pretty good so I showed it to Mrs. Belf. She really urged me to enter it into scholastics and I'm happy she did," she said.

From day one, students were divided into the six different units, which vary from the historical foundations of political thoughts to Native American rights. From there, they studied and debated the Constitution, the Federalist Papers, numerous court cases and other constitutional principles.

Dr. Ladd said, "Basically, [we prepared with] a lot of discussion. We try to figure out constitutional problems."

He also gave students weekly tests and essays to help keep their minds fresh and to reinforce material they learned.

"You have to have that foundation of knowledge to use. And the time

Senior Lauren Nicolopolous was another Gold Key winner.

Nicolopolous said, "As a senior it was really amazing to win two Gold Keys. The feeling when I found out was indescribable. Because I'm a senior, it's my last year I'm able to enter so winning the highest level award was a good way to leave."

Along with winning two Gold Keys, Nicolopolous also won an Honorable Mention.

Scholastics veteran Mikala Evans also won a Gold Key.

"I've been entering in scholastics for a couple years now and Gold Keys are always the goal, so getting one is always a big accomplishment," she said.

With eyes set on the future, Evans wants to send a message to young aspiring artists everywhere.

She said, "When you're passionate about something, you can't let anyone get in your way. No matter what your dream is, follow it and set goals for yourself along the way."



Today's Forecast
Partly Cloudy
High: 33
Low: 23

School News1-3
Editorials.....7
Question of the week.....7
Local Features.....8,9,10

Sports Updates.....4, 5
Star Athletic.....5
Opinion.....6,7

Star Student.....11
Hot Chocolate Recipe.....11
Word Search10
Art of The Month.....10



We The People

Continued from page 1

you put into it is well worth it," said Dr. Ladd.

As for how it helped students, Kesler said, "They forced us to think about ideas we hadn't before and challenged us to look at everything from a different perspective, and this helped prepare us for the judges' questions."

Dr. Ladd added, "You have to have that foundation of knowledge to use. And the time you put into it is well worth it."

On top of this, Dr. Ladd met with students outside of school and during Christmas break to make sure students did not forget information they worked hard to understand over the months. Kesler said, "Dr. Ladd met with us numerous times to help us revise our papers and to go over what questions we were likely to be asked during the competition."

Although all of the essays, tests and work put into the competition

was stressful at times, it wasn't hard for Dr. Ladd to motivate students to work hard. Not only was the competition meant to expose students to that type of environment, but it was also their midterm exam.

Hence, students had a lot to motivate themselves with.

Dr. Ladd said, "AP kids always want a good grade. The groups that did well, internally wanted to do well."

Because at the end of the day, it was up to the students to take what they learned over the past four months and put it to good use. It challenges students to show what they truly learned instead of simply memorizing information for a test and forgetting it the next day.

Dr. Ladd, who plans to continue to involve students in We The People until he retires, said, "We The People teaches you good research. It's the ultimate cooperative learning and forces you to not only work together, but to rely on each other."

Fever Charts Heat Up AP 12

By: Christina Farkas

News Co-editor

"Words, words, words," said Shakespeare in his venerable play Hamlet.

Many a word has been passed in the AP 12 Literature and Composition class. Now language has to be carefully analyzed as Shakespearean words are coming across the eyes of soon to be graduates.

Starting in December, AP Lit students were given a copy of Hamlet. Their goal was to complete reading this play in a span of a month.

Even if Hamlet isn't a student's favorite genre to read, it's very important to go over the material. "Hamlet holds a strong moral for classes. This is a read that puts students out of their 'comfort zone' which is a journey students should take in the long run," said Mrs. Gabridge. "It is a classic and anything from it can be used beyond high school."

Students had to go into depth with this play to acquire the right information to prepare a big summative.

Mrs. Gabridge, the AP Lit teacher, had given an assignment to create a Fever Chart on the play. "A fever chart measures the development of a theme throughout a story," said Mrs. Gabridge.

With Advanced Placement classes being so formal Mrs. Gabridge said, "The students can take a break midway and use their creativity to build something a bit more fun than writing an essay."

The chart itself is hard to research for, yet when students have all their work put together, it is easier for them to finalize in the end. "I went throughout the book, act by act, to provide five quotes for the x-axis that related to the sexism that was taking place in the book," said Emma Brockett.

Being the biggest summative of the semester, it can be overwhelm-

WTP Spotlight: Hailey Reed takes more than a fourth place win from WTP

By: Alyssa Gail
News Co-editor

At 7:30 a.m., on Friday, January 13th, Hailey Reed was not getting ready to start her typical day of school. Instead, she was leaving Tim Hortons to head to Lansing to compete in We The People.

She hopped in her car with her family and raced to the capital to be there before the 10am start time.

When at the Capital, Reed met with her group, Unit One, to review some last minute information like Federalist Papers and philosophers, and to find out what order the units were going to present in. Reed said, "First, we had to practice how we're going to sit - because we were very nervous - being quiet, and then we went over a couple of things beforehand."

When the clock struck 10, Session One began and the first unit to go took their place at the table, awaiting the judges.

Unit One was going fifth out of the six units during the first session and second during the second session. "The first time we got to watch everyone else [present] and calm our nerves. The second round we got it over with early and didn't have to wait [like the first session], which was relieving," said Reed.

When it came time for Reed's unit to present, they went up as a group and sat behind a grand table, facing the three judges and the rest of her classmates. When the judges sat down at their table and were settled in, they asked Reed's group one of the three questions her team had prepared a speech for.

Once the judges selected their question, Reed and her team flipped to the

ing but worth it in the end. "We've been writing and writing, and it feels nice to have broken from that work at the end of the semester," said Angelica Barrows.

The time students have to work on their projects was during Christmas Break. Brockett used her Christmas break developing a fever chart that focused on the theme of sexism with Hamlet.

"The y-axis of the board was based off of the evolution of Bulbasaur as sexism grows stronger step by step," said Brockett. "My

little brother gave me the idea since he is a big fan of Pokemon."

As Bulbasaur evolves in the Pokemon world, the stereotype of Hamlet's misogynist views within the play rises as Hamlet or other characters in the play are judged for their weaknesses.

Other classmates had joined in on their creativity with ideas from topics like severity of disease, Harry Potter

the question asked and presented the speech within the four minute time frame they were allowed. Reed said, "Two speeches of ours were on the shorter side, but I was a little nervous that we didn't have enough information."

Despite this, Reed didn't take much notice to the clock during the speech because she was too busy looking at her teammates and making eye contact with the judges, which is important when it comes to presenting.

After the speech, Reed had to face six minutes of questions from the judges concerning their speech or something about their unit, which revolved around the historical foundation of political thought.

Once the six minutes were over, Reed and her team thanked the judges, who gave critiques and compliments on their performance. Dr. Ladd also gave the team feedback once the judges left to help better themselves for the next session.

Walking away from the competition, Reed said, "I thought we did amazing. I was most proud that we answered a really long question and everyone in the group talked - teamwork."

And Reed's team did in fact do amazing.

Unit One placed third out of the 12 unit threes competing.

Looking back on all of the work and effort put into preparing for the competition, Reed said it's bittersweet. She won't miss preparing to talk in front of people, but she will miss learning about history and the government.

Reed said, "I would really like to learn more about government and politics because I really want to have a voice - but an educated voice."

groups, and emojis elevated from happy to suicidal. The lowest emotion being a smiley face, slowly raising to a dead emoji speaking of the emotions of Hamlet throughout the play.

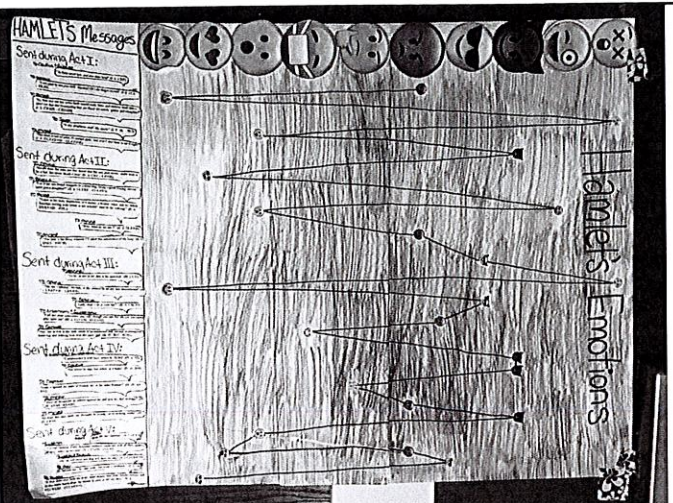
"This is definitely my favorite project that is given to the students," said Mrs. Gabridge. "It's nice to see students get out of their formal daily mindset and have fun with something like the fever chart."

Students stood and presented their fever charts the day coming back from Christmas break. There were giggles, mindful discussions and overall creativity in the boards students presented.

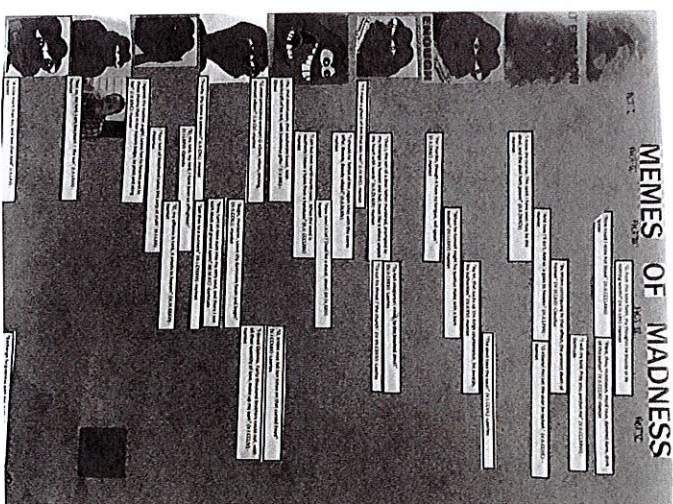
"I was nervous to stand up and present but once I got up and started talking, it was smooth sailing from there," said Brockett.

With two days comprised of fever chart after fever chart, presentations were over. "I thought that everyone's concept were very interesting," said senior Alyssa Gall. "Some of them [classmates] helped me learn things I never realized in the book."

It was the time, where students would wait for the moment their grades to be entered into PowerSchool. Everyone had done very well-giving relief to all students. "I really enjoyed the project," said Emma Brockett. "It set out the boundaries that you don't really get to have when you are in a class like AP."



Left: Student, Alyssa Gall, charted Hamlet's emotions throughout the play with emojis.



Right: Student, Raechel McKiernan, charted the theme of madness throughout the play with memes.