

The REDHAWK REVIEW



From her own personal experience as a freshman, Sorina Johnston was appreciative of the program "because the mentors gave honest feedback, feedback on personal things," which helped her to trust and open up to her older peers and, eventually, inspired her to become a Redhawk Mentor herself. (Photo by Melanie Bakin)

A New Angle on the Redhawk Mentors

By Julia Neville

Many of us can recall the general circumstances of our first days spent in a new environment, whether they be pos-

itive, negative, or somewhere in between the two extremes. Our instincts and emotions are all over the place, as are our priorities. It can never hurt to go through transitional periods with

a peer nearby: someone who has been through it all before. A reference, an overseer, a guide, and, most importantly, a friend.

In a school setting, the situation is no different. In the past, we have

relied on scavenger hunts and Q&As, the chanting of the alma mater and other fun, interactive activities that join together the ideas of unity and school spirit

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The Notorious RBG: Her Strategic Battle for American Humanity

By Willow Hoins

A “flaming feminist litigator,” a pioneer for justice, an outlier: that was our Justice Ruth Bader Ginsburg.

The liberal Justice Ginsburg was something of a wonder. She was entirely deliberate in all of her actions and reasoning but unexpected in her accomplishments and standings. The feminist icon managed to continuously make unanticipated decisions in her battle for equality.

A surprising discovery for many, then-attorney Ginsburg did not champion *Roe v. Wade* in 1973. It wasn't because of disapproval in the right to choose, but because of the poorly structured argument. She found that the landmark Supreme Court decision stood on a faulty foundation, with the case based on the idea that women had a right to privacy in their medical decisions. Ginsburg felt more effective grounds would come from the notion that abortion restrictions impeded on gender equality. She believed “it would have been better to approach it under the Equal Protection Clause,” a stipulation in the Constitution's 14th Amendment stating that a governmental body may not deny people equal protection of its governing laws.

Justice Ginsburg was client-oriented and brilliantly calculated. She veered away from sweeping decisions without substantial backing that would be left vulnerable to attacks. Instead, she focused on specific areas of discrimination and violation of women's rights and gender equality. Ginsburg represented male plaintiffs and the prejudices they faced and, in doing so, simultaneously protected women's rights. In the cases of *Califano v. Goldfarb*, *Weinberger v. Wiesenfeld*, and *Kahn v. Shevin*, widowers were disfavored and prevented from collecting social security benefits and tax exemptions afforded to widows in the same scenario. While the direct issues may have been initially based on gender discrimination against men, Ginsburg's dissection of the laws collectively legitimized women's payments into the social security system and invalidated the archaic assumption of women's dependency. “Real change, enduring change, happens one step at a time,” Ginsburg is quoted as stating.

The Justice appeared before the Supreme Court a total of six times as an attorney,

winning five of her cases before continuing on as an advocate for gender equality from the other side of the court after being sworn in as a Justice. She fought for the American people and their daily struggles against discriminating bureaucracies, caring for their issues as an attorney, a judge, and eventually a Justice. Her life is not one to be summed up, rather one to reflect upon. Law professor Mary Hartnett, co-writer of RBG's only autho-

rized biography, concluded, “Aim for equality, but do it the right way, so that once we get there, it is indisputable.” Many lessons can be surmised from the influential life of Justice Ruth Bader Ginsburg, but for now, hear her on this one:

“Fight for the things that you care about, but do it in a way that will lead others to join you.”



“I dissent.” Justice Ruth Bader Ginsburg, March 15, 1933 - September 18, 2020

Cinematic Review



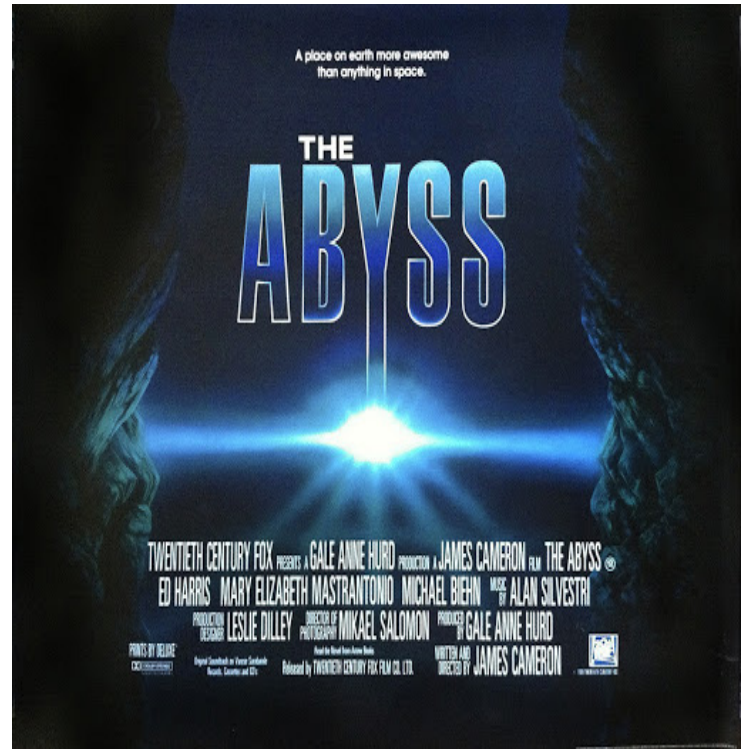
Marshall

By Finn O'Donnell

Thurgood Marshall was appointed to the U.S. Supreme Court in 1967. As the first Black justice, he wrote important opinions on the death penalty, gender issues, and labor. Yet his most important work was done before his appointment, when he served as the Chief Counsel for the NAACP Legal Defense Fund. As the civil rights attorney of the 1940s, 50s, and 60s, Thurgood Marshall argued monumental cases like *Murray v. Pearson*, *Smith v. Allwright*, *Shelley v. Kraemer*, and *Brown v. Board of Education*. It's surprising, then, that Chadwick Boseman's 2015 biopic of the late Justice focuses on a less noteworthy case: *Connecticut v. Spell*.

Set in 1940, Marshall follows

a young Thurgood Marshall as he argues, through proxy attorney Sam Friedman (Josh Gad), for the freedom of a Black chauffeur accused of raping his white employer. Boseman's Marshall is uncomfortably cool in the face of blatant racism and violence, showing little emotion throughout the film. Yet, his phone conversations with his wife, snide remarks on the courthouse steps, and bar chats with Co-Counsel Friedman bring a little light to an otherwise dark and difficult film. All things considered, it was a pretty good movie, and certainly worth watching. Boseman and his co-stars, while all decent, were somewhat one-dimensional, and the film leaned heavily on visual and audio cues to make the audience feel a certain way. It was good, but not great.



The Abyss

By Finn O'Donnell

While Marshall was “good not great,” *The Abyss* is just “not good.” Coming off the 80s high of *Terminator* and *Aliens*, director James Cameron thought he could make anything (as it turns out, he could: *Titanic*, *Terminator 2*, and *Avatar* were huge successes), but he jumped the gun with *The Abyss*. The fascinating story is compressed into one movie that feels far too long and leaves the audience with more questions than it answers. Instead of attempting to hang onto any shred of reality, Cameron sank (haha) his budget with expensive underwater shots that, while impressive, don't do much for the story. The stars, actors I'd never heard of, were clearly the cheap versions of Bruce Willis and Sigourney

Weaver. And the two separate conflicts throughout the film were irritating and detract from each other. All of that said, it's a beautiful movie. The undersea filming is impressive, and the CGI is ahead of its time. Would the story have been better represented in a TV show? Yes. Did I laugh at the absurdity of a few dive scenes? You bet. But were a number of scenes truly beautiful? Yes.

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COVID Perspectives Across Generations

By Zinnia Hansen

Jefferson County has the highest median age of any county in Washington State and COVID-19 is disproportionately dangerous to older people and those with pre-existing medical conditions. Growing up in Port Townsend, I have been nurtured and cared for by the older generation. This has given me an understanding of how time fosters different perspectives. Living among an older generation has also made me keenly aware of life's fragility. By interviewing both senior citizens and high schoolers, I wanted to explore how the pandemic has affected the age divide in our community. Have our lives further diverged during the pandemic? Have tensions between age demographics increased? Or has the pandemic brought us closer together in solidarity?

The reality is that adolescents are at a much lower risk of developing serious or life-threatening COVID-19 symptoms than elders, but we must still be careful. Teens are privileged

enough to not have to constantly fear for our lives, but that doesn't mean we are apathetic to the dangers of the pandemic. I was surprised to find that, among the younger people I interviewed, there was little resentment towards older, more vulnerable folks. An attitude of sympathy was reflected in the responses of the adolescents I interviewed. Holly Cochrane, a senior at Port Townsend High School, stated that, "Personally, I don't feel threatened at all, but I am worried about everyone who doesn't have the immune system to fight it off."

The primary differences I found between perspectives were the ways in which the coronavirus has affected our lives and visions for the future. The pandemic has been a major disruption and inconvenience for everyone, but the consequences are playing out unequally across age groups. Though everyone I interviewed lamented the harsh limitations of social distancing, older folks have had to take far more serious precautions. But when asked how the pandemic has impacted their lives, senior citizens consistently reported some

positive consequences. Jennifer Hopkins, 82, said:

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Jennifer Hopkins holding a rose from her garden.

On Voting, and the Role of Students in Democracy

By Stella Jorgensen

As participants in a democracy, each of us has a civic responsibility to vote and be engaged in our political process. Now, I understand that, as high school students, you may find a few issues with this statement. Perhaps you argue that the system is flawed—felons and voters of color are often disenfranchised, and the existence of the electoral college means individual votes don't always matter as they should. Perhaps you're not yet 18 and, like many high schoolers, feel that you simply can't participate because you're too young to actually vote in elections. Maybe, you simply think that, in Washington, we almost always vote blue anyway, so why would an individual vote for either party make a difference? And, finally, maybe you just don't care about politics.

While these arguments may

all be valid, voting remains an essential part of our democracy and, with an election this monumental on the horizon, they frankly cannot inhibit our participation as young people in shaping the next four years. While it's easy to be cynical of the American political system, simply abstaining is not the solution and may only further the issues you seek to address. Perhaps it is true that the electoral college plays an arguably unfair role in presidential elections. However, local elections are often nearly as important in deciding issues that affect communities more personally. Local school bonds, for example, affect the lives of all public school students, and through COVID guidelines we've seen how important the role of governor is, a state level election that deeply affects our lives separate from the presidential race.

As high school students,

many of us are under the age of 18, unable to fully participate in elections. This is perhaps the most common excuse to remain disengaged and one of the hardest to navigate. Unfortunately, while we cannot vote, the issues being argued at the local and national levels have tremendous effects on our futures. Climate change, civil rights, healthcare, affordable higher education, and a plethora of other issues will not only affect our financial status as we graduate, but also our most basic right to life on a healthy planet and in a healthy society. Because of the enormity of these issues, we must become engaged. Here are a few ways this can be accomplished.

For those over the age of 18, registering to vote is something that must be done ahead of time if you plan to vote by mail, a system Washington State has practiced for years. Voter registration has never been easier online, but can also be done by mail or in person. This

must be completed by October 26th to receive your mail in ballot on time and more information can be found at sos.wa.gov. For those under 18, helping to register voters or volunteering for local party offices are great ways to get involved, as COVID has limited the number of elderly people available who have often staffed party offices in the past. Information for volunteers can be found at party websites. Letter writing is another effective way to contribute, with Vote Forward being a great organization with which to get started. Finally, simply having challenging conversations with eligible voters is effective. Family members are a good place to start: letting them know what issues you care about and how important voting is to your future often inspires action. Whatever your age and regardless of your political orientation, now is the time to become engaged. So get out there and vote.

Welcome Ms. Lenz!

By River Kisler

It is with great excitement that we welcome a new teacher, Linda Lenz, to PTHS this year. For those of you who don't know, Ms. Lenz is teaching Geometry, Chemistry and AP Calculus this year. Because of the switch to online learning, it has been extra difficult to connect with teachers this year, especially if you haven't had a class with them before. Hopefully, through this article you can get to know Ms. Lenz a little better, beyond her 1 by 2 inch Zoom square.

Ms. Lenz was born in Germany, where she lived for three years before moving to the U.S. Her mother is American and her father is German, which means she has dual citizenship. Ms. Lenz grew up learning conversational German from her parents and can read and speak with fluency. After leaving Germany, Ms. Lenz grew up on the Columbia River Gorge (on the Oregon side) near the town of Troutdale. Initially, Ms. Lenz had no aspirations of teaching and instead pursued a career as a scientific researcher, an area she worked in for many years. But, in graduate school in Hawaii, Ms. Lenz took a job working for Upward Bound,

a program designed to help first generation college bound students from different Pacific Island countries navigate the higher education process. Ms. Lenz said the experience felt meaningful in a way that research didn't, on a personal level. That's when she decided to go back to school to become a teacher. After completing school and training, Ms. Lenz began her first full year of teaching in Page, Arizona. Page is a unique town, surrounded by the Navajo reservation on all sides, and the student body of the school Ms. Lenz taught at was 75% Navajo. She says this was a very new landscape for her geographically, and a fascinating first teaching experience. After two years in Arizona, Ms. Lenz spent four years teaching in Italy in a town outside of Piza, where the Arno river flows into the Mediterranean. Ms. Lenz said, "I feel grateful to have had the opportunity [...] to teach in Italy for those four years."

She was drawn to Port Townsend for several reasons. "It really was the size of the community—I'm not a big city person. And I love the water and the forests and the mountains nearby. I mean, what else do you need?"

Some of Ms. Lenz's favorite hobbies are hiking and camping, and she says she especially enjoys "off trail exploration, I like just going bushwhacking and seeing what I can find. [...] Nature is very recharging for me." As for other forms of entertainment, Ms. Lenz enjoys watching anything that takes place in a different time period, especially period pieces such as *The Crown*. When I asked Ms. Lenz if she had anything that she wanted to tell students about herself that might not be obvious, she said that it's actually pretty

strange she ended up in a job that requires her to talk to people all day. When she was a student in high school, she was so shy and spoke so little that some teachers had questions as to whether or not she could talk. Now she talks in front of other students for a living (with the goal of educating them, obviously).

Hopefully this helps you get to know Ms. Lenz a little better and, if you see her in the halls or in a Zoom room, be sure to welcome her to our school.



Ms. Lenz noted that she prefers to be pictured with her students. Here, she poses with a group of students in Dominica, conducting biodiversity surveys following Hurricane Maria. (Photo from Linda Lenz)

Television and Movie Recommendations

By Finn O'Donnell

The Great British Baking Show

With so much crazy outside, it's nice to retire to a well-decorated tent in the English countryside and watch people stress about bread, not about their lives.

Pacific Rim: Uprising

For those who want a break from the world that involves more monster punching.

RBG

Honor the legacy of iconic justice Ruth Bader Ginsburg/Gambill's celebrity crush by watching RBG soon. It's a sweet film, and makes you feel hopeful for our country. Wow. I guess all my recommendations this month are about escaping reality.

PTHS Music Program Plays a New Tune

By Virginia Su

With the online learning model, music rehearsals have been a challenge and a change for most. At Port Townsend High School, orchestra students started the year off by rehearsing virtually online as students were put into groups to rehearse with others digitally. Each group was assigned a day to play during the weekdays. But sometimes, with others having really poor video qualities and their audios getting cut out, it's difficult to play along with everyone else. Orchestra instructor Mr. Ferland has made it work by having students play with a recorded audio of the song and posting videos and sheet music on the orchestra playlist for students to follow along with.

Now, after more than four weeks of school, it's been deemed safe for students to start rehearsing again. During these past few weeks,

Mr. Ferland began arranging his room so that students are able to start playing in-person with each other. Individuals were and still are being organized so that they're in small groups based around cohorts for other in-person classes, as some are participating in blended learning. Of course, precautions are being taken: students are required to have their masks on and temperatures checked before each class starts.

As mentioned previously, playing virtually has been a change for a lot of students. Everyone has been experiencing challenges however some are also enjoying themselves at home. Whether it's having technology difficulties or enjoying practicing the songs at their own pace, learning music has been transformed for students. Aliyah Yearian, an orchestra student, said, "I think virtual orchestra has been doing pretty well! It hasn't been hard to keep up due to the playlists and zoom meetings. I miss playing with the whole orchestra and seeing everyone, though."

Meanwhile, another student said, "For me, it has been a challenge because of WiFi difficulties at home. I understand that because the orchestra is such a huge group, it's going to take a while before we meet back together. I haven't met with my group yet but I'm really excited to start." Though they each have their own experiences with the class, both eagerly anticipate getting back together with the group and playing again.

With everything still happening around the globe, it is unlikely that the whole ensemble will get back together any time soon. Instead of live performances, it's probable that videos will be recorded and put together. But despite all that, music is a way to connect and bring people together. As Rob Sheffield said, "But bringing people together is what music has always done best." No matter if it's played in person or on-screen.



Mr. Ferland coaches a masked ensemble of students in the Orchestra room. (Photo by Virginia Su)

The Challenges of Being a Freshman During COVID-19

By Maggie Emery

For many of the freshmen, being new to high school during the coronavirus is a real challenge. For one thing, there are so many new things to learn and figure out. “Where are my classes?,” “Is there late work?,” and “How do I make new friends,” are all frequently asked.

There have been so many questions and the Redhawk Mentors have been a real help. Freshman Tadu Dollarhide had no idea how to get around the high school and find all of her classes before her first in-person day. “I kind of got lost, but Grace Wentzel and her buddy walked me around and showed me to all of my classes,” said Tadu. After that first day, everything seemed much simpler and easier. However, for fully online students, like Ruby Mills, it’s a little more difficult. “It’s hard not being able to meet the teachers and go into the classrooms. I can’t get a feel for the campus. It’s going to be weird going back next year as a sophomore and not understanding where anything is,” said Mills. Many freshmen like Ruby are concerned that, by their sophomore year, the Redhawk Mentors will be busy helping the new class and they hope that attention will also be given to the members of the class of ‘24 who have yet to experience campus.

Social changes have also provided challenges this year. “It’s definitely different going from being the oldest to the youngest. The upperclassmen are so intimidating,” said Iris Mattern. Being a freshman myself, I agree. Last year, the now-freshmen were the oldest, biggest, most knowledgeable, and the coolest. The former 8th graders knew all the ins and outs of the school, and already had a strong group of friends set in place. This year, however,

many freshmen that are new to the district don’t know many people, friends are changing, and the school social environment is completely different. “It’s definitely a lot more chill compared to middle school,” said Iris.

Another difficulty is meeting new people. “Making friends this year is tough,” said Tadu. The freshmen and everyone else at the high school only get to see 10-15 kids in their grade, and it’s nearly impossible to make friends over a class Zoom meeting.

While challenging, there

are some definite ups to being new to the high school during this time. Ruby had some positive things to say: “It’s looser. It’s more of a discussion between you and the teacher about what you’re learning, and less of a, ‘You’re learning this, and that’s what you’re learning.’” The teachers are taking a lot more input from the students about workload, how they are doing, and if they need help in any way. Adding on to Ruby’s remark, Tadu said, “The teachers can help you more because there are not as many people in each in-person class.”

Getting adjusted, academically speaking, has not been very hard at all. Plus, this year is a time when students get to decide when they want to do school—aside from Zoom and in-person days, that is. “I’m somebody who likes a lot of freedom, so I like the freedom of high school, and especially this year,” Ruby said. Although entering high school during a pandemic is challenging, most freshmen seem to be looking on the bright side and doing well in this new environment.



Students participate in health checks before attending their in-person classes. (Photo by Maggie Emery)

COVID Perspectives, Cont.

By Zinnia Hansen

"[I have] had more interactions than previously with some quite distant friends and family [over] Zoom or Facetime!

[I have] chosen to spend (more) time in productive endeavors like writing and gardening instead of 'busy-ness.' Since I'm probably more of an introvert, I've found pleasure in nature and solitary pursuits like walking on beaches, bird-watching, cooking, reading,

etc." Richard Ricosky, 78, recalled that he had "never seen so many people working in the garden." Teens, on the other hand, rarely reported positive effects and were more likely to express their concerns for the future. Emillia Nunn, 17, said,

"I think young people have a lot to lose from COVID. Our jobs, education, livelihood."

Lastly, most of the seniors I interviewed (and some of the teens) worried that the younger

generation was not committed enough to the quarantine—probably the strongest evidence I found of COVID being a divisive issue among different age groups. For the most part though, at least in Port Townsend, we are not allowing the pandemic to divide us along age lines. This mirrors my experience. I feel that I have grown closer to my older friends throughout this difficult time. When schools closed, I had to find opportunities wherever I could and

learn from whoever was willing to teach me. My older friends have taught me physics, history, and gardening. They have provided me with invaluable support, reading my writing and sharing fascinating stories of their own. I have found solace in stories. And I have discovered something that should have been obvious: the elders in our community have stories to spare. Their lives are precious, and together we must fight to protect the community they have created.

A New Angle On the Redhawk Mentor Program, Cont.

By Julia Neville

to help freshmen settle into their new atmosphere, all of which had been part of the Redhawk Mentor Program with Lisa Falge as organizer and leader. Even with

the program's inevitable changes, as well as the complications that have arisen due to COVID-19, the Redhawk Mentor Program has continued to prevail under new leadership. At the heart of it all, students and teachers alike are working towards achieving the same goals as in years past, simply from a new angle.

Mr. Stegner, a driving force in resurrecting the project,

was beyond excited to take advantage of the vacancy Ms. Lisa left behind alongside Ms. Soderstrom. "I think one of the main purposes of the Redhawk Mentor Program is to provide incoming freshmen students with a positive and welcoming experience. Relationships are the most powerful agent of change, and so, for upperclassmen, being given the opportunity to develop relationships and provide a positive welcoming experience is wonderful for our school atmosphere. It is a win-win scenario for the mentors and for the freshmen. The freshmen get to experience something meaningful

and the mentors get the opportunity to develop their leadership skills," he explained. Under the leadership of two fabulous teachers, the Redhawk Mentor Program and its multifarious student leaders are destined for success, even as they navigate the unprecedented challenges ahead.

Sorina Johnston, a senior, is just one of many students who have been especially involved in the program in the past two years. She was eager to return and lend a helping hand throughout the program's transformations, explaining that she was "excited to have Stegner as an advisor because he's younger. It's easier

for him to get through to people, and he's really connected to the student body." When asked to apply her findings of what has been helpful in the past to the program's longevity and success in the future, she remarked, "In a healthy team—in essence, that's what we are—people are working together and carrying even loads, but, also, the first step is having someone take initiative. I wanted to help communicate so everyone could be on the same page as we organize projects and, now that I have, I think people will become more confident and ready to take things on as we move forward."

The Redhawk Review

I hope you've enjoyed your peruse through this issue of the 2020/2021 Redhawk Review! This paper began two years ago, and by continuing it I'm hoping it will become a regular and lasting piece of our school. It is written and produced by students, for students. It's aim is to both inform our student body about current events in our school and community and to provide an opportunity for students to get involved with journalism. We are always looking for more students to work with us, either as committed staff members or as contributors of single articles addressing topics writers are passionate about. We'd also love to work with students interested in creative writing, photography, or other art forms. If you're interested in journalism, or just in learning more, please let me know! We'd love to have you on board. We are creating this with the ideas and interests of students in mind, so feedback and thoughts for the future are always happily accepted! Thanks for reading,

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