

Dragondale

Denver, Colorado - February 2021 - Kunsmiller Creative Arts Academy - issue #5

DRAGONDALE #5

The month of love, equality, and care is finally here! Embrace your lover, buy yourself some chocolates, and ALWAYS fight for people of color.

Learn about how Valentine's day came to be while listening to some love songs, learn how to deal with your mental health regarding going back to school in person. Feel warm and bubbly with a love poem as well!

Learn about what black owned businesses to shop at all around denver, listen to the students opinions, and Take a look into a case regarding a woman named Theresa McIntyre Smith

Featured Articles:

1. **Falling For You**
2. **Mental Health Issue 5**
3. **Love Song Playlist**
4. **Lexia: Harmful or Helpful?**
5. **History of Valentine's day**
6. **#ShopBlack**
7. **Clubs!**
8. **Theresa McIntyre Smith**
9. **Student Art Gallery**


Suicide hotline-800-273-8255
Crisis text line- text HOME to 741741
Trans hotline- 877-565-8860
Colorado crisis services- 1-844-493-8255 or Text "TALK" to 38255

Calling all Students!

If you have any photos of yourself or your siblings who go to kcaa participating in school clubs, school activities, remote and in-person learning please send them in to emily_ayres@dpsk12.net and make sure you get a yearbook this year to see you and your peer's photos! Also, if you have a headshot photo of yourself you would like to use as your 'school picture', please also send those to Ms. Ayres. The requirements are a full face shot, nothing covering your face. Try and make it as professional as possible and as normal as possible (no crazy filters!!) Please send any artwork, show and tell, what will you miss most about being remote when we go back full time!

If you would like, lifetouch will be coming to our school to take photos. They must be by appointment or set up with your cohort teacher. Please use this link for more information and to sign up for a time:

<https://tinyurl.com/4zjbu84p>

	K-5 (In-Person Students) 6-12 (In-Person Blue Days)	THURSDAY 2/18 8:55 am - 4:00 pm By Appointment
	K-5 (Remote Students) 6-12 (In-Person White Days)	FRIDAY 2/19 8:55 am - 4:00 pm By Appointment
	8th Grade Continuation Photos (Remote & In-Person Blue Day)	FRIDAY 2/26 8:55 am - 11:00 am By Appointment
	SENIOR CAP AND GOWN photos (Remote & In-Person Blue Day)	FRIDAY 2/26 12:00 pm - 1:00 pm By Appointment
	6-12 (Remote Students)	FRIDAY 2/26 1:00 pm - 4:00 pm By Appointment
	K, 5th, 8th Continuation (In-Person White Day) Senior Cap and Gown (In-Person White Day)	WEDNESDAY 3/17 8:55 am - 4:00 pm By Appointment

LIFETOUCH SCHOOL PICTURES SCHEDULE - [CLICK HERE FOR APPOINTMENT](#)

Falling For You

By: Sophia Porreca

Falling endlessly doesn't seem so bad if I'm falling with you.

Even though I would face an entirety cursed by the strenuous pull of gravity, at least I'd be with you.

I would smile every day just from seeing your intricate face.

The pull of my body is not as powerful as the pull on my heart strings that yearn for you.

The approaching boredom quickly dissipates when I hear your lovely voice.

I find myself infatuated in the best possible way.

I'm willing to face any unfortunate fate as long as I'm with you.

After all, I am falling for you.

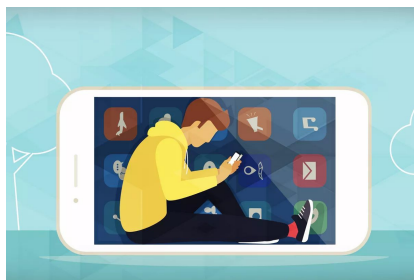


Mental Health Issue 5: technology; Pro's and con's of online learning

By: Marlenni Ortiz

In 2004, an article published by Communications of the ACM discussed the main difference between online learning and classroom learning. In this issue, I will discuss the pros and cons of online education and the problems relating to the actual differences now and before this process began.

In March, the United States saw a nationwide quarantine as a response to the covid-19 pandemic; shortly after, schools around the nation started introducing students to online learning programs. Many were intrigued by this new experience. For example, some teachers were very nervous or very stressed because most of the events or lessons planned would have to be switched or canceled, purposely leading teachers to an inevitable hard time planning and processing work for students by the end of the 2019-2020 school year.

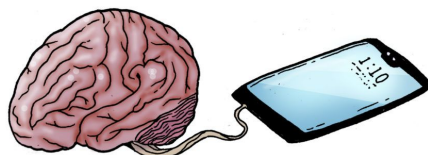


Even though the new process intrigued minds, one thing was inevitable, the uncertainty and anxiety of how long online learning would last began to flow into everyone's minds during the end of the school year and beginning of the summer in 2020.

Opinions started to rise, upon interviewing many students, they all described their beginning experience as "unusual and very engaging for the introverted student, or the open-minded." another student added, "it was a scarce way to learn and made me feel more inspired to continue, knowing I'd have something to share for future generations about 2020."

What are the differences between now and the predictions within the early 2000s about online learning? Moreover, how did students' opinions change from those stated at the end of the 2019- 2020 school year?

In the article 5 differences between Online Learning vs. Classroom Learning (published in May 2020), they state a very fair difference between online learning and in-person learning, that being human interaction. Or, in other terms, 'no physical touch.' Classroom learning requires an instructor and colleagues' physical presence, while online learning moves this aspect to a virtual world. This can also be known as contact and that connection from student to student, or student to teacher. 5 differences between Online Learning vs. Classroom Learning (published in May 2020), they state a very fair difference between online learning and in-person learning, that being human interaction. Or, in other terms, 'no physical touch.'



Classroom learning requires an instructor and colleagues' physical presence, while online learning moves this aspect to a virtual world. This can also be known as contact and that connection from student to student, or student to teacher. Mr. Jessen, who is currently teaching both online and in-person cohorts, mentioned, "my students in current online cohorts seem to interact amongst each other more than the students who are attending in-person cohorts." Showing the distinct contrast of non-human interaction amongst students and teachers does to the learning process. But for other students, Online learning can be as successful as in-person classroom learning, or even better. Various studies amongst the online and physical learning community learned that students were more successful in online education than those taught, although this needs to be executed correctly. The best online learning incorporates elements in which students go at their speed and time and are prepared to think in-depth and objectively about topics in tandem with segments in which they are simultaneously online and connect with other students, their teachers, the content.

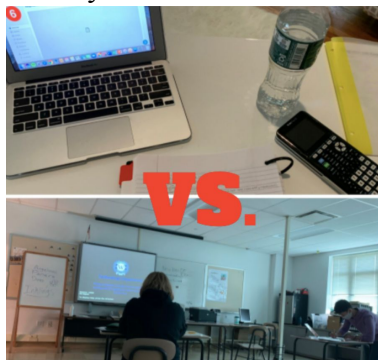


Some of the students who have remained online feel more positive about their schedules and the process they already have. A student added, "I can now work at my pace, and not feel left behind. I can fully take time on assignments and more satisfied with the work I turn in knowing that it's not rushed." On the other hand, other students find this method of learning, "A method I don't feel motivated to learn by. It made me lose inspiration, and due to the unhealthy amount of time spent in front of a computer screen, I don't like it."

Compared with in-person classroom instruction, what are the disadvantages of online learning?

Teachers need to distill their main priorities and use the features of the technology to reach them. Well-used internet chats, discussion boards, replayable video lectures, online events, (etc.) These resources provide enormous opportunities for students to become more active (and accountable) relative to time-consuming classes where students are rather shy and do not participate due to uncertainty. The downside is that this learning method has to do with work; we know from studies that pedagogy matters. Educators can't just scan the textbook, film the lecture, bring it online, and expect the same or better instruction. The problem we face is the lack of access to the technology and social infrastructure required for virtual education.

Similarly, as our country has invested in our physical infrastructure, such as the interstate highway system, this pandemic has demonstrated the need for a similar investment in our technological infrastructure. Beyond that, evidence shows that social and educational help is required for all students to learn from technology effectively.



Love Song Playlist

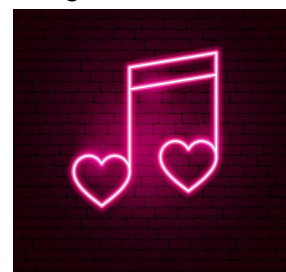
By: Dazhay Aguirre

As we approach Valentine's day, I have put together a random playlist of Love Songs linked [here](#). Listed below are some songs in the playlist.

1. Let Me Love You - Mario
2. Hold On, We're Going Home - Drake, Majid Jordan
3. Love The Way You Lie - Eminem, Rihanna
4. Love Don't Change - Jeremih
5. We Belong Together - Mariah Carey
6. My Boo - Usher, Alicia Keys
7. One Wish - Ray J
8. Yo (Excuse Me Miss) - Chris Brown
9. I'm Sprung - T-Pain

10. All The Time - Mr. Capone-E, Kevin Gates
11. Valentine - YK Osiris
12. Love Songs - Kaash Paige
13. Butterflies - Queen Naija
14. Honey - Kehlani
15. Just The Two Of Us - Grover Washington, Bill Withers
16. Catching Feelings - YNW Melly
17. U 2 Love - Ne-Yo, Jeremih

18. Sure Thing - Miguel
19. 772 Love - YNW Melly
20. VALENTINO - 24kGoldn
21. Crazy In Love - Beyoncé, JAY-Z
22. ¿Por Que Me Enamoré? - Ulices Chaidez
23. Nobody Else But You - Trey Songz



Lexia: Helpful or Harmful?

By: Gene Knapp

This year, students have been introduced to Lexia, a program to help improve the English knowledge by assessing their current reading/writing level and giving them the correct material to help them improve. However, is it everything educators are hoping for, or is it a set back to everyone who uses it?

By putting together a questionnaire, I asked many students ranging from 9th to 12th-grade levels this year about how they honestly feel about Lexia.

Overall, I was able to successfully get in touch with 29 high schoolers and their feedback on how they themselves felt about Lexia and they all seemed to have one thing in common: the tedious process. Almost all of the students I talked to said that Lexia felt tedious to them, that the idea of having to sit through long videos made them feel less tempted to do the work. The majority feel as if it is “pointless” and “a waste of time” while the few who enjoy it feel as if it is actually improving their skills. Of all 29 student responses, I picked 9 that go in-depth about their feelings, thoughts, and concerns about Lexia being incorporated into the curriculum.

LEXIA



The Harmful Side

Q1: How do you feel about Lexia in general?

Student A1: “I think that it can be juvenile at times, and it is definitely not fun, but it's not really up to our teachers if we have to do it or not...”

Student B1: “I don't like it that much because the things you do in it are like middle school level and I think it is just a waste of time.”

Gabriel Duke: “cringe”

Jazzy Perez: “I don't like Lexia at all, but I would do it in order to get full points for it that week in class. It made me feel like a fourth grader that just learned that there are more types of speech than nouns, verbs and adjectives.”

Ariana Koon: “It makes me think that the people who gave me Lexia think I'm dumb lol, im only dumb with math I can fully understand language arts :/”

Q2: What do you like about Lexia? Why?

Student A1: “I don't really like Lexia because I am personally an advanced English student, but I think, especially at our school, a lot of people need extra English help. I like how it does it's best to accommodate to personal levels.”

Student B1: “Nothing”

Gabriel Duke: “Decent concept but the concept is ruined by having to do the same assignment”

Jazzy Perez: “I liked that it was a “refresher” of what I already knew.”

Ariana Koon: “I guess it being easy?”



a **cambium** company

Q3: What do you dislike about Lexia? Why?

Student A1: “I guess Lexia seems a little juvenile but it can be helpful.”

Student B1: “I dislike how time-consuming it is when I have other things to work on and I just feel like it just isn't for high school”

Gabriel Duke: “The concept is ruined by having to do the same or similar assignments for several hours a week, think of it like having to learn the quadratic formula twice every day and complete a worksheet about it after each lesson.”

Jazzy Perez: “It was something that was forced down our throats and everyone verbally hated it. It was very repetitive and boring.”

Ariana Koon: “It's super tedious and just feels like I'm wasting my time, like yeah I'm getting a good grade but for me specifically it feels like I'm just wasting hours away.

But honestly? If we do keep it it's whatever since either way It's not going to affect me negatively, it's just annoying and tedious to me :(“

<p>Q4: If you don't think it is helping you, why?</p> <p>Student A1: N/A Student B1: "I think it just asks the same thing over and over and isn't really improving anything." Gabriel Duke: "Mostly because I don't do my Lexia, mainly because having to do the same tedious work over and over again doesn't give me a sense of learning or progression, especially when the assignments and activities are on subjects I have previous knowledge of or have previously completed on the site. It gets to a point where I feel disrespected having my intelligence practically insulted repeatedly." Jazzy Perez: N/A Ariana Koon: "I guess I just understand language arts in my own way and I don't need something to keep reminding me how to spell specific words or how to read when I'm obviously just doing that in class I guess?"</p> <p>Q5: If you think it is helping you, why?</p> <p>Student A1: N/A Student B1: N/A Gabriel Duke: N/A Jazzy Perez: "Like I said before it was a refresher for me, but nothing new." Ariana Koon: "In a way kind of? Adverbs and whatnot but I can just do it on my own and it wouldn't change anything, sorry :("</p>	<p>Q6: Do you wish you didn't have to do Lexia?</p> <p>Student A1: "Don't care either way" Student B1: "Yes" Gabriel Duke: "Yes" Jazzy Perez: "Yes" Ariana Koon: "Don't care either way"</p> <p>Q7: Do you have any other comments or concerns about Lexia? If yes, explain.</p> <p>Student A1: N/A Student B1: N/A Gabriel Duke: "My biggest issue with Lexia is that I already am struggling with my mental health and managing my school work, I really don't need more monotonous work stacked up on me stressing me out, especially work that doesn't seem worthwhile to even do." Jazzy Perez: "It felt more like busywork than actually learning." Ariana Koon: "Nah, it's just tedious and all that when I just want to do my regular work but all in all I guess I don't really care if it stays or goes, but for me, it's not my favorite thing to do at all. :("</p> 	<p>The Helpful Side</p> <p>Q1: How do you feel about Lexia in general?</p> <p>Student A2: "I actually really like it and it has helped me with writing, reading, and understanding articles and readings." Student B2: "I really like Lexia, it helps me improve"</p> <p>Q2: What do you like about Lexia? Why?</p> <p>Student A2: "I like the encouragement and recaps of what I struggle with." Student B2: "Lexia helped improve my grammar and some vocabulary."</p> <p>Q3: What do you dislike about Lexia? Why?</p> <p>Student A2: "I don't like how after a certain amount of time it doesn't let you back into the section you were doing." Student B2: "Lexia works fine for me, don't have anything that I dislike about Lexia."</p> <p>Q4: If you don't think it is helping you, why?</p> <p>Student A2: N/A Student B2: N/A</p>
---	--	--

Q5: If you think it is helping you, why?

Student A2: "I think it's helping me because I've seen changes in my understanding of what makes a complete sentence."

Student B2: N/A

Q6: Do you wish you didn't have to do Lexia?

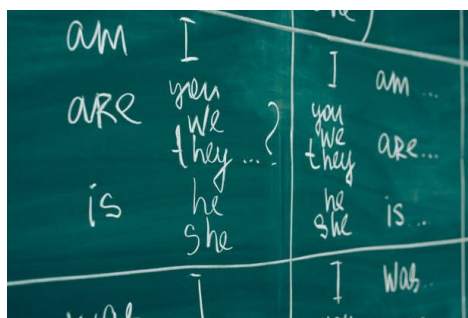
Student A2: "Don't care either way"

Student B2: "no"

Q7: Do you have any other comments or concerns about Lexia? If yes, explain.

Student A2: N/A

Student B2: N/A



The Neutral Side

Q1: How do you feel about Lexia in general?

Student A3: "I haven't been doing Lexia as much as I should. I like Lexia though I feel like I've learned more about grammar and stuff."

But I just need to be more consistent with it."

Student A3: "It's ok I don't really think I need it."

Q2: What do you like about Lexia? Why?

Student A3: "I like that it introduces me to new words and their meanings."

Student A3: "Nothing really... I don't retain much from it."

Q3: What do you dislike about Lexia? Why?

Student A3: "I feel like it goes pretty slow so when I have a bunch of work to get done I get to Lexia last."

Student A3: "The dumb videos you can't skip."

Q4: If you don't think it is helping you, why?

Student A3: N/A

Student A3: "It's just going over things I already know it gets repetitive."

Q5: If you think it is helping you, why?

Student A3: N/A

Student A3: N/A

Q6: Do you wish you didn't have to do Lexia?

Student A3: No

Student A3: "Don't care either way"

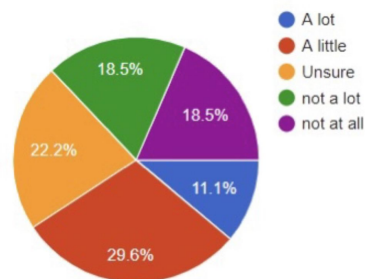
Q7: Do you have any other comments or concerns about Lexia? If yes, explain.

Student A3: N/A

Student A3: N/A

As seen above, most students were totally against Lexia, giving various points that coincided with others, and the same with people for Lexia. But, those weren't all the questions they were asked. I asked plenty more questions, and they were all formed on a pie chart:

Do you think Lexia is helping you improve your reading, writing, grammar skills, etc?



A lot: 11.1%

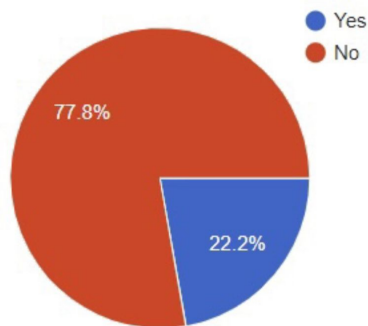
A little: 29.6%

Unsure: 22.2%

Not a lot: 18.5%

Not at all: 18.5%

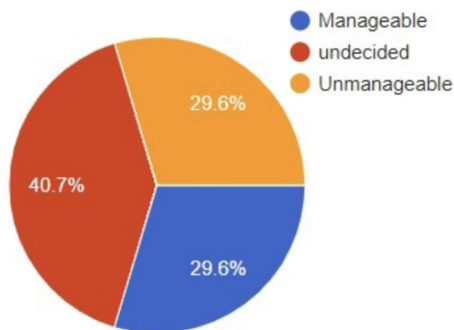
Do you enjoy doing Lexia?



Yes: 22.2%

No: 77.8%

Is Lexia manageable or unmanageable with your current workload.

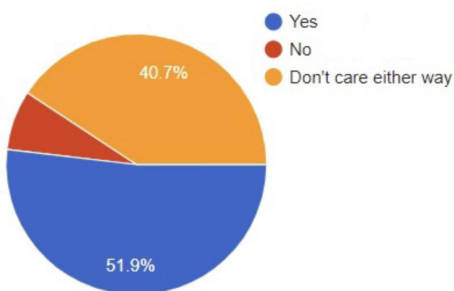


Manageable: 29.6%

Undecided: 40.7%

Unmanageable: 29.6%

Do you wish you didn't have to do Lexia?



Yes: 51.9%

No: 7.4%

Don't care either way: 40.7%

All the students I talked to have all said one similar thing: the work is tedious, but they did it to get a good grade. Most did it because they had to, not because they wanted to, and felt like it was a necessity to get a score instead of improving their knowledge which is the main reason for the program.

Other alternatives to Lexia.

Other sources such as Vocabulary.com, Ixl.com, and others give better directions and more variety in the learning process. Vocabulary.com can assess you on vocabulary words picked by your teacher to pertain to the current lesson you are working in and gives in-depth explanations into words and grammar that you might have misunderstood the first time around. Ixl.com also lets teachers assign your levels to help with certain subjects pertaining to the unit, but also gives you the ability to check out another level to help you better understand the assigned level you might be having trouble with. It also as your score goes up, the questions get more and more complex and challenge you a bit more than Lexia does.

History of Valentine's day

By: Victoria O'Neal

History

Emperor Claudius II executed two men — both named Valentine — on Feb. 14 of different years in the 3rd century A.D. Their martyrdom was honored by the Catholic Church with the celebration of St. Valentine's Day. It's also said that the ancient Romans may also be responsible for the name of our modern day love.

What do people do on Valentine's day?

Many people give cards, letters, flowers or presents to their spouse or romantic partner. They may also arrange a romantic meal in a restaurant or night in a hotel. Common symbols of Valentine's Day are hearts, red roses and Cupid.

What is the meaning of Cupid's arrow?

The definition of Cupid's arrow in the dictionary is one of the arrows that Cupid is supposed to fire from his bow. According to the myth, a person struck by the arrow immediately falls in love. So Cupid's arrow means love.



Fun Facts to know!

St. Valentine wasn't just one person.

Did you know many people didn't know that there are at least two men named Valentine that could've inspired the holiday, including one Valentine who was a priest in third century Rome. This day was known for illegally marrying couples in the spirit of love until he was caught and sentenced to death.

In the 1300s, it officially became a holiday associated with love.

Back in the 1300's Roman Pope Gelasius officially declared the date of February 14 "St. Valentine's Day." Through history the holiday became associated with love and romance to all those couples out there, or anyone who has a passionate feeling for each other.

The tradition of giving Valentine's Day flowers dates back to the 17th century.

Many people are used to seeing roses given on February 14 of a sign of romantic gesture today. That the practice can be traced back to when King Charles II of Sweden learned the "language of flowers", which pairs different flowers with specific meanings. The act of giving flowers then became a popular trend during the Victorian Era, including on Valentine's Day with red roses symbolizing deep love.

Americans send 145 million Valentine's Day cards each year.

According to Hallmark, a whopping 145 million Valentine's Day cards are exchanged every February 14 (and that's not even including all those kids' valentines exchanged in classrooms!). This makes Valentine's Day the second biggest holiday for exchanging greeting cards, after Christmas. And how sweet: Teachers receive the most Valentine's Day cards annually, followed by children, mothers and wives. However this year, not as many cards are getting exchanged because of COVID, maybe you could possibly email these cards to people you cherish.



#ShopBlack

By: Gene Knapp

February is black history month, and while we honor people of color who have in the past up to now fought for justice for victims of racism, there are other ways we can support people of color this month, and every month. With the rise of the black lives matter protests back in May of 2020, continuous support and standing by the black community is now more important than ever.

In Denver alone, there are 400+ black owned businesses ranging from restaurants, retail, health, and beauty, cultural organizations, nonprofits, art museums, etc.

Reasons to shop at local black-owned businesses

- Closes the Racial Wealth Gap
- Strengthens Local Economies
- Celebrates Black Culture and Serves Communities
- Creates Jobs and Opportunities
- Empower Local Communities



If you are interested in all of the businesses I found, this document has all the names of the establishments: [Black Businesses Around Denver](#). I will only be including two of the four types of businesses I found just due to the sizable amount I found.

Cultural and nonprofits

Cleo Parker Robinson Dance – non-profit dance studio, theater, Five Points
5th Element Center for Dance – non-profit dance studio, Aurora

Black American West Museum – museum, Five Points

Blair Caldwell African American Research Library – library, Five Points

Slam Nuba – performance poetry, Five Points

Stiles African American Heritage Center – museum, Five Points

The Source Theatre Company – theater company, Lincoln Park

Black Actors Guild – art, education, entertainment, Lincoln Park

Dream Culture – youth programs

Urban Leadership Foundation of Colorado – leadership training for minorities, LoDo

Curls on the Block – STEM and empowerment program for girls

Read More – education non-profit

Youth Seen – mental health services, non-profit for LGBTQ+/qtpoc youth

Delicious Donations – food donation services for non-profits

Project Voyce – youth-driven leadership and advocacy training hub non-profit

Black Lives Matter 5280 – anti-police brutality, community organizers

Soul 2 Soul Sisters – racial justice organization

SOAR – youth mentorship, counseling, advising, and tutoring or educational services

SCD Enrichment Program – school-based nonprofit, summer camps, virtual classes



Make a Chess Move – critical-thinking, youth education non-profit, Whittier

Struggle of Love Foundation – youth programs for underprivileged kids, Montbello

JEKL Foundation – STEM education

Kids Above Everything – youth empowerment programs, Park Hill

Sims-Fayola Foundation – youth empowerment program for boys and young men of color, Hampden South

Crowley Foundation – college prep youth empowerment programs for boys

Apprentice of Peace Youth Organization – mental health, apprenticeship program

Robert A Miller Education Resource Center – youth education, Skyland

From The Heart Enterprises – mental health services, adult and youth programs, mentoring etc.

Athletics & Beyond – youth mentoring

GRASP – Gang Rescue and Support Project



Arts

Roux Black – Arts & entertainment consulting

Kid Astronaut – vocal lessons

Sweetest Sound Studios – vocal and piano lessons

Interplay Recording and Multimedia – recording, mixing and video services

Star DJ Agency – DJ/entertainment bookings agency

Kori Hazel LLC – writing, artist management, creative strategist

Adonye Jaja Photography – wedding, portrait photographer

Dgass Photography – wedding photography, videography

Blake Jackson – editorial, advertising, fashion, portrait photographer

Narkita Gold – photographer

The Female Shoota – portrait photographer

Tya Alisa Anthony – photographer, contemporary artist

Flor Blake – portrait, editorial, and commercial photographer

Fortuitous Photography – lifestyle photographer

Lotus & Lily Photography – portrait and personal branding photography



EB Pixs – photography and media services

Darian Simon – photography, cinematography and brand management

Fine Art Boudoir & Birth

Photography – boudoir and birth photography

Broxton Art Photography – wedding, photography

Norwood Foto – lifestyle photography

PA Productions – videography

Black Sock Productions – videography

Jitterbug Art Studio – illustrations, murals, graphic design

Julian Donaldson – graphic designer, visual artist

ILA Art Gallery – gallery, private event space, Baker

Different Strokes Paint & Sip – art studio, art classes Aurora

Siege Gallery – gallery, Arts District on Sante Fe

Afro Triangle Designs – art, design

The Vamp Deville – artist

Thomas “Detour” Evans – artist, muralist



(Kunsmiller students working on murals by the basketball courts with Detour)

Dwayne Glapion – artist, decor, apparel

R. Alan Brooks – cartoonist, graphic novelist

Payne Creative Agency – branding, web design

Eazy media – multimedia production and marketing

Dope Mom Life – video and digital content creation, strategy, and management

Bonding to the Beat – early childhood music programs

Lae Lae’s Acting Jam – youth acting classes

Joseph Graves Jr. – artist, muralist, logo design



Culinary Club

March or April-Currently to be determined

Mrs. Burke:

Krtistie_burke@dpsk12.net

Google meet code: KCAABAKES

Newspaper club:

Tuesdays or Thursdays at 4:45 pm

Gene Knapp: 740261@dpsk12.net

Ms. Hempe: ahempe@dpsk12.net

classroom code: ryks3xm

MSU tutoring:

Monday-Friday 4:00-6:00 pm

Classroom code: alhp65y

Personal Articles: Even if you are not in the newspaper, but want to submit your writing to the current month's newspaper, you are more than welcome to! Whether it be a poem, a short story, a movie analysis, etc. you will always be welcome to submit an article to the paper. If you choose to contact Gene Knapp: 740261@dpsk12.net Gabe Duke: 718366@dpsk12.net Ms. Hempe: ahempe@dpsk12.net and they will get back to you!

Art Gallery: If you want to submit art that you have done to the newspaper's very own art gallery, feel free to! Use Gene’s contact information up above to submit. The only requirements are your first and last name and grade. We will not accept any NSFW art, gore art, or heavily triggering art. Teachers, you can also submit students' artwork into the paper if you so choose.

Suggestions: If you have any suggestions on how we could improve the newspaper, what you want to see, or just ideas for cool stories, feel free to tell us. Events: In a club or class that is doing a remote event? Email Gene about it! He will put it in the paper and advertise it!

Theresa McIntyre Smith

By: Marlenni Ortiz Perez

Theresa McIntyre Smith was deceived by a cocaine addict. She was sentenced to 10 years of mandatory imprisonment for her apparently small involvement with him, although she had no knowledge of the scope of the crime. We will speak in this paper about who Theresa McIntyre Smith was, why she was sentenced to 10 years in jail and about what happened to her.

Who was Theresa McIntyre Smith, and how did she meet Roy Mercer?

Smith began as a woman who raised 4 of her daughters as a divorced mother. Smith met Roy Mercer, the figure at the center of the conspiracy, in 1992 at a hair salon where Mercer worked and Smith had her hair done. Over time, they became close friends and began to see each other outside the salon several times a month. She then worked on the airline industry. Smith started working for Continental Airlines as an agent of customer service and in 1994, he was a member of the ground crew and became a flight attendant with the airline in 1999.

At trial, the government provided evidence that Smith used her job at the airline to facilitate drug distribution by Mercer.

Even though when Smith met him, Mercer was a hair stylist, he began selling Narcotics in 1995. By 1997, Mercer had completely stopped working as a stylist and his main revenue source derived from drug sales. Several of Mercer's relatives, including his niece, sister, and brother, were part of his distribution network. Terrence Tarver, Mercer's lifelong friend, purchased substantial quantities of cocaine from him for distribution in Ohio and Pennsylvania. Mercer was heavily involved in narcotics trafficking.

What was the opinion of the court: how was Theresa convicted?

Theresa Smith was convicted by a jury of conspiracy to distribute and possess with the intention of distributing five or more kilograms of cocaine, and was sentenced to a mandatory minimum of ten years in prison by the District Court. This was the evidence given by law enforcement officials testified that Smith met a drug courier in Mercer's network at Detroit Metropolitan Airport on June 23, 1999 and identified a suitcase containing eleven kilograms of cocaine that Mercer had sent to the courier on the same aircraft that Smith had been on. Smith is appealing both her sentence and her conviction.

A guilty verdict against Smith was returned by the jury on November 22, 2004. The sentence of Smith is unquestionably severe, especially in the light of her continued assertion that she was, at most, involved in the drug conspiracy tangentially. However, we can not say that Smith's sentence was so disproportionate to her crime as to have been unconstitutional given the case law on this issue.



Student Art Gallery!

Come see your peer's amazing artwork! - Submit [here](#)

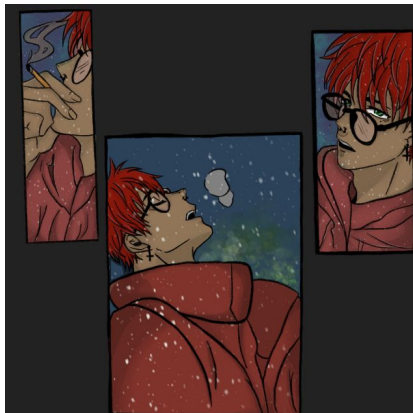
Gabe Duke
11th
(Self Submission)



Gabe Duke
11th
(Self Submission)



FayeEtta Johnson
11th
(Self Submission)



Sophia Porreca
11th
(Self Submission)



Sophia Porreca
11th
(Self Submission)



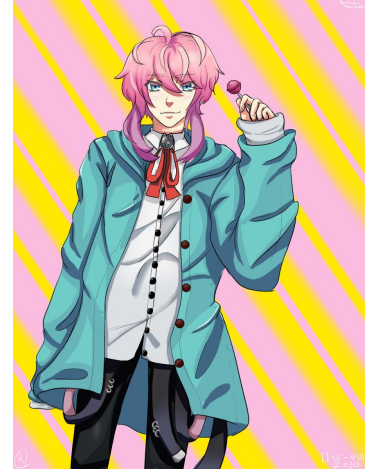
Sophia Porreca
11th
(Self Submission)



Rose Bowers
11th
(Self Submission)



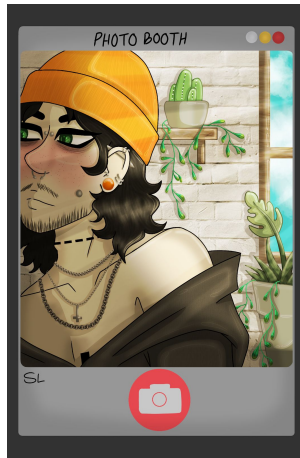
Rose Bowers
11th
(Self Submission)



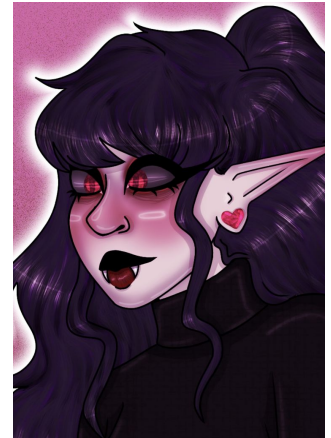
Gabe Duke
11th
(Self Submission)



Gene Knapp
11th
(self Submission)



Gene Knapp
11th
(Self Submission)



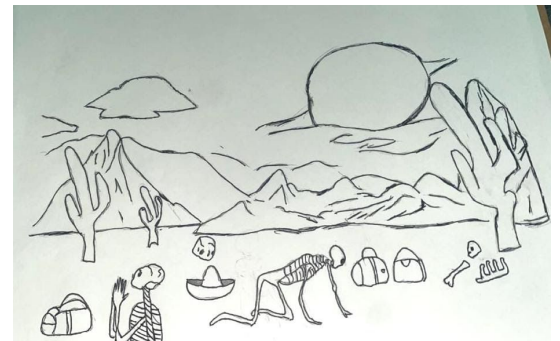
Celica Munoz
11th
(Submitted by Mr. Able-Pype)



Evan Winkenhofer
11th
(Submitted by Mr. Able-Pype)



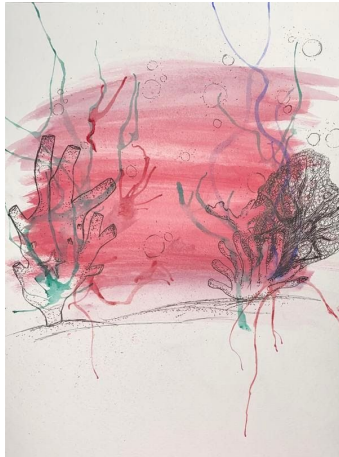
Alexandra Flores-Plata
10th
(Submitted by Ms. Harkey)



Alexa Gonzalez-Ravelo
10th
(Submitted by Ms. Harkey)



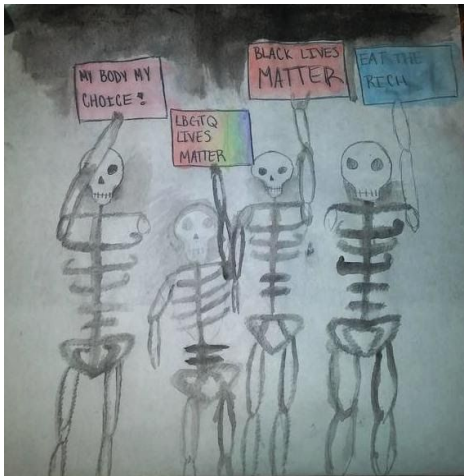
Alexa Gonzalez-Ravelo
10th
(Submitted by Ms. Harkey)



Alexa Gonzalez-Ravelo
10th
(Submitted by Ms. Harkey)



Ashley DeHerrera
10th
(Submitted by Ms. Harkey)



Daya Constantine
10th
(Submitted by Ms. Harkey)



Daya Constantine
10th
(Submitted by Ms. Harkey)



A hand-drawn illustration of a flower with five pink petals and a dark center. The background is composed of blue and white rocky shapes, a blue and black hatched area, and a red and black hatched area.

A political cartoon by David Coverly. In the foreground, a skeleton stands with a somber expression, holding a sign that reads "NOTHING IS WRONG". Behind him is a large, stylized figure whose head is a flame and whose body is composed of various protest signs. These signs include "BLM", "MY BODY MY CHOICE", "NOT GUNNED", "MAYG TOO", and another "NOTHING IS WRONG" sign. A scale of justice is also visible, with the words "DEFEND THE POLICE" written on a sign next to it. The background is a simple, textured grey.

A stylized illustration of a young girl with blonde hair and a large yellow bow, sitting on the floor and looking out a window with a sad expression. A pink teddy bear is visible in the foreground.

Citlali Mares
11th
(Submitted by Ms. Ayres)



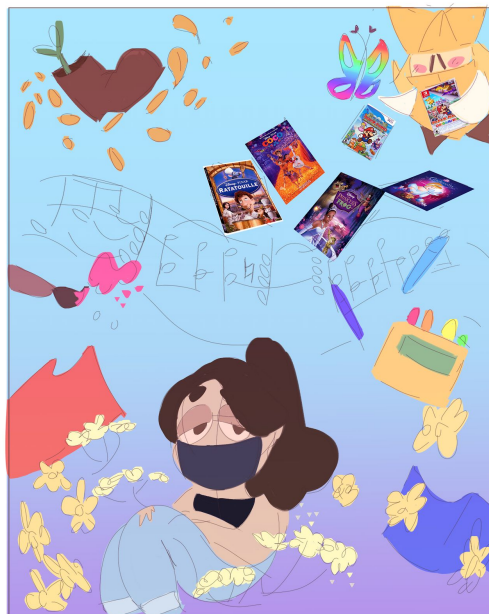
Evan Winkinhofer
11th
(Submitted by Ms. Ayres)



Maksym Obrochan
11th
(Submitted by Mr. Able-Pype)



Ariana Koon
11th
(Submitted by Mr. Able-Pype)



Gunnison Custer
8th
(Submitted by Ms. Fulton)



Celica Munoz
11th
(Submitted by Mr. Able-Pype)



Jayden Castaneda
11th
(Submitted by Mr. Able-Pype)



Haven Chase
8th
(Submitted by Ms. Fulton)



Cain Purdy
9th
(Submitted by Ms. Fulton)



Lily Holmes
8th
(Submitted by Mr. Neal)



Shea Anderson
12th
(self-submission)

