For over a month, all over the building, many students felt uncomfortable in the heat throughout our building due to the lack of working air conditioning.

According to AccuWeather.com, 50% of the school days in September, or 10 out of 20 school days, reached 80 degrees or higher. And almost all the classrooms at Hancock—and in so many other CPS classrooms—had no air conditioning.

Students all over the building struggle to pay attention in class because of the growing heat in classrooms. Some find ways to cool down, disregard it, or don't even notice it.

Alexis, a sophomore at Hancock, was affected by this heat. “It was so hot in here! It's to the point where you just want go home. The heat gets to you,” he says about one of his classrooms. He also says, “I've experienced this type of heat and this type of atmosphere because all around CPS schools don't really get that sort of air conditioning.”

While many think that the negative outcome of heat in classrooms might only be humidity and sweat, research shows that there can be serious issues at hand.

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How Have You Changed Since Freshman Year?

By Carli Martinez

I talked to five students who gave me their perspective on the changes they've gone through during their time at Hancock. The changes teenagers go through is that according to the article titled “The stages of adolescence,” our brains aren't fully developed until we are twenty-five years old. That's still eight years away for Hancock seniors. This means our personality can change rapidly once we leave our youthful years and head into adulthood, where we will finally, hopefully, know who we're meant to be, our orientations, and so forth.

"When I first attended Hancock I was a bit of a loner, but now that I am a senior, I branched out with friendships. What made me change were certain friendships including a falling out I had. It made me realize that I was surrounded by a small group of people, and that made my eyes widen to the fact that maybe in order not to have so many dependent relationships, I had to find more friends. As for my advanced classes, I will be disappointed if I didn't receive credit, but at least I got to learn from them."

--Karen

Celebrating their last pep rally, Alex and David stand next to their Class of 2020 balloons.

Photo by Alexandra Romo
“I feel over the years I have become less antisocial because that was a prominent part of my life, and I still need to change but it’s gotten better. One of my passions is creating art. I was actually in AP Art and got a 3 on my portfolio. It made me feel great but it also made me feel bummed that there wasn’t an exact explanation given for my score, so I had to guess what I possibly have to change in my portfolio. My art reflects my mental state that hasn’t changed; however, I changed my style in doing it. For my non-art classes, I enjoyed the pre-law program because it allows me to get a certificate at the end of it which is a huge win.”

--Isabel

“In the future, I want to see myself in politics where I will start small as an alderman, but being a president is the goal. I already have accepted the fact that some people might not accept me for my ideas because they’re always going to be haters. So after I graduate from Hancock I’m probably going to a diverse college so that way, I can be surrounded by different political ideas. As for my time at Hancock, I feel it was well spent because I made a lot of friends here.”

--Skyler

“I started Hancock my sophomore year, but I have challenged myself since I am balancing offsite classes at Daley along with my Hancock homework. It’s a lot of work, but I’m proud of my choices. In the future, I see myself as a lawyer since I care about the law. My real difficulty could be paying for law school, and I don’t want to be a paralegal because they don’t get paid as much. My advice to incoming freshman is to manage your time wisely, and be careful when getting into drama.”

--Rachel

Less Is More: Block Schedule Proving Better for Students and Teachers
By Melanie Ceballos

For freshman and students new to Hancock, the block schedule can be a big adjustment. But in an article titled “The Effects of Block Scheduling,” Michael Rettig, an associate professor of education, says, “After getting used to block schedule, teachers and students report school becomes less stressful.” Not only are the students affected by which schedule their school has, but teachers are as well. Teachers have to plan accordingly to ensure that the curriculum is taught and that every minute of class is being used.

Block and traditional schedules are very different. Block scheduling is when the school has an A and B day and each day consists of 4 classes, for example. Traditional scheduling means the students have all 8 periods every day. John Hancock College Prep was once on a traditional schedule but a few years ago when teachers voted on which schedule to have, block schedule won but only by 2 votes. In comparison, other schools on the Southwest side, such as Bogan, Hubbard, Curie, and Kennedy, all have traditional schedules.

Brenda Ramirez is a former Argo High School student but now attends John Hancock College Prep. Brenda believes that the traditional schedule is a better option for both students and teachers. Brenda said, “Classes are faster paced and shorter, so I don’t get distracted easily.” Brenda attended Argo for her freshman year, then transferred to Hancock her sophomore year. She’s had more time on a block schedule, but that one year of the traditional schedule led her to enjoy that over a block schedule.

Melissa Kelly is the author of four books and has a master’s degree in secondary education. Kelly believes that the block schedule is most beneficial for teachers and students. In an article titled “The Pros and Cons of Block Schedule,” Kelly states, “In block scheduling, a teacher sees fewer students during the day, thereby giving him or her ability to spend more time with each

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one." The ninety minute class periods allow teachers to have one-on-one time with their students which could help the student excel in their class.

Ms. Joyce is a current teacher at John Hancock College Prep. Ms. Joyce was also a teacher at Hancock when the traditional schedule was in place. During an interview with Ms. Joyce, she said, “I prefer teaching on a block schedule because it allows me more time to teach my students and thoroughly explain the material. I also feel like I have more time to grade assignments and students have more time to complete the assignments so we both benefit.”

According to Rettig, “Block schedule typically improved climate, attendance, and achievement.” Overall, schools that offer a block schedule may have experienced some difficulties in adjusting but have shown that the change was worth it.

What are some of the benefits or disadvantages of a block schedule for you?

The 2019-2020 school year has just started and already students are having trouble getting enough sleep. Many students at Hancock have very busy schedules due to school and extracurricular activities. Because of this, students find it hard to balance their responsibilities and schedules while still maintaining good sleeping habits.

Maria, is a senior at Hancock and this is her first year taking any AP or Dual-Credit class. This year, she is taking two AP classes and two Dual-Credit classes and she is also in cross country at Hancock. On top of all of that, she takes two classes at Daley after school. She says, “I get out of school at 3:30 p.m. Sometimes I will go to practice at 4:00 p.m. till 4:30 p.m. and then I’ll take a bus to Daley. I get there at 5:00 p.m., and I’m in class till 9:00 p.m. If I finish my homework (that same day), I will sleep around 12:00 a.m.” When asked about how much sleep she gets every night, she said, “I usually sleep 5-6 hours a night, 7 hours at most.”

Smartphones are also a factor that gets in the way of students getting enough sleep. According to Sharon Oosthcek in the article titled, “Trading smartphone time for sleep? Your loss” published on December 11, 2017, she states, “The light emitted by screens can interfere with the body’s natural sleep-wake rhythms. Studies show the light in the blue portion of the color spectrum tricks the brain into thinking it is still daytime. And that can make it harder to fall asleep.”

Some seem to ignore the fact that the lack of sleep can affect a student’s mood and grades in school. According to Allison Pearce Stevens in an article titled, “Don’t snooze on getting enough sleep” published on September 19, 2019, she states, “Students with the best GPAs got 7.5 hours of sleep each night. But students felt the best when they averaged 8.75 hours of sleep per night. These kids had the least stress and anxiety.” Clearly, it seems that the more sleep students get, the better their mental health will be, which in turn will result in better academic performance in school.

According to the article, “Sleep tips for teenagers”, some things teens can do to get enough sleep is to limit the screens in their bedrooms, exercise, and drink less caffeine. Though these tips might seem simple, they can have a noticeable and beneficial difference in the long-run throughout this school year.

How has the amount of sleep you get affected you in a positive or negative way?
Every other year, Student Council attends this leadership retreat in Woodstock, Illinois during August to energize its leadership for the upcoming academic year. Members of Student Council attended this two-day event along with eight incoming freshmen that Student Council recruited and interviewed from Freshman Connection.

At this retreat, council members learned more about themselves and what leadership qualities they carry and can improve. Overall, this trip helped the council grow as leaders and will allow them to apply leadership qualities to the Hancock community this year. An added benefit was bringing students from different grade levels together to share their perspectives on our community.

Over the course of the two-day experience, the students evolved from reserved and quiet to revitalized. The activities students enjoyed at the LUREC trip focused on building the community, trust, and communication. A highlight activity involved the students lifting one of their team into the air and onto an elevated log. Other team-building activities included thumb ball, rope games, tank war, human bridge, escape the room and, of course, making smores.

Photos by Mr. Martinek

During a family trip to Wisconsin, they decide to pull over at the side of the lake and take a picture of the sunset.
Loneliness by definition is “sadness because one has no friends or company.” Now when we are the most connected via Facebook, Snapchat, and being able to call a friend that is miles away, we would think the topic of loneliness is an absurd concept for someone who has a phone. However this isn’t the case for the usual adolescent or adult in the 21st century.

When asked about this concept, Melissa Hernandez, a student at Hancock that challenged herself for a week by having no social media, stated “Usually you would sit on your bed for hours just looking through Snapchat and Instagram and that is what takes up most of your time. But now without it, you are forced to do other things. I read a lot and interacted with people, and I would go downstairs to talk to my family and they were all confused.” Melissa isn’t the only teen that would spend hours on her phone. According to an article on Quartz written by Jenny Anderson, “Teens spend an average of nice hours a day online.”

Many articles come up with this same idea as well. In an article titled “It takes 3 hours for social media to worsen your mental state” by Emma Betuel, it says, “Three or more hours of use in particular associated with specific type of behavior called internalizing. Internalization is like a negative internal dialogue that causes someone to withdraw emotionally and it’s often linked to depression, anxiety or loneliness.” Given this idea, it was only natural to ask our Hancock teen why she took a break from social media. “Mainly because I didn’t want distractions anymore so I might as well just disconnect from social media and, honestly, I wanted to challenge myself because I see people do social media detoxes and they make the aftermath sound like a good feeling.”

Are there good things that come from social media? Of course there are. We connect with people of the same interest, find body-positive influencers. According to “Teen Social Media Use May Increase Risk of Mental Health Problems” by Caitlin Hoffman, teens who use social media regularly show more signs of internalizing negative behaviors. “Internalizing behaviors can involve social withdrawal, directing feelings inward, or difficulty coping with anxiety or depression,” the article explains.

Based on the articles, social media isn’t inherently good nor bad but it is encouraged to have everything in modesty and not excessively. When asked how difficult it was for Melissa she stated, “It was really difficult. I kept looking at my phone, waiting for something to happen. I had to delete my apps to not look at them. If anyone is going to do it, I think deleting them completely is the best possible solution for you to stop looking at your phone.” She also mentions Apple’s latest feature called screen time that is supposed to limit your time on your phone to help this issue.

Would you consider deleting your social media apps?

A woman from Tamaulipas, Mexico sells jewelry on 27th and Pulaski

Tell us whatchoo got to say!
Believe it or not—Hancock cares whatchoo think and do.
Submit your writing, photography, or art!
See Mr. Salazar in 201.
“No generation of students, in the human history, has more access to information than this generation of students,” says anthropology teacher Mr. Jarmoc when describing modern learning. Students use websites and apps like Google Classroom, College Board, and Albert.io to manage their classes and homework. Teachers post assignments, reminders, and deadlines to keep students up to date.

However, many teachers rely on more traditional ways of teaching like textbooks to prevent distraction. Technology can be beneficial resources to students, but many studies have shown that kids are developing a shorter attention span as they begin losing focus and concentration easier; other kids even develop behavioral issues.

Mr. Jarmoc is in favor of the use of technology in classrooms because the internet provides resources and databases that once weren’t available. Anthropology is the study of human origins, and Mr. Jarmoc’s class is mostly text based with a little help from YouTube. Apparently, the videos provide a lot of visuals to enhance the students in class. “You have to teach to the resources you have available; if your teaching style does not match up to the resources, then kids are going to be turned off,” says Mr. Jarmoc.

A nurse at Advocate Christ Hospital and mother of three, Lisa Salinas takes notice of the effects of iPads and TV on her children every day. Her children—ages two, six, and nine—were found to have more physical effects at first. “I think one of the bad things I noticed was when I took my two oldest to the eye doctor last summer, and they both needed glasses,” she says. “Now was this hereditary or from all the screen time? I constantly remind them to get the screen away from their face. So could it be that? I don’t know.”

Her concern with this possibility soon led her to view even more changes in her children, only this time she observes behavioral ones. Yet she also believes that these behavioral changes are normal for children their age. “You know sometimes they let it take over themselves and have problems sharing, but it’s almost I guess, the same thing with any toy,” she concludes. While she sees technology being both harmful and harmless, other parents around the country are completely against it. Nationwide debate between the pros and cons of technology continues to be discussed.

In a CNN article, “Not All Screen Time Causes Kids to Underperform in School,” the American Academy of Pediatrics (AAP) found in a study that after the time a baby turns two, technology begins to assist them in learning to speak, read, and write, thus expanding their education at a much younger age. “Children from ages three to five can benefit from quality TV shows, such as Sesame Street,” they claim. “A well-designed show or application can improve a child’s cognitive abilities, help teach words, and impact their social development.”

However, another perspective states the opposite. What is really happening when your kids are using up a lot of screen time? According to Dr. Kalady, pediatrician, in an article titled “Too Much Screen Time Harmful for Kids’ Development,” published on February 4, 2019, children especially under the age of five aren’t exploring their environments and developing motor skills because they are spending all of their time looking at an electronic device. Everywhere, parents notice this change too and are becoming more concerned with how devices will affect their child in the long run.

According to Sue Honoré, in an article titled “Is technology and the internet reducing pupils’ attention spans?” published on March 11, 2013 in The Guardian, “Because [students] are spending so much time communicating remotely with people rather than face-to face, when they come into situations where they have to work with others, they appear not to concentrate on people.” Students’ communications skills are suffering as kids become accustomed to indirect human contact, which is facilitated by media like social media.

According to Digital Divide, teachers won’t have to abandon traditional teaching methods but rather incorporate the internet appropriately in an effort to “increase children’s creativity, independence, and vocabulary,” as Perry Monaco, senior customer success leader at LinkedIn, claims.
National Spanish Honor Society Meets Mexican Author  
by Luria Tapia

On July 26, 2019, Hancock's very own Sociedad Honoraria Hispánica (SHH) had the pleasure to meet *Like Water for Chocolate Mexican* author Laura Esquivel at the National Museum of Mexican Art during the Fiesta del Sol Event. Seeing as the name of our school's chapter of this honor society is Laura Esquivel, we were so excited to attend her new book presentation and meet our chapter "madrina."

Esquivel's new book "Tita's Diary," or "El diario de Tita" in its Spanish version, is part of Esquivel's newest trilogy: full of recipes that transcend tears, aromas, family memories and everlasting love. As she told us what inspired her to write her stories, I found myself relating to her inspirations. We shared our love for food, family, and friends. As I sat in the audience, I smiled, laughed, and reflected. It was truly a blessing that Laura Esquivel decided to grace us with her presence. Even more so, I was blessed to have been surrounded by her fan base.

I hope one day, I can use my words as well as she has to connect with others because it is truly a beautiful connection to make. The SHH Executive board members, our sponsor, Ms. Silva, and I truly enjoyed meeting Esquivel and learning more about her literary gifts to the world.