



Cooper students take part in Wishes and More service event

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The Quill

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Inaugural season of boys volleyball team deemed a success

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CLASS OF '23 GRADUATES IN LESS THAN TWO WEEKS



Photo by DAVINA BELLINGER

Instead of lining up behind the school and marching out to the stadium, seniors this year will be at the Minneapolis Convention Center.

By SHENG VANG
Quill staff writer

Cooper's annual graduation ceremony has been undergoing major changes this year. As May comes to an end, those changes and plans are being finalized with some new and old updates.

The graduation ceremony is still set for June 5 at 4 p.m. at the Minneapolis Convention Center. During the ceremony, students will be sitting with their

advisory class.

Some rules and expectations students have to follow during the ceremony are to dress nicely and only wear Cooper-approved academic medals and cords. As for graduation caps, they can be decorated but should not block another person's view. The tassel on the cap has to start on the right-hand side, and after graduation, everyone will move it to the left. Finally, toys such as beach balls are not allowed at the event.

After the ceremony, students can pick up their diploma at Cooper from Ms. Hough, senior school counselor, from June 6-7.

"Diplomas will be sent to students the week after June 6 and 7, but if students are in a hurry to get their diploma or just want their diploma, they can pick them up," Hough said.

Due to the change in location for the graduation ceremony, the Convention Center is responsible for the majority of the event

set-up, which means Cooper has to follow their guidelines about tickets and guests. According to Hough, the number of Cooper students is under the Convention Center requirement for charging a ticket fee, so tickets are not required.

Students must fill out a transportation form to reserve seats on the bus if they need transportation from Cooper to the Convention Center or from the Convention Center back to Cooper. This must be done be-

This year's ceremony marks a change in venue for Cooper's commencement

fore graduation day.

In the lead-up to commencement, there were some important events that took place related to graduation. The first was College Decision Day, which took place on May 4. During this event, seniors got cake and took pictures with their college gear in the front foyer to celebrate their admission to school.

The second thing occurred on May 5. On this day, the counseling office ran through a list of NCs and made phone calls home to those students who were in danger of not graduating.

The next event took place on May 10, when two important surveys needed to be completed. The first was the honored teacher survey, through which students picked a teacher who had influenced their high school life to speak at graduation. The second was the senior survey, which informs Cooper administrators about seniors' future plans.

Heading into graduation itself is cap and gown distribution, which takes place May 26-31. Seniors can only pick up caps and gowns if all their fines and fees are paid, both surveys mentioned above are completed, and all credits and grades are on track to graduate. Seniors who are in good standing are done with school on May 31.

One senior who has been affected by these commencement changes is Stephanie Diaz-Priego (12). Diaz-Priego said,

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IB exams made May a busy time for Hawks

Hundreds of tests were administered to Cooper seniors, juniors over a three-week period running April 28-May 19

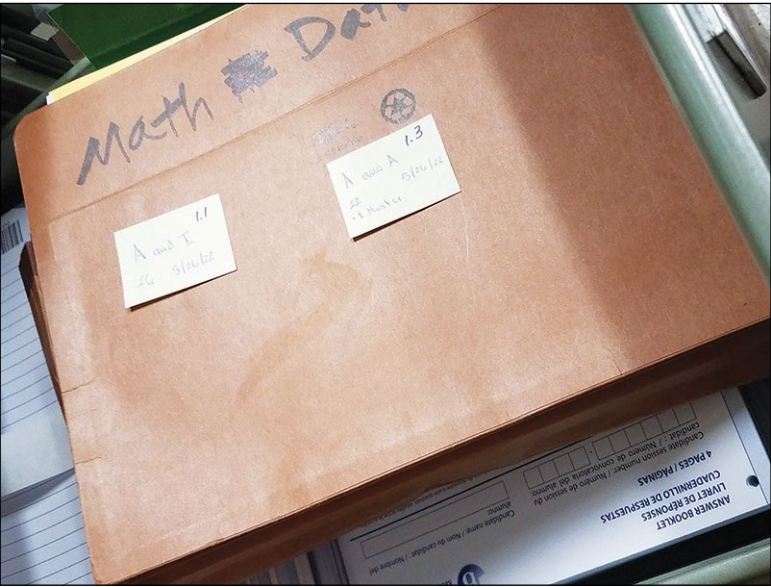


Photo by KARI CHRISTENSEN

The IB office was filled with testing materials in the days leading up to the exams.

By JOSEPH METZGER
Quill staff writer

The annual May exams for International Baccalaureate (IB) students took place at Cooper April 29-May 19. There were 91 students who took an IB test and there was a total of 147 different tests students were taking this school year.

IB secretary Ms. Meyer helped administer the tests along with Ms. Christensen, Cooper's IB coordinator. Meyer said that the testing materials are sent from IB to the school, where she and Christensen then sort and store them in secure locations.

"The IB coordinator then takes all needed materials to each exam. We also ensure that our exam supply box is replenished each spring," Meyer said.

Students first registered for their tests in the fall, typically through their IB classes.

"Exam forms were distributed in early October and were due in early November. Students could register by bringing the form to the IB office and either bringing cash or check or paying online with a credit card," Meyer said.

Once exam season arrived, students took the tests at House of Hope Church, which is located on Boone Avenue just across the student parking lot from Cooper. On exam day, students were expected to arrive 15 minutes before the scheduled test time. Upon arrival, students would leave their belongings at the door with the exception of approved testing materials. Meyer or Christensen would then go through the testing directions.

"Almost every exam has a five-minute reading time. This is an opportunity for students to get familiar with the layout of the exam and the questions they will need to answer. Each exam is timed. Time warnings are given at regular intervals. Proctors are also there, available to support students with a variety of tasks," Meyer said.

In the months and weeks leading up to the exams, the individual IB teachers prepare their students for the tests. Ms. Kope, who teaches IB English Literature HL2, said she specifically prepared her students during class throughout second semester of the school year as well as offering after-school study sessions.

"Everything we do in semester two prepares students for the May exams since the exams are so comprehensive: we read two books and analyze them in preparation for the Paper 2 exam, we read and analyze poetry and short extracts for the Paper 1 exam, and we review how to analyze, evaluate and interpret literature throughout the semester. Also, in the second semester of IB English HL2, we practice for both May exams by taking mock exams in class as summative assessments. I try to recreate exam conditions in class in order to demystify the process and make students comfortable with the idea of handwriting an essay of 1,000 words or more in two hours," Kope said.

Students benefit from the IB exams depending on their score and the college they are going to. If the student does well, they are able to earn college credit, which can help save them money and time in college.

"Depending on the student's score and which college they attend, the exams allow the student to earn college credit. In some cases, this means that students may bypass the introductory courses offered by the college and move directly to higher-level courses. Almost always, it results in a cost savings, as students earn credits based on their score. A student that tests in five or six areas during their junior and senior years and scores well could begin their college journey with a status of a sophomore," Meyer said.

Awards ceremony highlighted student academic success

The May 19 event, which was held during the school day, saw a variety of honors given to students by grade level

By SHENG VANG
Quill staff writer

Cooper held its annual academic award ceremony on May 19 during the school day to honor student achievements.

The ceremony was also a means to "share our students' achievements with families and district staff via Zoom," International Baccalaureate (IB) coordinator Ms. Christensen, who helps oversee the event, said.

Other staff members who were involved in the ceremony included Mr. Rosenblum from the College and Career Center, all departments, Assistant Principal Ms.

Jefferson and the rest of the administration team. According to Christensen, the academic ceremony is taken care of by Jefferson and the administration team, while Christensen and IB secretary Ms. Meyer organized the awards.

The awards vary from departmental honors to GPA honors to specific group recognition. First, department awards recognize students from various grade levels. Members of each department went through their own nomination process for these awards. Departments were in charge of how many students they chose to nominate and usually these awards entailed a certificate.

Some awards, on the other hand, are not based on nominations but on GPA and grades. For example, academic letters

and bars were awarded to students who have maintained at least a 3.8 GPA for first semester.

Other awards are specific to a particular group of students, such as the IB Middle Years Program (MYP) Personal Project medallion. Only sophomores who completed the IB MYP Personal Project earned that medallion.

At the same time, some awards were decided through numerous requirements, such as those given by the College and Career Center. Additionally, some forms of recognition may only be received during senior year of high school. These awards included the National Honor Society cords, the

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BARR designed to support Hawks in ninth grade

The program, which is in its fifth year, focuses on academic, social-emotional support

By CHIMUAL VANG
Quill staff writer

The BARR program has been ongoing at Cooper ever since the start of the 2018-2019 school year. The acronym of BARR translates to “Building Assets Reducing Risks.” Focusing on the success of students, the BARR program aims to provide up-and-coming freshman students with academic and social-emotional support.

“It engages all participating students by fostering strong connections to their school and relationships with their teachers. BARR also collaborates with the Cooper Community School and outside resources for student support,” Ms. Peralta, Cooper’s BARR coordinator, said.

The slogan of the BARR system is “Same Students. Same Teachers. Better Results.” This slogan relates to interlocking strategies that are used to build intentional relationships, utilize real time data and enable schools to achieve concrete academic, social and emotional outcomes for all students.

“Ninth grade teachers of English, social studies, math and science meet in teams of four twice a week in order to discuss how to support the students they have in common on their teams,” English teacher Ms. Prillwitz, who has taken part in the BARR program since its beginning at Cooper, said.

A cooperative program that helps aid newcomers to Cooper, the BARR program specializes in finding the interests of freshmen. As a whole, it individualizes support of the whole student in academic and social-emotional ways.

“BARR allows teachers of ninth graders to work together to support students as they begin their journeys through high school,” Prillwitz said.

According to Prillwitz, it is extremely important that freshmen are given the chances and opportunities to venture and find something that piques their interest at school. Without freshman involvement, for example, the continuation of school clubs and programs ranging from sports teams to National Honor Society would not continue.

As part of the program, students in the ninth grade class are assigned to a BARR team. There are four teams total: Team H, Team A, Team W and Team K.

Teachers in each team are assigned to a seminar with one another each week to discuss student academics, progress, success and concerns. As teachers share their insights, supports and student interventions, they are able to better help those students in their team. According to the BARR program’s website, these meetings help “students build strong relationships with teachers and one another.”

The BARR program also encourages students to learn essential life skills, including communicating effectively and being able to set personal goals. Additionally, it also helps teens resolve important issues related to grief, loss, bullying and personal problems.

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Spanish Honor Society cords, the French Honor Society cords, the IB Diploma Scholar medallion and medallions for seniors with high honors such as being in the top 20 percent, top 10 percent or top 1 percent of their class. All of these cords and medallions are worn by seniors at the graduation ceremony.

All students who were nominated or were going to receive an award were notified by the end of April, according to Meyer. During the day of the event, each grade level had its own celebration at a given time. The stage was decorated with flowers and tables were laid out along the podium. As each student was called up to the stage, the administration team and counselors handed out each award and shook hands with the student.

Grade-level coaches focus on student needs

From supporting a student's academic work to helping them process personal conflicts, Cooper's coaches provide many services



Photo by SHENG VANG

Mr. Jones and the other grade-level coaches usually can be found in the cafeteria during fifth period.

By LA'SHAYA TAYLOR
Quill staff writer

Cooper’s grade-level coaches (GLCs) are school staff members whose job it is to support students and their academic and behavioral development at school.

There are four coaches total, one focused on students from each grade. Working with freshmen is Mr. Harris, working with sophomores is Mr. Brock, working with juniors is Mr. Jones and working with seniors is Ms. Tracy.

The coaches are officially based

in room 289, also known as Coaches’ Corner. It is there that the GLCs perform a number of their key tasks.

“I would say our primary role as GLCs consists of checking in on our grade-level students from time to time regarding academics and behaviors,” Jones said. “We process with students when sent to the Coaches Corner and provide interventions when needed. We also contact parents via parent calls, emails and/or in-person meetings when necessary.”

While Coaches’ Corner is their homebase, Jones said GLCs are fre-

quently on the move throughout the building as well.

“We help assist our security team during passing times in the hallways to provide extra reinforcement when getting students to class on time,” he said. “We do cafeteria supervision as well as morning and afternoon bus duty.”

The many tasks GLCs are responsible for makes their days unpredictable. However, Jones said there are some general patterns his typical day follows.

Jones starts his morning posted on the Virginia Ave. side of the

Service event helped promote Wishes and More

The Minnesota-based charitable organization provides life experiences, financial support to children with life-threatening illnesses

By CHIMUAL VANG
Quill staff writer

Students involved with Cooper’s International Baccalaureate (IB) program took part in an April service event connected to the Wishes and More organization.

The Wishes and More organization is a non-profit charity that helps aid children 19 years old and younger who are fighting terminal or life-threatening conditions by providing them with unique experiences. These experiences including granting wishes, providing scholarships, creating memorials and more.

Bringing the Wishes and More service event to Cooper was Ms. Christensen, IB coordinator, and Ms. Meyer, IB secretary. Senior and junior IB student volunteers worked on the charity project during the 5A and 5B sessions of Hawk Lunch and Learn. The volunteers worked over the span of three weeks.

“During any given Lunch and Learn, we had anywhere from six to 10 student volunteers,” Meyer



Photo by KARI CHRISTENSEN

Student volunteers helped prepare a mailing for the charity group.

said.

During the volunteer sessions, students prepared informational literature packets for the Wishes and More organization.

“Wishes and More asked us to prepare a mailing for them. The students prepared 4,000 pieces of literature for the organization,”

Meyer said.

These packets were then mailed across Minnesota to seek support for the Wishes and More charity and the young people it serves.

“Ms. Meyer and I gave each group of students tasks to complete during each Lunch and Learn. We

kept the different mailings organized and we often helped out,” Christensen said.

Beyond the wish-granting part of the charity, the Wishes and More organization supports families by offering \$2,000 scholarships for higher education to the children battling life-threatening illnesses.

In addition, the family of every child in the organization’s wish participation and financial relief programs is given aid if that child should lose their fight against illness before they can experience their wish.

Through the Wishes and More service event, Meyer and Christensen said they hoped the Cooper students could contribute to the happy memories of the children and families involved in the program.

With the 2023 school year at its end, Christensen said it is guaranteed that the Wishes and More service event will continue next year.

“This is definitely a project we plan on doing again next year,” Christensen said.

Drone club members hope interest in group takes flight

Now in its fourth year, the Underground Drone Club meets on Tuesdays during HLL session 5A in room 346

By JOSEPH METZGER
Quill staff writer

Cooper’s Underground Drone Club offers students the chance to learn how to pilot drones through complex obstacle courses.

The leader of the drone club is Tommy Rejsa (12), who is also one of the founding members of the group. Rejsa said that the idea of the club was first pitched to him by his engineering teacher four years ago and he has been a part of the club ever since.

“I was one of the founding members of the team in 2019, my freshman year. My engineering teacher, Mr. Fitze, pitched the idea to myself and a few of my classmates and I was immediately on board,” Rejsa said.

The club meets every Tuesday during HLL session 5A in Mr. Hagstrom’s room, 346. Hagstrom stepped into the advisor role this year following Fitze’s departure from Cooper.



Photo by TOMMY REJSA

Owen Vetter (9) and Malachi Christensen (9) monitor their drone's flight.

During club meetings, the group practices flying their drones. Additionally, they are hoping to begin assembling obstacles for the drones. Rejsa said the group is currently trying to work out the logistics of creating the obstacles.

“Eventually, I hope to get some PVC pipe to make obstacles, but then

we run into issues like storage and funding,” Rejsa said.

In addition to flying their drones, the club members compete against one another. For competitions, the individual fliers attempt to perform tricks with their drones in set amounts of time among other forms of competition.

Rejsa said that he enjoys introducing new members to the club and he hopes it continues to grow in the years to come.

“I enjoy working with the drone club because it’s an opportunity for me to bring back an activity I really enjoyed as a freshman and get current freshmen invested in it. My hope is that the club will continue and get stronger after I’ve graduated,” he said.

For students who might be interested in joining the club, Rejsa said that one of the biggest benefits of taking part is that it improves hand-eye coordination due to the way in which drones are piloted.

“One of the biggest benefits I notice from the drone club is honing in on hand-eye coordination. We typically fly the drones line-of-sight, that is, not using the onboard camera and, instead, watching the drone itself,” Rejsa said.

Students interested in learning more about the club are encouraged to sign up for the HLL session during 5A.

Teens begin search for summer employment

While there are many part-time jobs to be had, actually getting one is easier when you follow a collection of helpful tips



Photo by BRIGHT DEKU

The Hy-Vee near Cooper is one popular place where many students seek a summer, or ongoing, job.

By REANA GREEN
Quill staff writer

Many teens use summertime to get a job and stack up on money. However, some students don't know how to approach getting a summer job as it is usually their first and it is intimidating to apply for a job. Additionally, when you have to put on your application the fact that you never had a job before, it can be difficult to get hired. Fortunately, there are several steps teenagers can take to get their first job.

1. Consider working for the city
Finding the right job can be difficult. One of the better places to look is on the website for a certain city, such as crystalmn.gov. These sites will give

you information about jobs at places like community centers and city pools. The possible jobs range from lifeguard to concessions to crossing guard at the community center. These positions tend to fill up fast as they're viewed as fun and they pay pretty well.

2. Don't overlook food service jobs
If you're unable to work for the city but are too young to work in retail, restaurants and fast-food places will be your best friend. Restaurants are typically understanding about a student's schedule and will give lots of hours and plenty of raises. However, it is important to remember that restaurant jobs usually are hard work and require physical labor. At the same time, these jobs are fast-paced, which means your shift will go by quickly.

You also get free drinks and even food at some restaurants, which is an under-rated plus.

3. Alternate work is also available
Another cool job teenagers should consider is nannying. Taking a CPR and babysitting class will definitely help you in the long run as any parent will love to see that an applicant is certified. If you do not know a specific family looking for a nanny, applying to a nannying agency is pretty easy, as is looking out for nannying groups on Facebook. In these groups, parents post if they need help and you let them know if you're available.

4. Be diligent in seeking your job
A lot of places are hiring right now and it's good to get a head start on

the game. Finding a job is just as simple as walking into a store and asking for a job application. Keep in mind that stores that are hiring love applicants who are persistent. For that reason, if you submit your application and don't hear back from them within four business days, you should call them and ask them if they have reviewed your application. Likewise, if you decide to follow up in person, be sure to introduce yourself with first and last name while keeping eye contact.

5. Prepare for your interview
If you've ever played sports or been in a school activity, you should use this to your advantage when applying for a job. Most of the time, a potential employer will give you many scenarios and ask you questions about teamwork during an interview. In this situation, you'll be able to use your sports team experience to answer these types of question.

Examples of the questions interviewers might ask include: "Why do you want to work for us?"; "Can you tell me about a time when you had to use critical thinking, problem-solving or teamwork?"; and "What makes you stand out from other people?"

It's good to plan ahead and be completely prepared for questions like these at job interviews. At the same time, you will want to be cautious about being "too perfect" in your answers or else they will see right through you and not think you are genuine.

6. Take the first step
If you're not sure about how to get started, the Indeed website is convenient. In addition, Google Doc resume templates are helpful as well. Finally, you can visit Cooper's College and Career Center to get some advice. Remember: the job always needs you way more than you need it.

Study skills help Hawks end year on positive note

With limited time to raise your grades, there are steps you can take to ensure success

By REANA GREEN
Quill staff writer

Finishing the year strong is at the center of everyone's mind when there is a limited number of days left before summer. For some students, how you perform in class over the next few days may be the difference between passing and not passing class. Fortunately, there are six key tips to staying motivated and organized through the end of the year.

1. Take care of your health
Eating well and getting plenty of sleep will be essential for a good performance in class. To have peak performance and to be at your highest potential, you need to be feeling as well as you can physically. Nobody wants to work or study if they're tired or starving. Having a healthy and strong immune system will also keep you from getting sick, which will keep you from missing class as the year comes to a close.

2. Plan out a schedule
The best way to complete your work is to list what needs to be done first and work down the list from there. Many students find it best to write down each assignment that needs to be done and organize it by what is most urgent. This helps keep you on task and motivates you to complete the list.

3. Do your work at a peak time
Figuring out when you have the most energy or motivation is key to getting things done fast. If you realize that you're motivated at 10 a.m., then 10 a.m. would be the best time to do work because you'll be more determined and have the best performance.

4. Work on one class at a time
Working through one class before moving on to the next will help keep you organized and your workload light. It will also make the work seem more manageable as the material will be fresh in your mind rather than trying to remember it later.

5. Create a neat workspace
An organized space equals an organized mind. Trying to work in a messy and chaotic environment is almost impossible. A clean and organized desk helps keep you motivated and focused. You can even go as far as hanging up or displaying things that you know will keep you motivated, such as inspirational quotes or a picture of your family or pet. You can even boost your mood by lighting your favorite candle.

6. Get to know your teachers
The more you communicate and get to know your teachers, the more understanding they will be and the more leeway they may give you when end-of-year deadlines pile up. If you're struggling with something personal and ask for an extension when your teacher barely knows you or what you're going through, they may be unlikely to give you a break.

Class introduces high schoolers to teaching career

Mr. Moravec is teaching the new Urban Education course in collaboration with Minneapolis Technical & Community College

By LA'SHAYA TAYLOR
Quill staff writer

Cooper's new Urban Education course is designed to expose students to the world of teaching. Through the school's partnership with Minneapolis College, students in the class have the ability to acquire college credit.

"It is a class based on reading and discussion," Mr. Moravec, who teaches the course, said. "We use a discussion-based method to acquire better understanding of ideas delivered from texts that we encounter. We dive deeper into real situations that exist in urban education settings, such as racism, sexism and classism."

During a typical week of the class, students will respond to reading, research educational news and write essay reflections. Moravec said all items are graded as summatives, but are weighted differently.

One example of a recent unit in class involved the students completing an "Education in the News" assignment. To complete this assignment, students researched current news articles covering educational topics and created an



Photo by SHENG VANG

Mr. Moravec leads his students through a lesson during class on May 10.

"This assignment allows for rich discussion and keeps us informed on current events in education," Moravec said.

Another big project is a long-form essay the students will write by the end of the class.

"During the course, students start to find an identity of who they are or will be as a teacher through their education-

al philosophy essay. This is a five-page essay in which they reflect on their own educational experience and start to reflect on how they will be as a teacher," Moravec said.

The variety of projects completed during the Urban Education class are intended to give students a better idea of what teaching is like as a potential career.

"During this course, students are exploring the opportunities in teaching

and already developing themselves as professionals," Moravec said. "They are creating their career and figuring out what kind of teacher they want to be."

One student who cited this benefit as a key component of his decision to take the class is Gael Pina Ortiz (12).

"I wanted to know more about what it took to be an educator, not just on the surface level where a teacher follows a curriculum, but more importantly on how teachers lead a classroom and grasp the attention of their students," he said. "The fact that it is a college course was another motivating factor for me as obtaining college credit looks great on a transcript."

According to Urban Education student Emily Blanchette (10), her time in the class has given her a chance to have "meaningful conversations" about important issues. She also enjoys the fact that the class is accessible to students of all ages and skill levels.

"It is a college class but it's not a hard class to do. It's just a lot of reading, but Mr. Moravec gives us reasonable deadlines so we have enough time to complete the assignments while having other homework to do," she said.

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in general, she has mixed feelings about graduating and the location change for the ceremony.

"[The Convention Center] seems more thought-out and fancy, but on the other hand, the football field holds a special feeling since it's home. It's more

sentimental too since it will probably be the last time we get to see the field and our school," she said. "[As for graduating in general], I feel very nervous but excited for the future. I am still not entirely sure what I will do, so that is where most of my anxiety is coming

from. Other than that, I feel optimistic about the new experiences [coming] from college life."

Hough offered encouragement to seniors as they move onto the next chapter in their life.

"To my 2023 seniors, it's been an

interesting four years. Your high school experience has been different than any other graduating year. I hope all of you remember the positives and learn and grow from the negatives. I look forward to your bright futures. Keep pursuing all of your dreams," she said.

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Taking the next step

Members of the Class of 2023 share their post-graduation plans



Photo by SHENG VANG

Ahmed, Mia	College or Gap Year	Hen, Angelina	Hennepin Technical College	Phillips, Bailey	University of St. Thomas
Alao, Ayo	University of Minnesota, Twin Cities	Hollander, Arlo	Northwestern University	Quintero, Samuel	St Cloud University
Ali, Naomi	Minneapolis Community College	Jazzmere, JaCorey	College	Ranstrom, Amalia	St. Olaf College
Anderson, Dmetrias	Work	Jimenez, Irving	North Hennepin Community College	Rejsa, Tommy	North Hennepin Community College
Aragon, Maria	Anoka-Ramsey Community College	Johnson, Jayla	University of Wisconsin, Eau Claire	Reyna, Madeline	St. Cloud State University
Barera, Yarityz	Work	Johnson, Donovan	Work	Richey, Jayla	Albany State University
Barow, John	University of Minnesota, Duluth	Jones, Yaiel	North Central University	Roberts, Keon	Mankato State University
Berry, Karen	Work	Karnick, Natalie	Aveda Arts & Sciences Institutes	Rosendo, Elvy	Gap Year
Blama, Milad	North Hennepin Community College	Kinler, Natalie	Anoka-Ramsey Community College	Ruddy, Cameron	Work
Bowman, Troionna	Work	Kirby, Keiji	Work	Salazar, Freddy	Work
Bryant, Amari	Work	Knoblauch, Kaeden	College	Sellick, Jayda	Hennepin Technical College
Brynteson, Connor	St. John's University	Kos, Caleb	Work	Shabazz, Yuseff	Luther College
Budhu, Rohanie	Augsburg College	Kovacevic, Benjamin	North Hennepin Community College	Shannon, Anthony	Dunwoody College Of Technology
Carlson, Ani	Minneapolis College of Art and Design	Lambert, Trinity	College	Shroyer, Taten	Minnesota West Community, Technical College
Chang, Nathan	North Hennepin Community College	Lee, Jenny	Minnesota State University, Mankato	Skoglund, Chloe	North Hennepin Community College
Chang, Lily	North Hennepin Community College	Lee, Latrell	Work	Smit, Lucy	North Hennepin Community College
Cole, Kaleah	Work	Logan, Ariyonna	North Hennepin Community College	Solee, Ma-Hawa	Hennepin Technical College
Collins, Alajah	Work	Lor, Kole	North Hennepin Community College	Stachowski, Mason	Trine University
Connors, DaNari	Southwest Minnesota State University	Maki, Ella	St. Catherine University	Stanford, Aishia	Empire Beauty School
Cooper, Michael	Work	Medina, Ashley	Work	Talatala, Merielle	North Hennepin Community College
Dallas, Joshua	North Hennepin Community College	Michaels, Zoey	Concordia University, St. Paul	Tanka, Sebastian	Work
Davis, Dashawn	Hennepin Technical College	Miller, Max	University of Wisconsin, Eau Claire	Taylor, La'Shaya	Albany State University
Davison, Isabella	Peru State College	Miranda, Yanci	North Hennepin Community College	Thao, Alexis	Work
Delapaz, Celeste	North Hennepin Community College	Modupeoluwa, V.	University of St. Thomas	Thomas, Arianna	North Hennepin Community College
DeLeon, Erick	North Hennepin Community College	Mohamed, Fathi	Minneapolis Community & Technical College	Thomas, Samuel	Gustavus Adolphus College
DeLoach, Corey	Augsburg University	Montiel, Diana	University of Minnesota, Twin Cities	Tidjani, Rachel	Minnesota State University, Mankato
Doan, Katlin	University of Minnesota, Twin Cities	Moua, Judy	North Hennepin Community College	Trotter, Ma'Kayla	North Dakota State University
Evans, Zahir	Dunwoody College of Technology	Mulbah, Darius	Iowa Lakes Community College	Truong, Melissa	University of Minnesota, Twin Cities
Felemu, Nancy	University of Minnesota, Twin Cities	Murray, Cory	North Hennepin Community College	Ukestad, Morgan	University of Minnesota, Twin Cities
Flores, Stephany	Work	Narnie, Hailey	University of Minnesota, Twin Cities	Usman, Imantu	Normandale Community College
Frazier, Bre	McLennan Community College	Nguyen, Jackson	Hennepin Technical College	Vanburen, Shawn	Anoka-Ramsey Community college
Garcia, Leo	Work	Nordstrom, Julia	University of Minnesota, Twin Cities	Vang, Mary	Work
Garcia, Jesse	Military	Nounie, Andrew	University of Minnesota, Duluth	Vang, Sheng	University of Minnesota, Twin Cities
Garcia-Lema, Estrella	College	Olson, Hunter	University Wisconsin, La Crosse	Velez, Katie	Augsburg University
Gayden, Amir	Morgan State University	Omar, Saed	North Hennepin Community College	Vogt, Brady	Minnesota State, Mankato
Giron, David	Work	Omara, Rhoda	University of Minnesota, Twin Cities	Voigt, Logan	Marymount University
Givance, Maliyah	Clark Atlanta University	Orozco, Karla	Community College	Vue, Paja	College
Goah, Mayetti	University of Minnesota, Duluth	Orozco, Fernanda	Work	Waselak, Eli	Work
Gonzalez, Noemi	University of Minnesota, Twin Cities	Osoro, Harriet	North Carolina Agricultural, Technical University	Watt, Errol	Work
Green, ReAna	St. Catherine University	Owens, Shaelyn	University of Minnesota, Twin Cities	Weitz-Handy, Joelle	Aveda Arts & Sciences Institutes
Gutierrez, Angel	St. Cloud State University	Owens, John	University of Minnesota, Duluth	Wells, Zarell	College
Gutierrez, Ailany	Inver Hills Community College	Page, Jalen	Florida Agricultural and Mechanical University	Xiong, Amanda	North Hennepin Community College
Hams, Matthew	Hennepin Technical College	Panora, Manuel	Johns Hopkins University	Yang, King	North Hennepin Community College
Harrison, La'Tae	Work	Peterson, Payten	Work	Yang, Selena	Hennepin Technical College
Hassan, Adil	University of Minnesota, Twin Cities	Petty, Nakayia	Work	Yang, Michelle	Minnesota State University, Mankato
Hernandez, Ashly	Gap Year	Pha, Jason	North Hennepin Community College	Yang, Kimberly	Augsburg University
Hernandez, Yelitza	Concordia College, Moorhead	Phetsamone, Deasia	Work	Thank you to Mr. Rosenblum for compiling this list	

Saying farewell to our graduating Hawks

The last four years have been eventful ones for the seniors who are currently getting ready to walk across the stage at commencement



Photo by SHENG VANG

Their time at Cooper will continue to have an impact on the 2023 graduates for years to come.

By OWEN SANDLUND
Quill staff writer

You are queued up at an airport terminal in a line not unlike many you’ve waited in during your life. You are situated near the end of the line, along with other people your age, people just like you, prospective professionals, tradesmen and dreamers of

all sorts.

At the end of the line is your terminal and eventually your flight. To where, I can only speculate. But for most of us it is a career, a family or maybe for the most ambitious fame and wealth beyond one’s wildest dreams.

Even a flight on Spirit airlines can lead to a great destination, for it is not always the

path we choose but what we execute once we are upon it. Sometimes the destination is actually a layover to where we belong in life.

Not everyone will be so lucky. Many of your journeys will end in disappointment and failure, and for the least fortunate, you may crash and burn. Every one of us will experience

turbulence along our journey, which will test our fortitude. Despite this daunting reality, at this moment, everyone waiting in the line believes that they are closing in on achieving their dream.

The waiting process is utterly demoralizing. It feels as if you stand for hours amidst the fluorescent lights and constant examination. Every so often, you are asked to fill out a form or demonstrate information in some way. Although you do so, for most of us, the wait continues.

At one point, your bags are searched and many items of contraband are confiscated. However, we are at least permitted to keep on our shoes.

While waiting, occasionally you have to use the restrooms. These rooms are revealed to be an infamous, vape-infused concentration of filth.

Although some people have failed to overcome the challenge, you have braved these tribulations and are finally on your flight to your destination.

At this moment, it feels like seniors have gone through four years of waiting. But that wait is ending and we now embark upon our journey into life.

When it’s all over, and we are onboard our flight traveling high above in the sky to wherever we might go, I think in that moment we may come to miss the wait.

Deadlines are stressful but necessary part of going to school

Whether or not you are planning on attending college after high school, life will be filled with times by which work needs to be done

From the Editors

Deadlines are something that most students are concerned about, especially as we approach the end of the current school year. Deadlines can cause problems for some students by adding even more pressure on top of the fact that those students may not be as academically able to complete the project before the deadline. Missing deadlines are possibly caused by procrastination, a lack of knowledge about the topic or even cramming all the knowledge you have into one evening of work, causing strain and exhaustion from being up all night.

In light of all this, should teachers be more lenient in terms of deadlines? This is more of a grey area that relies mainly on the circumstances behind the deadline. Maybe there is a break coming up and teachers believe that you have tons of time for completion. Maybe you already have the knowledge needed so a short deadline is not a burden. Although some students say that deadlines are not really needed, they actually do prepare you for the outside world and higher education. In order to know why deadlines are the way they are, you have to consider what deadlines prepare you for.

In college, there will be many

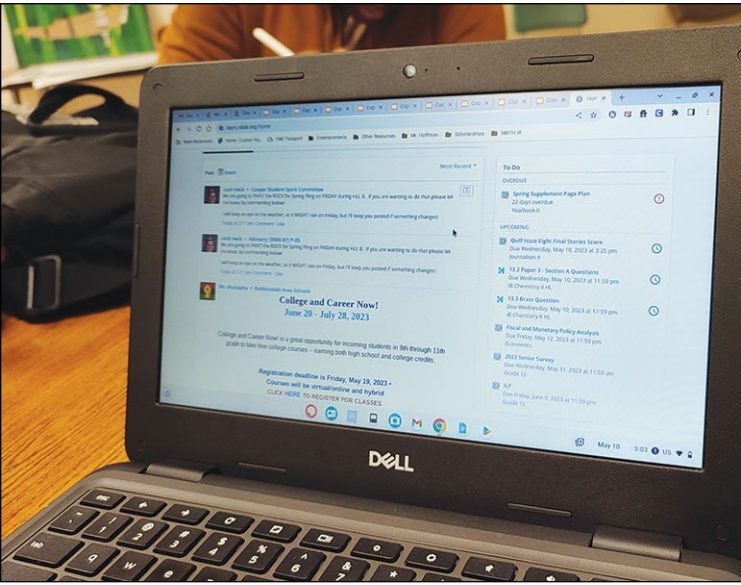


Photo by SHENG VANG

Schoology notifications about due dates are a familiar sight to students.

deadlines. Projects, essays, tests and homework will always have deadlines. Sure, deadlines may seem like a big deal right now, but this is perfect training for you to know what to expect after high school. In college, there will be tons of assignments piling up, all of which may have the same deadline. Having deadlines in high school is a way to prepare yourself for what’s to come.

Teachers are lenient with the way deadlines are done in high school, often letting students have two extra weeks to do the project. However, in college, the deadlines are final. If the deadline is 12 p.m.,

that’s it. Not 12:05 p.m.; 12 p.m. right on the dot. If you don’t have it done by that deadline, they won’t accept the assignment or grade it. That’s just how it goes in college. It’s firm, but fair.

Deadlines don’t just prepare you for college, they prepare you for when you are out in the workforce. In the professional world, there are some repercussions for missed deadlines that you need to keep in mind. For example, imagine you are at a job. The job of your dreams. Now, let’s say you have a big project that is coming up, some kind of proposal that could make or break your career. You’re not going

to just procrastinate and wait until the last second to complete the project. Your boss wants the project to be perfect and to be done on time. If you miss the deadline, you won’t get a stern warning. You will most likely get fired.

Being in high school teaches you about deadlines and why they are important. It is beneficial to learn these lessons before you enter the real world and must deal with these sorts of things in the future. The best thing students can do is plan ahead. If you are struggling with a project, you could always ask the teacher for assistance or look for advice from other students who are doing the same project.

Other than being prepared, asking for help when you need it and just trying your best, there is not really much else a student can do about deadlines. Teachers have a calendar and they set deadlines on specific dates so that you can finish one unit and move into the next one. While they may be somewhat lenient on these transitions, your professors and bosses will not be. You have to learn to organize your time, get into gear and be responsible when it comes to studying, asking for help and meeting the due dates for any project you may encounter. With the end of the school year just days away, this is the perfect time to get serious about deadlines.

Having an older relative at the same school has its positive, negative sides

Managing the challenges associated with attending school with a sibling or cousin can be easier when boundaries are established

By NEMO PONDER
Quill staff writer

There are many students who have an older or younger sibling who goes to, or went to, Cooper. While I haven’t had any personal experience with this issue, many people I know have. Overall, having a sibling with a Cooper connection can be good because it can help with fitting in at school, but it can also be bad if that sibling’s actions can affect how others see you.

One example of this dynamic can be seen in my homie. During his freshman year, he had a brother who was a senior at Cooper. He looked just like his older brother and everybody said they looked alike. Additionally, his brother played football at Cooper and was good at it, so everybody assumed that my friend also was amazing at football. What is more, my friend’s brother used to talk to a lot of females at Cooper, so people assumed my friend was the same

way. Everybody didn’t see my friend for himself; instead, they saw him as another version of his brother. Nobody knew he didn’t play sports and that he was a regular student who was very intelligent and chill. Ultimately, this wasn’t a good way to start high school, but it wasn’t a bad way either.

On the good side, having an older sibling at school during your first year of high school helps you meet new people. You get to meet older people and you get known around school despite being younger. Since you are known, it is a little easier for you to make friends. This is a good thing because most people come into high school trying to fit in with the crowd. If they struggle to make friends, then they tend to stay to themselves. In contrast, if you have an older sibling who has older friends, they will start saying good things to other people about you, which may help you make more friends. For instance, I had a big cousin who went to the same middle school as me. While middle school and high school are different,

my cousin helped me get friends by introducing me to his friend group. This is a benefit of attending school with an older relative.

At the same time, there are some downfalls with this situation as well. Having an older relative at school could affect how the staff acts toward you. If your big brother is disrespectful to staff, has terrible grades and doesn’t care about school, then the staff may misjudge you for being the same as your sibling. Someone I knew during my freshman year had an older brother who always got in trouble and would get kicked out of class. One day, he was sitting in class and everybody was loud. We had a test coming up, so we were all studying together. When he was done studying, he started looking at his phone. Suddenly, the teacher came up to him and said, “You are just like your brother: not doing work.” This situation is a big reason why having an older relative in high school with you is not always great.

Another reason it can be tough having a sibling at school is that students and staff will ask you for information about your relative. Having people come up to you and ask about your relative’s business puts you in a tough situation. Sometimes, you don’t know the information they want, and other times, you just don’t care to answer. Despite that, people will come to you because you live with the person and they think you know the information. Even if you do not know the information, people will still assume you do. For example, my homie’s brother had a rumor spread around the school about him. Everybody wanted to know if it was true, but my friend did not know. Everybody kept coming to him and texting him about it, but he had no information and no interest in asking his brother about the rumor.

As this scenario shows, having

OLDER RELATIVE
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Red-blue divide is still bridgeable

A will to understand people with different views is key

By OWEN SANDLUND
Quill staff writer

I recently read the book *Strangers in their Own Land* by UC Berkeley Sociologist Arlie Hochschild. The book documents a well-meaning, left-leaning researcher’s attempt at understanding Louisianians, who were at the time swept up by the Tea Party movement in the early 2010s. As a relatively conservative individual, I found this book to be an intriguing read, and it was startling to see how hard it was for the author to even understand the motives of opposition voters. If even well-educated and open-minded individuals in our country struggle to understand one another, it’s easy to understand why we fail to have constructive civil discourse.

In everyday life for Americans, the nation’s political divide is felt more and more. A 2016 UCLA survey found that an overall majority of American parents would disapprove of their child marrying someone who had opposing political beliefs at a rate almost twice that as 50 years ago. On a national level, whenever there has been political party in the past decade, there follows complete Congressional gridlock, with the news agency Axios reporting in 2020 that despite the largest amount of legislation submitted in Congress since the data was recorded, the least amount of legislation was passed since the 1970s. This historically poor gridlock is felt to an even greater degree today with the now-split control of the House and Senate in the 118th Congress.

What is more, crimes inspired by an ideological distrust of someone based on differences like race or sexuality have exploded in recent years, with the FBI’s most recent statistics showing a 12-year high. Hate crimes are directly harming thousands of people annually, a trend that is influenced by the political climate. All told, both individuals and society at large are being negatively affected by divisions, which is harming our democracy.

But how do we bridge the divide

RED-BLUE DIVIDE
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Black history needs new focus

Social studies classes should add positive perspectives

By DAMARIUS HAMILTON
Quill staff writer

As a graduating senior, I have been in many social studies and history classes over the last 12 years. One thing I have noticed is that teachers don’t always teach enough positive Black history. One reason why this may be the case is that the majority of the teachers who teach this subject in school aren’t actually Black. I’m not saying that as a judgment; there is nothing wrong with a white teacher trying to do their job. However, I feel like Black students would feel more comfortable asking certain questions if the teacher looked more like them. Some teachers may get uncomfortable when it comes to the topic of Black history because they don’t know everything students want to know about the subject and they don’t go out of their way to learn more.

Cooper is a diverse school that tries to be positive about all races and cultures. However, when it comes to Black history, all we seem to learn about is slavery, the Great Depression and all the bad situations Black people had to go through back then. I feel like more positive Black history also should be included because there were definitely some things going on in that same era that were positive. I don’t blame teachers for teaching students the negative history they teach us because we need to know those things. At the same time, if the school had more Black teachers, perhaps we could learn more about how successful Black people were back

BLACK HISTORY
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Subs often fail to help students

An absent teacher can lead to a wasted period for Hawks

By REANA GREEN
Quill staff writer

One of the many issues within the Robbinsdale district is the lack of substitute teachers and the lack of work that gets done while they are present. The lack-of-work issue can be caused by many things as substitutes are all different, but the lack of quality substitute teachers has been a problem since the coronavirus pandemic hit.

When a school cannot find a substitute, many students simply will not have a class if their regular teacher is unable to come to work. Either the classroom is sent to the auditorium or a different teacher in the building has to cover the class during their prep period. In either case, the substitute teacher doesn't always know what to do with the class because they have their own work to do or because they do not know the students or the material itself.

When there actually is a substitute teacher, the substitute that comes to help often doesn't know what to do with the class because they do not see the material in advance or know where the students are within the unit. This means the substitute teachers are unable to tell the students what to do or help them with their work if they do need help. So even if the students decide to do their work, they will most likely end up hitting a roadblock.

The other thing that happens is that, sometimes, the substitutes simply don't care. In many instances, I have had substitutes that will come in, sit down, have students sign attendance and then go on their phones for the rest of the hour without even acknowledging the class. Ultimately, this type of substitute is merely serving as a babysitter for teenagers.

Sometimes, the fallout from a poor substitute can be the teacher coming in the next day and yelling at the students for not completing their work. However, the teacher is not aware of the fact that the class either didn't have a substitute or the substitute didn't give any direction at all.

The question of whether students should be doing a better job of

SUBS
continues on page 9

Freshmen need support from staff

Relationships are key to keeping students engaged

By DAMARIUS HAMILTON
Quill staff writer

It is important for staff members and teachers to develop relationships with their students, specifically freshmen. Since freshmen are new to Cooper, they might not know anyone, so coming to school can definitely be scary, especially when they feel like they don't have anyone here with them. As a senior, I'm close with a lot of staff members and teachers, but that is because I've been here all four years and have built bonds over time. My teachers know I'm really not someone who talks a lot, I'm always pretty quiet unless I'm spoken to. However, that never stopped them from checking in on me when I was younger, which made me feel better about them. I think that is something all freshmen need at Cooper.

I know most freshmen aren't fully mature. They are still coming out of middle school and their behavior can make a teacher's job harder. This is when the respect line between teachers and young students should be set. Teachers should be able to show freshmen that they can have fun from time to time, but when it's time to work, work is what needs to be done. If that does not happen, then the class will be work and work only. While teachers already do things like this to connect with students, doing so in a more consistent way will help them avoid students going to class and wishing they weren't there. Freshmen definitely follow each other when it comes to behavior, whether it's in a

FRESHMEN
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Sports participation numbers need growth

By encouraging more Hawks to become student-athletes, Cooper will see benefits on and off the field of play



Photo by BRIGHT DEKU

The boys and girls track team saw a modest increase in its enrollment numbers during the 2022-2023 season.

By DAMARIUS HAMILTON
Quill staff writer

Although Cooper has approximately 1,500 students attending the school every year, the number of those students taking part in the school's sports programs is low. While high schools in neighboring districts sometimes have team rosters in the triple digits when it comes to sports like football, basketball and track, we have many teams with rosters in the double or single digits every season. This makes it interesting to consider why it is Cooper's participation rates are low.

I think the biggest reason Cooper

sports don't have large numbers of players is because of comfort level. A student can be an amazing athlete but they may also be very anti-social and choose to avoid interactions with other people. You can't always change people when they are this way, but it could be helpful if students and staff would make more of an effort to reach out to these students and get them involved. This is one potential way to get more students to join sports teams.

Another reason relates to the experiences students have when they do join a team. For example, I like basketball, football, soccer and track, but the only sports I've stayed involved with at

Cooper are football and track. That is because there are some sports I love playing for fun and some I love playing with a team. Related to this is the issue that some students discover that they might like a sport enough to join a school team, only to discover that they do not like their teammates. They might then decide to quit the team.

Safety is also a big reason students don't participate in sports. Some parents are really overprotective of their kids and don't want them injuring themselves trying to play sports. Likewise, some students fear they might get hurt and avoid trying the sport in the first place. Not everyone is built for certain sports,

so it makes that sport harder for some people than it is for others. Most students who feel like they aren't built for a sport where there will be other people who are more natural when playing it will likely decide to not go out for that team.

An additional reason some students don't do sports is because they are committed to things other than athletics. These students already know in high school that they want to have a career like being a lawyer or doctor, so they choose not to do sports because they think it would be a waste of their time. I definitely understand why these students wouldn't want to do sports if it's not something they're committed to. However, these students might be surprised to find that sports are genuinely fun and could provide a contrast to a highly serious profession.

A final reason why some students do not join sports teams is because of the coaches. While some coaches emphasize having fun and developing one's character, others emphasize winning, and that might turn off some athletes who are not skilled at the sport. These less-skilled students might be scared they will get laughed at or talked about if they aren't good and do not contribute to the team's ability to win.

I think Cooper is a great school with the potential to be great at sports if we could get more people to join our athletic teams. Our ability to do this rests on the adults in the building encouraging students of all skill levels to give sports a try. What is more, it depends on students who are in sports encouraging their friends to get involved. I think sports play a big part in how people who may have never spoken to or met each other become long-term friends. Being on a sports team brings students together and that can benefit the school as a whole.

Military service is unique path some graduates take

Although college is the primary post-high school plan for most students, others choose to serve their country

By JESSE GARCIA
Quill staff writer

The military is viewed as a force of prestige and power, but what goes on when someone joins the military is completely unknown to the average person. I am someone who is now experiencing the process thanks to my decision to join the Marines after graduating. In order to raise awareness about the military, I'll be explaining the process I have undergone. It's a long but fairly simple process that started back with my initial interactions with the military when I was younger.

To begin with, I was scouted to join the Marines, which was a fairly deep process when I eventually found out how it worked. I was a person who regularly attended any event where military representatives appeared at our school or in the local area. As a result of those meetings, the Marines had most of my contact information and were able to call me.

After the initial step of them contacting me, the process was simple. They briefed me on the workings of the Marines and I voiced my willingness to pursue that path. It was then that they had me complete a lot of paperwork before I could continue to the next step. Many of the documents were of the expected, "sign here" variety that people often see when applying for a job. However, one difference is that some of the documents dealt with me giving consent to have my past looked into to verify I was suitable



Photo by JESSE GARCIA

Jesse Garcia (far right) started his military training while finishing fourth quarter for military service.

The next thing I encountered was the Military Entrance Processing Station, which is more commonly called MEPS. This is where things began to get more confusing. First of all, MEPS is the location where your medical history and physical health are checked in one day. Typically, you arrive at a hotel where they let you stay the night before the health-check process. The hotel is extremely nice, and prospective enlistees are provided with access to many games and amazing food. However, early the next morning, you are woken up, fed and taken to a bus so you can arrive at MEPS by 5 a.m.

Upon arriving at MEPS, enlistees go through a physical check. Following that, everyone's general health is

checked, including items such as hearing and eyesight. After getting your health checked, you complete more paperwork. Once that paperwork is finally finished, enlistees swear in. During this process, there is an official who procures your swearing-in ceremony, and incoming members of each branch of the military take turns saying their oath. After finishing the oath, I was officially in what is known as the delayed-entry program (DEP).

With this part of the process completed, I was welcomed into the Marines office with open arms. It is this office that I go to for what's called PT, or pooler training. During PT, I train together with the other new enlistees and do whatever workouts our recruiters have scheduled for us. Although the training is tough, ev-

eryone in DEP is extremely supportive. As a group, everyone keeps each other going and tries their best to motivate one another. We constantly set new goals to accomplish as a squad, and we engage in friendly challenges between squads to see where we all stand. Even the most introverted of people eventually ends up being outspoken when among their fellow poolers. Simply put, it's an amazing experience to attend a PT.

While it may not seem like it from the outside, much of what happens in the Marines is a team task. It's just as important to your fellow poolers and recruiters as it is to you that you make it through bootcamp. It may sound cliché, but it really is more like a family than a job. People of many different backgrounds and many different sizes join the military. Some people are older, some are younger, some are in peak shape, some are out of shape, some are book smart, some are academically struggling, but none of that matters. What matters is that, if you are facing a problem, you can simply ask someone for help. All that matters is that you're willing to challenge yourself and prove your drive is real.

Thanks to the unexplainable joy I have when I am around the other poolers, I recommend that other people attend a PT at their local military office. The military is a path not many graduating seniors think about, so why not give it a thought just as you would any career or college? The few. The proud. The Marine Corps.

School uniforms can be key to changing a building's culture

Although it could have an impact on one's freedom to express themselves through outfits, uniforms have many benefits

By JESSE GARCIA
Quill staff writer

Whether or not school uniforms are helpful is a debate that has never been settled. Across the world, many schools have uniforms, and many don't have uniforms. The impact of requiring uniforms has many plus sides and many downsides as well. Which of these sides wins out is often dependent on the school itself. Cooper is the perfect example of a school that should think about the idea of a dress code due to its diversity, especially when it comes to finances.

At Cooper, we have a vast range of students. With people coming from all different backgrounds and many

different financial levels, one thing that could potentially mitigate some of the differences between students would be uniforms. Some of the ways uniforms could change our environment would be eliminating the pressures of expensive fashion trends for those less financially fortunate, minimizing dress code violations and making the school feel much more structured and legitimate.

While there are quite a few upsides to uniforms, there is one big downside: student choice. Uniforms have an impact on a student's ability to express themselves through fashion. Uniforms also have a fairly sharp upfront cost in order to purchase one for each day of the week, which would mean there'd be a

few complications for transfer students, as well as families who are struggling to make ends meet. Related to this is the potential that more wealthy families will buy a higher quality version of the required uniform than less fortunate families. This would complicate the main goal of trying to make all sides even.

However, all of these problems can be lessened to some extent. One way would be for the school to assemble a list of approved providers for the uniforms. This would make the selection process more controlled and stop the wealthy families from going too far with the uniforms compared to the families with less wealth. As for the issue of students expressing themselves, a specific area

on one's uniform, such as where a chest pocket is placed, could be a location where personalized items can appear. In that area, students could include images of faces, flags, characters or quotes to express themselves safely while still maintaining the dress code.

All in all, uniforms benefit the schools that use them. Many of the potential problems with uniforms can be lessened or even fully mitigated if handled with enough care and thought. Uniforms can bring about a feeling of community that can change the school in a small yet impactful way. As such, I'd strongly encourage students and teachers alike to consider the concept of a required school uniform.

Tangled remains one of Disney's best films

While geared toward younger viewers, older audiences will also enjoy the film's clever filmmaking techniques, compelling themes



Photo by DISNEY

Tangled is a reimaging of the classic fairy tale about Rapunzel, a young woman with legendary hair.

By MICHELLE YANG
Quill staff writer

The Disney movie *Tangled* was released on November 24, 2010 and directed by Nathan Greno and Byron Howard. I chose this movie because it is one of my childhood favorites and I've watched it repeatedly over the years. After growing to love the characters and songs, I now find the plot to be a cinematic masterpiece. The Disney film *Tangled* utilizes costume design and lighting to define the beauty of coming of age.

Tangled deals with the famous fairy tale about Rapunzel, a long-lost princess with the longest hair imaginable. Rapunzel has spent her whole life in a tower, dreaming of the world and waiting to discover it. When she finally starts to give up hope, an escaped prisoner named Flynn Rider approaches Rapunzel's tower and agrees to take her to see the lanterns that appear every day on her birthday if she will return his satchel, which is filled with stolen jew-

els. Rapunzel and Flynn then embark on a journey during which Rapunzel discovers who she really is.

The scene in which Rapunzel's hair is braided into a manageable style shows the critical role that hair and makeup design play in defining a character's personality, background and importance. When Rapunzel and Flynn reach the kingdom, she finds it a struggle to wander and move freely due to the 70 feet of hair she is dragging behind her. The pair find three girls who excitedly braid Rapunzel's hair into a manageable style that allows her to more freely walk around and dance as she explores the kingdom. The hair and makeup design play an important role in defining Rapunzel's character. The long, blonde hair makes her stand out as our protagonist and gives insight into her restrictions: once her hair is braided up, she's allowed freedom. Additionally, her hair changes throughout the film as Rapunzel's knowledge and experiences grow. The filmmaking technique of hair

and makeup design allows the audience to infer and correlate her outstanding hair to her being the protagonist and to her character development throughout the movie.

The scene in which Rapunzel and Flynn are stuck in a flooded cave shows that the filmmaking technique of lighting is important to the film. In this sequence, lighting sets the scene's tone and displays to the audience the character's emotions and importance. When Rapunzel and Flynn are running away from the palace guards, they find themselves stuck in a cave. The dark cave is flooding up with water and, in a panic, Rapunzel sings in order to make her hair glow, which illuminates an exit within the cave for their escape. Lighting plays an important role in this scene as the lack of light shows the audience the duo's panic and that they are accepting the possibility of their own death. The soft, diffused lighting defines their defeat and infers a sense of helplessness as their journey may be coming to an end. However, when Rapunzel's hair

begins glowing a warm yellow color, the expressionist lighting not only highlights a way for them to escape, it also displays Rapunzel's hope and bravery in choosing to fight. The technique of lighting shows the audience the severity of the scene and displays the character's resolution to overcome her challenge, thereby allowing the audience to be immersed in the scene and empathize with Rapunzel and Flynn.

The lesson of *Tangled* is that independence and freedom are vital as someone is coming of age. The scene in which Rapunzel is pleading for Mother Gothel to allow her to leave the tower and see the lights highlights this lesson well as it shows an impediment in Rapunzel's knowledge. Rapunzel's one wish is to see the floating lights that appear every year on her birthday. When Rapunzel wants to leave the tower, Mother Gothel sings a song in which she explains the dangers of the outside world and instills her with fear. This scene highlights Rapunzel's lack of independence and freedom; she is unable to leave the tower and experience life without being dependent on Mother Gothel. As a result, Rapunzel is naive and ignorant; she doesn't understand that the floating lights are lanterns and isn't well informed on how to survive in the outside world. Ultimately, the movie's message is that young people should be allowed their own space and be able to have experiences to learn and grow from.

The Disney film *Tangled* applies the filmmaking techniques of hair and makeup design and lighting to explore the experience of coming of age. *Tangled* is an amazing film that does a great job of highlighting character development. The plot and tropes, although overused and done many times in other books and films, are handled well in *Tangled*. I think Nathan Greno and Byron Howard directed this retelling of the original Hans Christian Andersen fairy tale beautifully, making it appropriate and enjoyable for viewers of all ages. *Tangled* earns five out of five stars.

Initial film in *Twilight* series remains the best

As plans unfold to reboot the *Twilight* saga into a streaming show, it is a good time to go back and rewatch the original movie

By YARITZY BARRERA
Quill staff writer

The film *Twilight* is directed by Catherine Hardwicke and was released on November 21, 2008. I have selected to review this film because it was one of my favorite childhood movies growing up. The second reason is that it has remained one of my top-10 movies. This film has a lot of action, drama and romance, which always keeps me interested when watching it. The Catherine Hardwicke movie *Twilight* uses makeup and art direction to explore the importance of true love.

As the film begins, Isabella Swan moves to Forks to live with her father. As she starts her junior year in high school, she becomes fascinated by Edward Cullen, who holds a dark secret that is only known by his family. Eventually, Edward falls in love with Bella, despite knowing that the further they progress in their relationship, the more he is putting Bella and those close to her at risk. Although Edward warns Bella that she should leave him, she refuses to listen, which eventually leads to her learning his secret: he is a vampire. Once the truth



Photo by SUMMIT ENTERTAINMENT

The romance between Bella and Edward is the central focus of the plot.

of his identity is revealed, many other secrets about the town and the people in it are revealed, which leads Bella on a journey of self-discovery.

One filmmaking element that is used in *Twilight* to make things more realistic is makeup. This technique plays an important role in many scenes during which injuries are caused by characters fighting. In one specific scene, Bella is pressured to meet up with the character

James in a ballet studio so that James will not murder Bella's mother. The reason James wants to be alone with Bella is to have a chance to kill her since he is a vampire. As the scene unfolds, James grabs Bella and throws her against a wall mirror, which causes her to have cuts on her hand. The use of special effects makeup to depict the cuts and blood make the film seem more realistic. The depiction of Bella's injuries makes the

audience feel concerned for her and uncertain about how this conflict will be resolved.

Another filmmaking element that is important to *Twilight* is art direction, which entails the design and construction of artificial sets and the scouting of real locations in which to film a movie. The scene that best connects to art direction is when Bella finds out Edward is a vampire. Bella goes to a forest to confront Edward after school to find out why he kept his secret from her. The exterior location used in this sequence makes the fictional world of the film feel more real. By placing the characters in a believable setting, the audience is more inclined to stick with the film when the more unrealistic aspects of the fantasy genre take place.

The moral of *Twilight* revolves around the importance of true love. Although Bella and Edward go through difficult moments, their relationship becomes stronger as a consequence. One scene that shows their true love is when Edward takes Bella out of Forks for her

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Off-beat humor makes *Napoleon Dynamite* a comedy classic

While it is designed to get audiences to laugh, the film also teaches lessons about the importance of being true to yourself

By ARI FULDA-STRATE
Quill staff writer

Napoleon Dynamite is a 2004 film directed by Jared Hess and starring Jonathon Heder, Aaron Ruell, Tina Majorino and Efren Ramirez. This film is one of my favorite childhood movies. I have always loved the way the movie was directed, filmed and edited to be a feel-good movie. No matter how old I get, I still enjoy it; in fact, my grandparents and my younger cousins love it too. *Napoleon Dynamite* uses understated, distinctive cinematography and costuming to bring the viewer into the world of high school nerd Napoleon and several of his friends.

Napoleon Dynamite is a lovable, unpopular high school student

who just wants to fit in. Making that difficult is the collection of oddballs around him, including Deb, the girl who keeps showing up on his front porch; Kip, Napoleon's brother who is searching for love; and Rico, Napoleon's jock uncle who just seems to want to ruin Napoleon's life. The plot is set in motion when Pedro shows up. Pedro is the new kid in town. Originally from Mexico, Pedro has an awesome bike and he's the only kid in school with a mustache. When Napoleon befriends Pedro, and Pedro decides to run for class president, Napoleon gets his chance to show everyone what type of person he is.

One highlight of *Napoleon Dynamite* is its use of cinematography. The director uses distinctive and out-of-the-ordinary camera

angles to highlight the mood of the film. An example of this is the scene in which Kip is waiting at the bus station, hoping to meet the LaFawnduh character. The camera work sets the stage by showing the name of the bus station with a dramatic zoom out, before closing in on Kip's hopeful face and the sign he is holding with LaFawnduh's name in it. The camera pans to the bus and follows person after person, all of whom are not LaFawnduh. Eventually, the camera moves to a pair of feet in fancy sandals; after a dramatic pause, the camera then moves up from her legs all the way to her face. Throughout this sequence, the audience is drawn in by the camera movements and the curiosity of whether or not LaFawnduh will even show up.

The second element that plays an important role in telling the story is the way that the costumes are designed. For budget reasons, the costumes for the movie were purchased almost entirely at a thrift store. The slightly faded and vintage look of a lot of the clothes worn in the film contribute to the atmosphere and the way the film makes the audience feel. One scene in which costumes stand out comes after LaFawnduh meets Kip. She starts dressing him in gold chains, jerseys, durags and big pants, completely changing his vibe and appearance throughout the rest of the film. This has an impact on the audience because they get to see

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Freedom Writers is powerful film about teen life

Released 16 years ago, the movie still has something to say to today's viewers

By MADISON WATTERS
Quill staff writer

Freedom Writers is directed by Richard LaGravenese and was released in 2007. *Freedom Writers* has such a powerful message when it comes to being a teenager. It shows that not everything is handed to everyone and that we all have our differences but those differences are what make us, us. The movie has a different point of view and shows different stories using the student characters on whom the story focuses. The Richard LaGravenese movie *Freedom Writers* uses special effects and costume design to help bring attention to things and people in the early 1990s.

The film takes place in Long Beach, California in 1994. The main character is Erin Gruwell (Hillary Swank), who is just starting her first teaching job as ninth- and tenth-grade English teacher at Woodrow Wilson High School, which, two years earlier, implemented a voluntary integration program. From the viewpoint of many of the existing teachers, the integration has ruined the school, which used to have a stellar academic standing and now has many students who will be lucky to graduate. Despite choosing the school on purpose because of its integration program, Gruwell is unprepared for the nature of her classroom, whose students are in gangs and almost all know somebody that has been killed by gang violence. As Gruwell tries to reach the students and get resources from her school to teach properly, she faces resistance from her colleagues. Gruwell also finds that her teaching job is placing a strain on her marriage.

During one scene, the characters take part in a line game. In this sequence, you can see what everyone is wearing and how each character has their own style. Costume design is an important part of filmmaking because it allows the character to show their personality within the outfit. In this scene, Gruwell has put tape in a line in the middle of the classroom to show everyone that, even if they don't get along, they still have similarities. Gruwell asks a question and, if anyone relates to the question, they step forward onto the line to see who else had the same reaction. While everyone is standing around, you can see everyone's outfits and how they correspond with the characters and their backgrounds. Costume design has a big impact because it can bring attention to character traits.

In the first scene of the movie, someone is killed in a drive-by shooting. This scene shows the importance of special effects through its use of blood. This scene is actually a flashback into the childhood of Eva, one of Gruwell's students. Eva is sitting on her porch as a kid, and she is watching her neighbor wash his car from across the street. Suddenly, a car drives by, and a man puts his hand out the window and shoots the neighbor. The scene then cuts to Eva getting jumped as an initiation into the gang life as a third-generation gang member. Special effects play a role in this sequence through the blood shown during the shooting and the bruises shown on Eva's face in the gang scene. These makeup effects impact the audience by grabbing their attention and getting them to wonder what's going to happen next.

Freedom Writers has many powerful messages, but the most important one is not giving up on something you are passionate about even when you have to fight for it. This message is shown by the Gruwell character when she has to get two other jobs just to support her teaching job. She makes it possible for her kids to experience something they never have before and she treats them like she would treat anyone else because she knows that's all these kids need. Gruwell even fights with her husband over the fact she has two extra jobs just to pay for her first job. Her husband doesn't approve of her having three jobs and ends up leaving her because he feels that all her attention is on the kids and none is on him. Overall, the movie's message is that nobody should stop you when you are trying to accom-

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Premier Performers

The story of the musicians and artists who bring their talents to Cooper

Sam Thomas

By ALEXIS WILLIAMS
Quill staff writer

Sam Thomas (12) is a Cooper musician who is currently involved in the school’s Concert Band. Thomas first got involved in band when he was in elementary school.

“I have been in band for eight years since fifth grade,” he said. “I started because both of my brothers played an instrument so I also wanted to play one.”

Among the aspects of band Thomas said he has most enjoyed is the ability to try different things.

“What I’ve enjoyed most is playing in the different levels of band, from Wind Ensemble to Concert Band, and being able to play many different types and levels of music,” he said.



Photo by BRIGHT DEKU

In the past, Thomas has taken part in Cooper’s Pep Band. He said playing at hockey games was one highlight of being in that group. Looking ahead, Thomas said he is excited about playing during graduation with the rest of his bandmates.

When it comes to his classes, Thomas said Personal Finance is his favorite because “it is a chill, laid-back class and you can talk with your friends.”

Outside of school, Thomas enjoys working out, playing baseball and going to work. In fact, Thomas’ interest in baseball will continue after high school.

“I am committed to playing baseball at Gustavus Adolphus College and I will be going into either business or something in the medical field,” he said.

Connor Brynteson

By ALEXIS WILLIAMS
Quill staff writer

Connor Brynteson (12) is a Cooper student who takes part in many school activities, including band, marching band, debate and speech.

“I have been in band for four years, marching band for two years, debate for five years and speech for four years,” he said.

Brynteson said he has enjoyed his time in music due to the relationships he has developed with his peers. As for debate and speech, he has enjoyed doing research and working on his communication skills.

Of the many highlights from his involvement in these activities, Brynteson said the 2022 Fall Festival and the recent spring break trip to Chicago are band-related memories he will cherish.



Photo by BRIGHT DEKU

Meanwhile, winning the state tournament two years in a row has been a debate highlight.

Brynteson said he has taken on leadership roles in many of his activities. In marching band, he is co-section leader for the low brass, and for the debate team, he is currently the captain.

“This was one of the most successful years for the debate team,” he said.

Beyond his involvement in activities, Brynteson also takes his classes seriously. This year, his favorite courses are Physics and Weight Training, the latter of which helps him as a thrower on the track team.

Next fall, Brynteson will attend St. John’s University to study data science with a minor in climate studies. He also hopes to return to Cooper in the future as a debate coach.

Hailey Namie

By ALEXIS WILLIAMS
Quill staff writer

Hailey Namie (12) is a Cooper performer involved in Symphony Orchestra. This is Namie’s ninth year in orchestra. She first joined in fourth grade and said it is “a fun way to learn music.”

Namie added that she always wanted to learn music when she was in elementary school and was excited to finally start in fourth grade.

“I have enjoyed all of the friends I have made while in orchestra,” she said.

Namie said her favorite memory as a musician was going to Orchestra Hall this year.

“It was so fun to play with Armstrong in such a beautiful building,” she said.

Namie said that the end of the school year is a busy time for her and the



Photo by BRIGHT DEKU

other orchestra students. Recently, Cooper’s orchestra had its spring concert. Prior to that, the orchestra went on tour to Missouri over spring break.

Outside of music, Namie said her favorite class is AVID because she enjoys seeing her friends while working toward college.

When she is not at school, Namie said she likes to play volleyball and hang out with her friends.

As she looks toward next fall, Namie is currently deciding between attending the University of Minnesota, Twin Cities and the University of Wisconsin, Madison for college.

“I will be majoring in elementary education,” she said.

Although Namie said she doesn’t plan to be in an orchestra after high school, she will continue to enjoy the art of music in the future.

Amir Gayden

By ALEXIS WILLIAMS
Quill staff writer

Amir Gayden (12) is in Wind Ensemble and Marching Band. This is Gayden’s first year in Wind Ensemble but he has been in band-related classes for seven years. In addition, he has been in Marching Band for three years.

“In Wind Ensemble, I have enjoyed learning new pieces of music and playing every day with my peers to get better and make great music for audiences to listen to,” Gayden said.

In Marching Band, he has most enjoyed playing in big events like parades and competitions. He said “the energy those events bring” is a highlight.

In Marching Band, Gayden’s favorite memory is going to the band competition in Chippewa Falls, Wisconsin



Photo by BRIGHT DEKU

and seeing all of the bands from other schools. In Wind Ensemble, Gayden said he enjoyed this year’s concert at Orchestra Hall because it is “such a beautiful place to be in” and it was “really fun to play great music in such a place.”

Currently, Gayden is the lead tuba player in Wind Ensemble and Marching Band. This leadership role has contributed to his love of music classes.

“I really enjoy band class because it’s just a lot of fun and feels like a refreshing break in the day from the more stressful classes that take constant homework and stuff,” he said.

For college, Gayden is currently committed to Morgan State University in Baltimore, Maryland, where he will pursue a nursing degree. He also said he may potentially participate in wrestling at that school.

Police procedural still entertains

After five seasons, *The Rookie* manages to keep viewers interested in an often overcrowded genre



Photo by ABC STUDIOS

Nathan Fillion stars in the show as a person who decides later in life to become a police officer in L.A.

By NEMO PONDER
Quill staff writer

The Rookie is a TV series that premiered on ABC on October 16, 2018. The series was created by Alexi Hawley and directed by Liz Friedlander.

The Rookie is produced by ABC Studios and The Mark Gordon Company. Now completing its fifth season and recently renewed for a sixth, *The Rookie* is a captivating show that combines the excitement of a police procedural with the humor and heart of a character-driven drama.

The show follows John Nolan (Nathan Fillion), a middle-aged man who decides to become a police officer after a life-changing event. Despite the

challenges that come with being a rookie cop in his 40s, John is determined to make a difference and prove that it’s never too late to pursue your dreams.

What sets *The Rookie* apart from other police dramas is its focus on character development. Thanks to Fillion’s performance, John is a relatable and likable protagonist, and the show does an excellent job of exploring his personal life and the relationships he forms with his fellow officers. The supporting cast is equally strong, with standout performances from Richard T. Jones as John’s mentor, Wade Grey, and Mekia Cox as his training partner, Nyla Harper.

The show has a great balance of drama and humor. While

there are plenty of tense and action-packed moments, there are also plenty of lighthearted scenes that showcase the camaraderie between the officers. The writing is sharp and witty, and the show isn’t afraid to tackle serious issues like police brutality and racism.

Overall, *The Rookie* is a must-watch for fans of police procedurals and character-driven dramas. Its strong cast, compelling storylines and humor make it a standout show that’s sure to keep you entertained. Every episode is a different story, and after you finish the older seasons of the show, there is a spin-off series as well. *The Rookie* earns five stars out of five.

RED-BLUE DIVIDE IS STILL BRIDGEABLE continued from page 5

and mitigate these negative impacts? Going back to the book *Strangers in their Own Land*, I think on an individual level we have to reverse the “big sort,” as the sociologist Arlie Hochschild put it. The “big sort” is essentially our echo chamber: where we live, who we associate with and how we are raised. In many instances, it is arbitrary and systematic. Hochschild escaped this echo chamber by uprooting her life and embarking on a sociological fact-finding mission in the south through which she started to understand and empathize with people dealing with a completely different hand in life. While this can be a daunting undertaking when taken to extremes, all it really takes to challenge one’s own echo chamber is to inform ourselves about the world around us. This can be as simple as consuming media from an author with an opposing viewpoint, getting to know people of different backgrounds and avoiding negativity in our thoughts and actions.

Starting with consuming a variety of media, this can be done by seeking out experiences that make us uncomfortable. When a newscaster or radio personality offends us, don’t just turn away the moment you feel angered. Personally, I try to go out of my way to hear the reasons why people feel the way they do at their highest ground, even if they struggle to express it in a palatable way. Everyone deserves to be heard out; when you don’t listen, you fill in the blanks of their ideas with your prejudices and, therefore, further dehumanize the person in question. That’s because news isn’t meant to inform and educate the viewer: it’s meant to affirm and entertain them. The profit-driven nature of news necessitates this approach. It’s no coincidence that platforms that generally are scored as objective by watchdogs are partially state-subsidized news agencies like PBS and NPR.

One issue stems from the blur-

ring of opinion and news content on networks like Fox News, from which a majority of Americans get their information. For instance, opinionated commentators like FOX’s Sean Hannity are presented in the same way as more objective reporting such as *America’s Newsroom* on the network. While both have their merit for many viewers, the very notion of news is ill-defined. Opinionated content should analyze current events, not inform the viewer of them through a biased lens.

When a current events situation unfolds or an issue comes to the forefront of the news, I find it helpful to go to an objective foreign source. Personally, I prefer to use the German state news DW or Al Jazeera as a primary source, then study an array of domestic news sources to garner a holistic and genuine view of the topic’s reception.

Beyond news, trying to read an array of opinions about an issue is a good idea as well. Personally, if I disagree with a political figure, I like to read their biography to see their perspective. Doing so with figures such as Bernie Sanders and George Bush helped humanize them to me, even if these accounts are biased. Additionally, it helped me see both perspectives of these individuals and moderate my opinions about them. This goes for all “political” books; only reading authors like Dinesh D’Souza or Lazare White serves to radicalize the reader.

As an omnipresent backdrop to the information we consume, social media serves to reinforce echo chambers and radicalize individuals. A 2022 Brookings Institute report found that even the mildest offenders like YouTube push users into “narrow ideological ranges of content” at a significant rate. Without even knowing it, using these platforms can mold your opinion. To combat this, when possible, you should enable privacy settings, use guest accounts or simply refrain from getting your

news or commentary from social media as even the most critical of users can fall into these echo chambers. In summary, if you find yourself agreeing with everything you’re presented with, you need to exit your comfort zone.

Engaging with people of different backgrounds is also incredibly important. In the corporate world, no successful board of directors is composed of yes-men, yes-women and yes-folks, but rather of people who disagree in a constructive fashion. That’s why the prestigious business advisor Alisa Cohn tells her corporate customers, “Don’t manage conflict, encourage it. And teach your people how to learn from it.” In my personal experience, it was really easy for me to write off faith or religion as nonsensical and valueless, but after having conversations with religious friends and family, I have come to understand the intrinsic value it brings to individuals and society because I’ve seen it in action.

However, because we often surround ourselves with people that think just like us, this experience and growth is often lost. It is human nature to do this as there are a multitude of psychological and sociological factors such as consensual validation, cognitive evaluation and the certainty of being liked. This goes deeper than many people realize. In fact, the in-group, out-group effect is so strong that just being told you have the same qualities as someone else leads to significantly better social outcomes in interactions according to a 2018 study by the psychologist Adam Hampton, which was published in the *Journal of Social and Personal Relationships*. I recommend approaching people with whom you disagree with a good attitude, treating them respectfully and listening. Everyone should try to have someone they talk to on a

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FREEDOM WRITERS IS POWERFUL FILM continued from page 7

plish something for yourself or others. There will be people who try to stop you but you just have to look past them and continue toward your goal.

The Richard LaGravenese movie *Freedom Writers* uses costume design

and special effects makeup to help bring attention to the message of not giving up. This movie is one of my favorites and it has so many powerful moments. I enjoy this movie a lot because, not only does it bring many problems to your attention,

it helps you understand teenagers and what they have to go through. I love the way LaGravenese shows so many characters and their diverse stories and backgrounds. This movie deserves five out of five stars.

Volleyball team enjoys success

The inaugural season of the Hawks boys volleyball squad saw them score some victories



Photo by KAEDEN KNOBLAUCH

Boys volleyball is now recognized as an official school sport by the Minnesota State High School League.

By BRIGHT DEKU
Quill staff writer

The Minnesota State High School League voted on May 9 to make boys volleyball an officially sanctioned high school athletic activity after years of it serving as a club sport. Coincidentally, this has been the first season that boys volleyball has become a club sport option for boys athletes at Cooper.

One athlete who has been pushing for volleyball at Cooper for many years is the club team captain, Kaeden Knoblauch (12).

“I’ve been trying to get this started as a club sport since I was a freshman here at Cooper,” he said. “It was a very painful process because every time I would email anyone about it, I would never get many replies back.”

The momentum to start a Cooper team grew this year under new Cooper Activities Director Mr. Howard, who spent the fall and winter recruiting possible coaches for the team. That eventually led to the hiring of Mr. Becka.

“Willie Howard put an ad on Facebook and I answered,” Becka

said. “I played [USA Volleyball] when I was in college at Bemidji State University starting in 1988. I continued playing for 10 years.”

With the leadership pieces in place, the team started working in March to build a roster and get ready for playing other high school club teams. In fact, Cooper beat its first two opponents, Irondale and St. Michael-Albertville, at home.

“The highlight of our season was competing with schools that have already been in the league for a few years and winning against them,” Knoblauch said.

Although boys volleyball is a young sport when it comes to teams at high schools, it has been a club sport outside of schools, which has led to some strong players.

“Our competition will be tough this year,” Becka said. “Some of the better teams have boys who have played on club teams in the past, and have played together for a few years. Other teams like ours are new and are playing together for the first time.”

In order to improve the skills of veterans and new players alike, team practices are important.

“A normal practice usually

starts with the whole team setting up the nets and warming up by stretching and warming up our legs and arms,” Knoblauch said. “Once we are done doing that, we start by just serving and passing because those are the two most crucial parts of volleyball. Then, the day will vary from doing scrimmages to many different drills with the help of coach Becka and the girls varsity coaches.”

Now that boys volleyball will be an official team sport next school year, Knoblauch said the transition process will be challenging but rewarding.

“With the majority of our varsity roster being seniors this year, our underclassmen will have very big shoes to fill,” he said. “But, honestly, if they put in the work, I believe they can become a team that’s just as good and maybe even better than the roster we have now.”

Agreeing with Knoblauch is Becka, who encourages new players to try the sport next school year.

“The benefits of playing are learning a new sport, getting to know other athletes, to have another spring season sport and to have fun,” Becka said.

FRESHMEN NEED SUPPORT FROM STAFF

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negative or positive direction. That’s why it is important for teachers and staff to make a bigger impact on ninth graders right away so they stop doing things they shouldn’t be doing.

One good relationship-building step teachers can use is keeping freshmen in class in order to work with them. Being a *Quill* writer gives me a chance to walk around the school to get story ideas from staff members. Although I often see students in the hallway, the students I see are never freshmen, so I think teachers are doing a great job of keeping those students in class. Freshmen definitely need guidance throughout the school day so they stay on track, and keeping them in class is a way in which teachers can build a better bond with them. It is in this setting that teachers can have a conversation with them and treat

them like mature teenagers instead of looking at them as “just freshmen.”

I think it would be helpful if the school started a buddy program that would require freshmen to be paired with a random senior. That senior could then help their freshman buddy with their schoolwork and make sure they are doing okay as people. Through this system, if a ninth grader is struggling, they could go to their assigned senior for help. In turn, if the senior finds out their freshman is doing stuff they shouldn’t be doing, they can intervene. Hearing from an older student that what they’re doing isn’t cool could really change a ninth grader’s mind about their actions. As a freshman, I was small and quiet, so I didn’t have many friends. Additionally, I wasn’t that close to teachers because they didn’t really put in the effort to get to

know me. If I had a senior mentor, this would have had a positive impact on my high school experience.

Ultimately, it’s not as easy for freshmen to make friends as they transition into high school. That’s why I think bonds with teachers and staff members matter during a student’s ninth grade year. Even if a specific freshman doesn’t have many friends, they could have an adult who makes them feel welcome, which could change a student’s entire perspective about school. Cooper has some amazing staff members and teachers, but the school is often talked about in a negative way because of student behavior. By having the entire school focus on helping freshmen adjust to Cooper, we could bring more positivity to the school and make people want to come here.

BLACK HISTORY NEEDS NEW FOCUS

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then instead of only learning about how much they struggled.

There are many examples of 20th century accomplishments by Black Americans that should be part of history classes. For instance, there are a lot of Black students who don’t know that African American Matthew Henson and Admiral Robert Peary were the first men to reach the North Pole in 1909, or that track star Jesse Owens won four gold medals at the Berlin Olympics in 1936. Students deserve to learn about positive elements of Black history like these as opposed to just the same negative stuff every year. Hearing the same negative stories every year

eventually causes Black students and their classmates of other races to lose interest.

Beyond the negative African American history that is often covered in social studies classes, we also have the issue of current events. While slavery might be over, teachers typically don’t talk about how Black people are still under the power of white people in this country. This does not mean all white people are bad, but some are and they usually have more power and control in society than Black people. If we are expected to learn about slavery and the other bad aspects of Black history in class, then we should also be talking

about the bad that is going on now.

At the end of the day, Black excellence isn’t recognized enough, especially in a school that has such a large number of students of color. It seems to be the case that so much of the Black experience is just pushed under the rug and forgotten about when we step into the school building. While it is certainly possible that staff members care about what goes on outside of school involving Black people, you rarely see or hear them talking about it in a classroom context. If Black excellence and positive Black history were taught more in schools, the perspectives of all students could be changed for the better.

HAVING AN OLDER RELATIVE AT THE SAME SCHOOL

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an older sibling at the same school can complicate your high school experience. You can either have a good reputation based on your older sibling being in the same high school, or people could

misjudge you and think you are just like your relative. Honestly, I think having an older sibling is cool, but at the same time, I think siblings should talk about how they are going to behave in high school

together. It is a good idea to set boundaries without being too distant from each other. If you have an older sibling in high school, it is important to take steps to make sure it doesn’t affect you in a negative way.

SUBS OFTEN FAIL TO HELP STUDENTS

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working when substitutes are present can be deemed unanswerable simply because the substitutes are often just as

confused as the students. This means the substitute cannot provide any direction. In the end, the substitutes

seem to do the same thing that the kids do: show up, sit down and go on their phones.

Cooper Competitors

The story of the athletes who strive for success in Cooper sports

Cruz Torres

By ALEXIS WILLIAMS
Quill staff writer

Cruz Torres-Alvarado (12) plays for the Hawks baseball team in the spring. He also plays in a futsal league during the winter season.

Torres-Alvarado has been playing baseball for a long time, starting with little league and community baseball teams before playing for Cooper. One aspect of his many years in baseball that Torres-Alvarado has enjoyed is the chance to work on his skills as a player.

“I enjoy learning and relearning the fundamentals of what is arguably the hardest sport in the world,” he said. “It makes me get up even on the saddest of days.”

At the same time that the team works hard, Torres-Alvarado said they also get a chance to have fun with one

another.

“I like it when we play whiffle ball and dodge ball against the junior varsity squad,” he said.

As a senior on the team, Torres-Alvarado said he tries to serve as a role model for the other players.

“I try to show my coaches and teammates how hard work equals results,” he said.



Photo by BRIGHT DEKU

When it comes to the school day, Torres-Alvarado said his favorite subjects are math and science thanks to “Bill Nye, the Science Guy.” In fact, his possible career path will involve both of those subjects.

“I’m currently struggling to decide between becoming a carpenter or an electrician,” he said.

Whichever path he takes, Torres-Alvarado said sports will play a role in his future.

Nakayia Petty

By ALEXIS WILLIAMS
Quill staff writer

Nakayia Petty (12) is currently competing on the Cooper track team.

“I’ve been running track for about 10 years,” Petty said. “I picked this sport because, when I was younger, I always wanted to be in the Olympics. I would love watching all of the events, but loved watching track more.”

Of the many things Petty enjoys about track, she said the welcoming atmosphere may be her favorite.

“I enjoy how supportive the teammates and coaches are,” she said.

As she reflects on her time in track, Petty pointed out a specific race from last season as an especially memorable moment.

“I ran the 200 and I remember how nervous I was. When the race started, I

was gone and ended up getting first in my heat,” she said.

Given her years of track experience, Petty said she is making an effort this season to help the new track athletes learn the sport.

“It’s exciting watching them improve and wanting to get better with their skills,” Petty said.

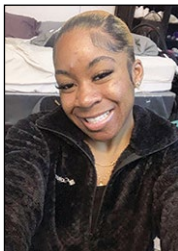


Photo by BRIGHT DEKU

When she is not racing around the track, Petty is focusing on closing out her senior year as a student. Petty said she enjoys her English class the most.

“I’ve always loved English because there are so many different ways to read a passage. I also love that class because I enjoy writing,” she said.

After graduating, Petty said she wants to pursue a career in the medical field by becoming “an ultrasound technician or medical sonographer.”

Leo Cook

By ALEXIS WILLIAMS
Quill staff writer

Leo Cook (12) is currently captain of the Cooper boys lacrosse team.

“I’ve been playing since sixth grade,” he said. “I started playing because my parents wanted me to play a more physical sport because of my size, and since I didn’t like playing football, I joined lacrosse.”

Cook said his favorite part of being in lacrosse is “knocking little kids over.”

“I love every time I see the fear in the eyes of those I defend and their hesitation to try their tricks again after I hit them,” he said.



Photo by BRIGHT DEKU

Cook also has a long resume in music. He has participated in Wind Ensemble, Pep Band, Marching band, Jazz 1, Jazz 2 and Pit Orches-

tra during his time at Cooper. Cook’s hard work in music has paid off in his being looked to as a leader in his various music groups. He is first trumpet in Wind Ensemble and Jazz 1, and the trumpet section leader in Marching Band.

Needless to say, Cook’s music classes are among his favorite as a student at Cooper. He also said he is enjoying his Urban Education class with Mr. Moravec. In fact, Cook is looking to put those interests together when it comes to his college path and eventual career after high school.

“I plan on going to Mankato State University to pursue teaching music,” he said.

Outside of school, Cook fills his free time with “Pokemon, chess and the greatest show ever, *Amphibia*.”

Josh Dallas

By ALEXIS WILLIAMS
Quill staff writer

Josh Dallas (12) is playing Cooper baseball for the first time this spring.

“I chose to play baseball because I am always down to try new sports and learn the culture of the sport,” he said.

Although he is new to the team, Dallas said he is happy about his decision to get involved.

“You can build friendships quick and the people around me are willing to help me become a better player and teaching me the ropes around the sport,” Dallas said.

Dallas mentioned that his status as a new player has already led to some memorable, yet embarrassing, moments.

“It was funny when I accidentally launched my bat across the gym during

practice,” he said.

While baseball is the one school sport he has played this year, Dallas said he also likes to play basketball recreationally outside of school in order to “stay active.”

As a student, Dallas is currently wrapping up his final year at Cooper. He said he enjoys his English and history classes the most.

“They give me the opportunity to learn something new,” he said.



Photo by BRIGHT DEKU

In his free time, Dallas enjoys photography, watching sports and spending time with his friends.

Next fall, Dallas will attend North Hennepin Community College, where he hopes to pursue a degree in entrepreneurship.

“I want to make a business for graphic designers or maybe even a social media platform,” he said.

RED-BLUE DIVIDE
continued from page 8

regular basis about politics who they can respectfully disagree with to humanize and emphasize those you perceive as “out” instead of pushing away people who are not like you.

Finally, being positive is another important strategy. When you view everyone as a monster coming to attack your identity and way of life, you inherently lose the ability to emphasize with them. For these reasons, people should avoid using rhetoric like “fascist” or “communist” when talking about or even thinking of opposing political parties. When we insult people we disagree with, they insult us back. This environment is so exacerbated by Twitter that many political analysts think that this never-ending barrage of negativity empowered an otherwise unelectable person to the highest office when Donald J. Trump became president in 2016. In fact, Trump was even able to dominate the 2020 election among evangelical voters, with a Pew poll from the time showing that 81 percent of evangelicals believed he was fighting for Christians because they felt they were under attack.

The victim mentality continues to grow in the 21st century. People are feeling attacked, and when that happens, they want a fighter to protect them, which further exacerbates the issue of political division. If everyone was more positive, politics in America would look completely foreign to us; it would function, be presentable to the world stage and restore faith in our democracy.

But that positivity starts with you. Is it constructive to call Republicans “woman murderers” for abortion regulations, or to call Democrats “pro-crime anarchists” for advocating for police reform? Probably not. Everyone believes they are on the right side of history. We need to respect the fact that their beliefs are not designed to attack you personally. Most people genuinely feel they think the right way about issues.

I’ve written around a half-dozen articles for *The Quill* this year on politicized issues. I always try to portray both sides of the debate and make my personal judgments in a vacuum. I try to employ these techniques to better communicate the things I care about, to be a more knowledgeable person and to have a diverse well of perspectives to draw on. I’ve come to learn through participating in courses at Cooper like History of the Americas and the Middle East and Journalism that if you only know one perspective, no matter how well you know it, you truly know nothing at all.

I believe my personal beliefs to be nuanced, warranted and not beholden to anyone’s party platform. I am sure you rightfully believe yourself to have a very similar nature. That is the same for most people deep down. All you have to do to get through the partisan exterior forged by a society that seemingly stokes its own division is to talk to other individuals as people. Maybe if we all did that, the partisan divide would shrink and it won’t take a five-year expedition to Louisiana to do it.

NAPOLÉON
continued from page 7

Kip go from dressing like a nerd to dressing like he is from the hood, which adds humor to the film.

The overall moral of the movie is to be yourself. The scene that best fits this message is when Napoleon and Pedro find out that, after Pedro’s speech for class president, they need to perform a skit. Napoleon hands a mixtape to the person in charge of the music and proceeds to do an amazing dance off the top of his head. To his and Pedro’s surprise, the audience erupts into applause and Pedro ends up being the class president. Instead of letting the audience intimidate him, Napoleon simply does what he thinks will work and he is right. This moment shows that being yourself is important.

The distinctive cinematography and costume design really bring the settings and world of the movie *Napoleon Dynamite* together perfectly. I continue to enjoy this movie year after year, and it will always hold a special place in my heart. *Napoleon Dynamite* is a five-star movie.

Howard reflects on first year as Cooper A.D.

After serving as a coach and assistant principal for many years, Mr. Howard stepped into his new role as activities director in 2022

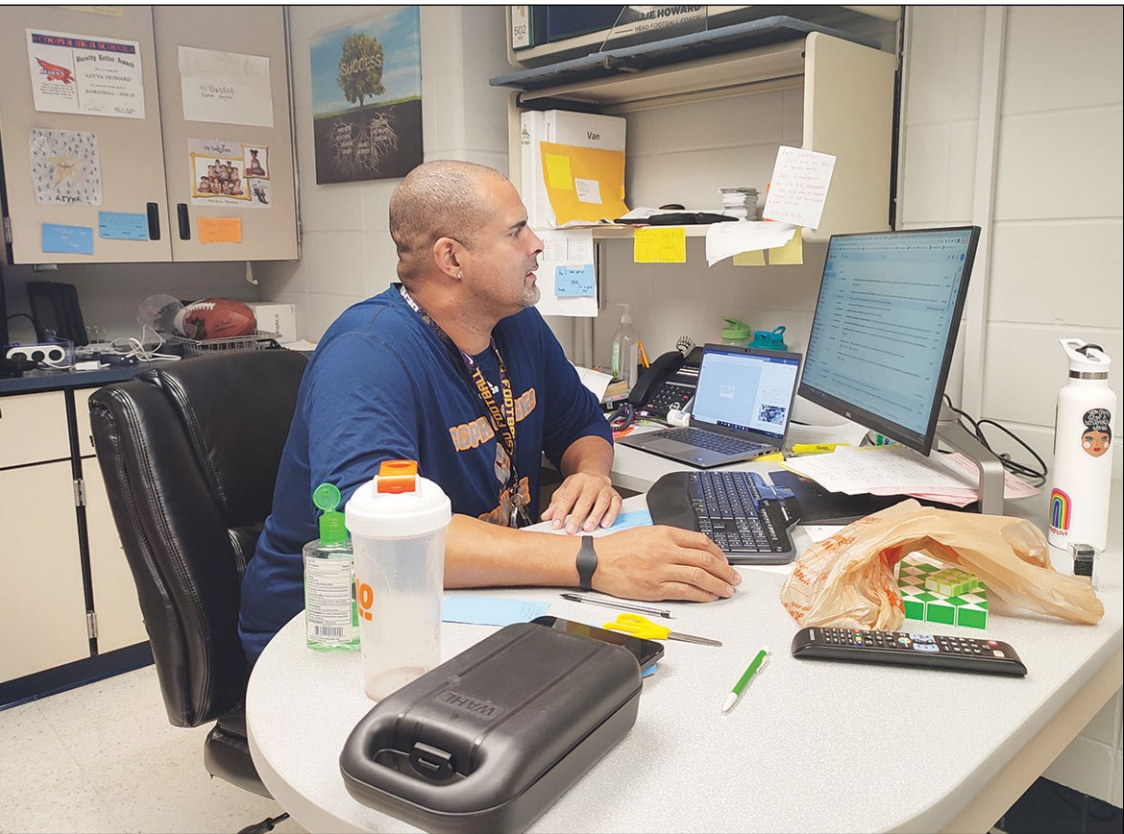


Photo by SHENG VANG

The Activities Office on the first floor near the weight room is where Howard is located during the day.

By NOAH PLAHN
Quill staff writer

Cooper underwent a considerable change this year as the school was introduced to a new activities director in Mr. Howard, who moved into the role following the retirement of Mr. Oelfke. After a successful first year as activities director, Howard took a moment to look back at his experiences so far as activities director.

According to Howard, the daily responsibilities of his job as activities director have been numerous.

“There are so many responsibilities that I must maintain, but the main one is to provide an opportunity for our students to utilize extracurriculars as a way to be better students while also exploring the gifts that they have,” he said. “Scheduling and hiring staff that promote transformational coaching is key to my role. Not every team will win a state championship, but every team should have an opportunity to compete and feel like a team. That [applies to]

athletics and activities.”

Howard said there were a number of big challenges he experienced this year.

“Scheduling has been an issue because our students deserve opportunities to showcase their abilities, but mother nature has made it tough with cancellations. Also, I would say that student participation being down is an issue that I want to address and hear from students as to why they do not participate and find out what I can do to think outside the box to get people to try our activities,” he said.

At the same time that he identified some challenges, Howard also spoke about the successes he enjoyed during his first year as activities director.

“Watching our students that participate work hard and not make excuses. Activities require accountability, and watching our number of NCs for our students that participate in activities decrease is encouraging,” he said.

As the 2022-2023 school year draws to a close, Howard spoke about

his goals heading into next year.

“I want to ensure that all students understand the eligibility requirements to participate. Also, I would love to make sure that our activities continue to reflect our student body and provide the activities that most represent who we are in 2023 while holding on to tradition of the past but also laying the foundation for a bright future,” Howard said.

Working with Howard in the Activities Office is Ms. Thurston. She said she has enjoyed the chance to work with Howard as activities director over the last year.

“It’s been a very collaborative year. It’s been fun. It being his first year in this position, there’s a lot of learning between both of us with our working styles, but I think we’ve done a good job keeping each other up with what’s happening, what’s going on and what’s coming up down the pipe. We’ve been able to make some positive changes with our groups and the way we do things, so it’s been good,” she said.

Thurston added that she is opti-

mistic in her outlook for the future with Howard as activities director.

“I think one of the best things is just his visibility to students as a whole. From when he was upstairs in the front office, students know who he is so they recognize that and the big push now is going to be getting students more involved so we can sustain our programs and I think he can help us do that,” she said.

In addition to Thurston, Howard must work directly with Cooper’s various sports coaches and activities advisors. One who spoke about Howard’s positive impact on the school is Mr. Connors, who teaches physical education and coaches football and track.

“First off, I’ve worked with Coach Howard for about 14 years now and I wouldn’t want anyone else in that role as an activities director,” Connors said. “He knows how to lead, he keeps the school in mind first, he works around equity, he’s very organized, very detailed and he does a great job with communication. He also has high expectations and high standards and he’s going to hold you to them. Because of that, he’s able to get the best out of his coaches and the best out of the people he works with,” he said.

Much like Thurston, Connors said he is optimistic about the future with Howard as activities director.

“I know he’s going to bring in the right people to be around students and he’s going to bring role models around students, people that he would have his own kids around to not just idolize, but people they can look up to. He’s all-in on all sports. He is very hands-on and you’ll see his face around very often because he’s so deeply engaged and he’s all about Cooper and Cooper athletics. I think that he’s probably best for all of our sports,” Connors said.

Howard had been at Cooper for 13 years before becoming activities director. He started in 2010 as the head football coach and worked with a college readiness program at Cooper in partnership with Hennepin Technical College. Then, he became assistant activities director under Oelfke before moving on to be a dean of students. Most recently, he spent five years as an assistant principal at Cooper.

Timberwolves season sees another disappointing end

The team has now made it into the playoffs for two straight years, but they have lost in round one both times

By NOAH PLAHN
Quill staff writer

The 2022-2023 Timberwolves season came to an end on April 25 in a 112-99 loss to the Denver Nuggets during game five of the first round of the NBA playoffs. The loss was the end of a season that had much promise but never seemed to come together when it mattered.

In the 2021-2022 season, the Minnesota Timberwolves made the playoffs for only the second time in 14 years. Fans were hopeful for 2022-2023 with an emerging star in Anthony Edwards and the team’s great bench depth. This all changed in the offseason when the Timberwolves traded for star player Rudy Gobert in hopes of fixing their lack of paint defense.

After the blockbuster trade, the Timberwolves and their fans had high hopes for the season, but were unfortunately let down. The Timberwolves entered the 2022-2023 playoffs with a record of 42 wins and 40 losses, which earned them a spot in the play-in tournament as the eighth seed.

Although fans were looking forward to the playoffs for the Wolves, two major problems were looming over the team. First, during the last game of the regular season, a moment happened that went viral throughout the NBA between two Timberwolves players, Kyle Anderson and Rudy Gobert, who got into a verbal argument near the team’s bench. The argument turned even more volatile when Gobert punched Anderson, leading to both players having to be held back by the team’s players and staff members.

To add salt to the wound, a video would later surface of another Wolves player, Jaden McDaniels, punching a wall out of anger. It would eventually be revealed that he had broken his hand and would miss the playoffs.

Following the altercation, it was announced that Rudy Gobert would be dealt a one-game suspension and the Timberwolves would head into the playoffs missing their two best defenders in a pivotal game against the Los Angeles Lakers.

The Wolves put up a fight against the Lakers until the last buzzer, even forcing overtime after Mike Conley was fouled while attempting a three-point shot and hit all three free throws. Unfortunately, the Wolves missed their two star players too much and fell 108-102 to the Lakers in overtime.

While the Lakers moved on to take the seventh seed, the Timberwolves were set for a win-or-go-home game against the Oklahoma City Thunder in which the winner would take the eighth seed. Rudy Gobert was back for the game and the Wolves had home court advantage, but tensions were still high. Luckily, the Timberwolves pulled out a major 120-95 victory and clinched a playoff spot for the second year in a row.

The first round matchup for the Wolves was against the number one seed Denver Nuggets. Game one was a major blowout in favor of the Nuggets, who won 109-80. While game two was closer, the Nuggets pulled out a victory in the end, providing a disappointing 122-113 loss to the Wolves. Game three was another close one, especially in the

first quarter. However, during the second, the Nuggets took the lead and never gave it back, winning 120-111.

On the brink of elimination, the Timberwolves had to win game four or their season was over. Game four was neck and neck the whole way through, and with less than a minute remaining, the Wolves had a three-point lead over the Nuggets with the score at 96-93. It was then that Nuggets player and two-time league MVP Nikola Jokic posted up Karl Anthony Towns and hit a clutch fadeaway to make it a one-point game.

On the next possession, Anthony Edwards attempted to find his shot but was double-teamed, leaving Rudy Gobert open in the paint. The defense collapsed on Gobert and his shot was blocked. During the next play, Jokic got fouled and was sent to the free-throw line with 12.7 seconds remaining. Jokic missed the first free throw but drained the second, tying the game up. In the next play, Anthony Edwards inbounded the ball and dribbled into a double team, where he lost the ball, forcing overtime.

At around the three-minute mark of overtime, the Timberwolves took over and coasted to a 114-108 victory. The Timberwolves forced a game five, but it seemed unlikely they could do what no other team has ever done: come back from a 3-0 deficit and win a playoff series.

Game five was a tight one all the way through. In the final minute of play, the game was tied 104-104. Jokic once again took the ball and posted up Gobert, only to miss.

However, Jokic rebounded his own shot despite there being three Timberwolves players in the paint with him. Jokic then gave the Nuggets a clutch bucket and a two-point lead.

The Timberwolves brought the ball up in the next play. Although they used most of the clock, they missed their shot, giving the Nuggets the ball on the fast break. Jokic then scored over two defenders and drew a foul, which would eventually make it a three-point play, giving the Nuggets a five-point lead.

As all hope felt lost, the Wolves inbounded to Mike Conley, who then gave the ball to Edwards. Edwards immediately passed back to Conley, who hit a huge three-pointer to make it a two-point game with 19.9 remaining.

In the next play, the Nuggets’ Bruce Brown was fouled and sent to the line, where he hit both of his free throws, making it a four-point game. Instead of following this with a Timberwolves time out, Edwards quickly took the ball up the court and drove the lane, providing a shot for a wide open Taurean Prince, who missed. Edwards then stepped back into the paint, grabbed the offensive rebound and scored, making it a two-point game again.

Following this, Jokic was sent to the line with 2.5 seconds remaining. Jokic missed his first shot but drained the second. The Timberwolves called a time out, and with the season on the line, Conley inbounded to Edwards with 2.5 seconds remaining. Edwards tried a long-range three, but missed, which ended the Timberwolves season with heartbreak once again.

INITIAL FILM IN TWILIGHT SERIES REMAINS THE BEST continued from page 7

safety. Edward wants Bella to be protected since James keeps trying to kidnap her. By protecting Bella from other vampires, we see the Edward’s love for her is more important than the fact he is

a vampire. They both stay together even though Edward is a vampire and Bella is a human. Edward and Bella go through a lot of tough moments in this film, yet still manage to have a healthy relation-

ship.

In conclusion, *Twilight* uses makeup and art direction to teach the audience about the importance of true love. *Twilight* is a great movie for fans of the

fantasy genre. While I sometimes wish the special effects looked more realistic, especially when the vampires run and fly, I still enjoy the acting and the story. *Twilight* deserves four out of five stars.