

Student Views

What are your thoughts on the Lollapalooza lineup?



Kinsey Hagedorn, Senior

"I think this year's lineup is not as good as previous ones because not all of the artists are as well known."



Lucas Gottshall, Senior

"I think its really good, and I'm very excited. I'm going all 4 days and I'm very excited to see Odesza."



Connor Boehm, Sophomore

I think it looks good. I want to go see Post Malone. I wish I could go.



Richard Jo, Junior

"I don't attend parties."



Francie Hackett, Junior

I think it's amazing. I'm really excited to see Tyler The Creator."

Am I a big Fortnite girl? Time to find out



By Mia Sherin

"See that person over there? You need to kill him. Switch to your shotgun, and then hit the right trigger."

"Okay, is this the right trig-"

"No, Mia, stop turning around."

"Right, sorry, let me just hit the right trig-"

"Mia! You're just moving in circles!"

"Wait, I think that's my friend over there. Can we go say hi really qui-"

"You just died."

"Hey! I came in 49th place! At least I'm improving." As it turns out, I am not a natural at Fortnite.

A few weeks ago, my Jewish youth group announced that there would be a Fortnite competition at our upcoming convention. You may be wondering why I, someone with absolutely no gaming desire or experience, would decide to enter this competition. Well, the answer is simple. I needed inspiration for an opinions piece, so here we are.

My training needed to commence immediately. The first step was to find my Fortnite mentor, which was an obvious choice: my 13 year old brother. Kivi and I typically don't get along, as he is incredibly annoying and I am cool and normal, but the boy knows his way around a crossbow.

I popped the question at dinner. "Uh, Kivi, would you be able to

teach me Fortnite?" I asked, reluctant to give him too much satisfaction.

"Sure," he replied. "Your first lesson will be tonight."

"Cool."

"Cool."

And my parents beamed at their children being somewhat civil.

I was itching to jump right into the action. People are obsessed with this game, so I wanted to see what all the hype was about. Would I really become addicted? If I practiced enough, would I ever get first place?

I grabbed the controller, excited to start, but my brother stopped me.

"You're not ready," he said.

Our lesson started with an explanation of each button on the Xbox Console, which, even after 20 minutes, proved pointless as I instantly forgot.

We then moved into strategy, but this was also a lost cause as I was

unable to use the correct buttons to execute the strategy. I am, however, an expert in the art of pushing "X" to pick up items whose purpose I do not understand.

I embarked on this Fortnite journey partially to kick butt at my youth group competition, but mainly in the hopes of uncovering a truth about the game that would make for an excellent article.

When I didn't develop any sort of epiphany, I figured the solution was to play more games and have more lessons with my brother, hoping that a realization would develop.

But the truth is, I never really grew to enjoy the game. I'm bad at it, and as a stubborn teenage girl, I refuse to enjoy anything I am not spectacular at. So Fortnite wasn't really my thing.

But what I did enjoy and

appreciate about Fortnite was that it gave my brother and I something to bond over. I always pictured videogames as a "lonely Tuesday night" sort of activity, but this experiment showed me a new side to gaming, a social side, that I never knew existed. It is not just a hobby, but rather something that players have in common and can share in the excitement.

A few nights ago, I got a text from my mother in our family group chat that read, "Kivi is one of two people left in Fortnite at the moment. I'm trying to play it cool." While I initially thought this text was absolutely absurd and had interrupted me from pretending to do my homework, I still ran downstairs to cheer him on.

What can I say? Maybe I am a bit of a Fortnite girl after all.

Westernized education could be blinding

By Claudia Levens

I think constantly about the extent to which our existence as a Western nation influences what we learn about history and how we learn it.

For instance, why is it that at some point, as The College Board was creating the list of AP history classes available for students to take in high school, they included AP United States History, AP European History, and agglomerated the rest of the world into AP World History? But I think this question goes beyond AP classes.

Part of me recognizes the logistical and financial complications of having so many different types of curriculums available. Another part of me knows that as people living in America, we have a specific responsibility to understand the history of

our nation.

In this way, I think emphasis of the nuance and progression of America's history is vital to our navigation through the present and future.

However, I can't help but grapple with the prospect that overemphasis of history through this westernized—and very often, white—narrative creates blinders. It's not that I think this history is entirely illegitimate, but that I recognize the influence that understanding a story from the perspective of one character can have on our interpretation of what happens (thanks Benito Cereno).

In a similar sense, America's history isn't isolated from the rest of the world. My APUSH class this year has made it evident that American history and the histories of other places around the world are deeply intertwined, woven together

in an interdependent random muddle always subject to interpretation and up for debate.

In that way, though it's debatable as to whether it's possible to even truly fathom what happens and what it means, I believe that the way to come closest to making sense of it all is through exposure to as many perspectives as possible.

The effectiveness of how New Trier handles this question is up for debate and not really what I'm attempting to evaluate. Considering the range of classes and experiences, this would be really difficult and would require a much more in depth study.

Clearly my education had to have done something right in order for me to be conscious of this in the first place. But I can't overlook the discomfort I've felt in the past over the fact that I've only ever really

learned about Africa through the context of colonialism. I can tell you that the Mali, Songhai, and Ghana Empires existed, but what is confusing for me is the extent to which this is severely outweighed by the exposure and knowledge I have of European and Western history.

I feel this way also about how the majority of what I've learned about Latin America is either through the lense of exploitative American policy and intervention or European colonization. And I understand that a lot of these histories are comparably less documented and seemingly less palatable to students, but I also don't think that this outweighs the extent of the lack of discussion about these histories.

And I understand that it's not necessarily one person or institution I'm writing about, but a cultural attitude of which this is a symptom. At

the end of the day, what I really care about is how this is juxtaposed with America's position in the world—or at least Americans' perception of this position.

It isn't uncommon for our foreign policy to be driven by a sense of responsibility and desire to exercise power in different parts of the world, driving us to intervene and involve ourselves in various conflicts throughout the world.

For me what is truly significant about this question is that if this is how we want to continue operating our foreign policy, then I see it as an imperative that Americans understand the history of the places in which we seek to intervene, because it is this lack of understanding that can, and has, resulted in disastrous foreign policy throughout history.

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