

MSB

Sem.1 Vol.1

the crane



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During the afternoon of Friday, January 27 students and staff celebrated the end of the first semester. Members of the CLC coordinated the event which included outdoor and indoor games, an open art studio, a movie, a Jeopardy competition, corn hole in the hallway and a volleyball tournament in the gym. Photos by staff

EDITORIAL POLICY

The Crane, the student newspaper at Cranbrook Kingswood Middle School for Boys, is published once a semester. It is an opportunity for all students to serve the total school community and provide individual staff members with independent reporting, writing, technical and leadership opportunities as well as receive individual feedback for growth. Writing is based on a wide variety of research and adheres to the writing process. Staff members may explore and develop visual skills through photography, multimedia, social media, art and layout opportunities.



CKMS_boys

The primary audience for The Crane is the Cranbrook Kingswood community. The staff recognizes that the paper is read by the faculty, administrators, families and the community as a whole. Accordingly, The Crane will report about our campus. The entire production experience demands dedication, responsibility, cooperation, collaboration, leadership, and an open-mind to creativity, critical thinking, feedback and growth. The summative of our formative learning is our product each semester. We believe these skills are part of the foundation for learning. Furthermore, we believe in the foundation of aiming high as we serve others by sharing their and our stories.

The Crane is a forum for the exchange of comment, open to students and others interested in the Cranbrook Kingswood community. Recognizing this, the Crane will print as many letters to the editor expressing different viewpoints as space allows. Letters to the editor must be signed and may not exceed 300 words. Letters must deal with issues and may not be personal vendettas. Letters to the editor will be edited for mechanics, to fit space requirements, and in rare cases, to prevent libel, defamation, etc. The Crane reserves the right not to print a letter.

The Crane is a member of the Michigan Interscholastic Scholastic Press Association and the National Scholastic Press Association. The publication, as a whole, as well as individual staff members contribute their work to contests within these organizations in order to receive professional feedback for further learning and growth.

A LETTER FROM OUR EDITOR-IN-CHIEF

Wow! The first semester of this 2022-2023 school year has flown by so fast and we already have so much to report on. We had three main goals for this issue. First, we hoped to report on the many changes found from the first day to the end of the semester. Our editorial speaks to why these changes and this evolution is important. Next, we challenged new staff members with conscientious reporting and newsworthy content. You'll see these in each section.

Finally from the front cover and throughout each page, we challenged our students to find ways to visually tell the story. From Tucker Long's front page photo to many feature designs, our staff members were inspired by professional publications as they used Microsoft Publisher to create their pages. So as you read the news of the five All-State band members to our Orchestra Chamber Ensemble to changes within the new dress code and interviews with our new Head and new Dean of Students, you'll see that these changes created opportunities of growth and made many memories. On behalf of *The Crane* Staff, we hope you continue to be the change by embracing it. Enjoy this edition of *The Crane* and have a great second semester with many more memories to come.

BEING THE CHANGE

By: Roshan Desai





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 Come explore
 Cranbrook Kingswood with us

The Crane

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Photo by DVP

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Ethan Minister [28] walks down the Lower Vaughn hallway stairs to start a new changed year.

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Lublin
 Photo by staff

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Sports 20

The newest sports recap for all the sports that took place in the fall which include football, soccer, cycling, and more.

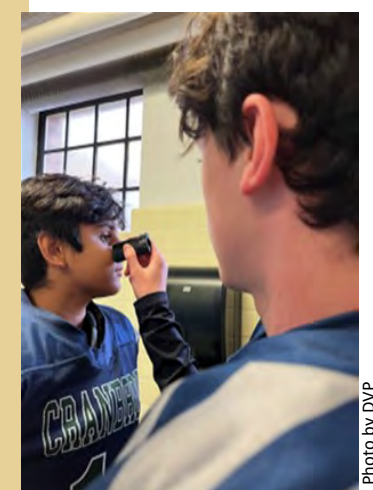


Photo by DVP

ABOVE: Jack Shenkan [27] putting eyeblack on Shayan Siddiqui [27] when getting ready before a big football game ahead of them.



Photo by staff

LEFT: 6th grader Jacob Orzol using the fitness equipment in the Nest during the new Strength and Conditioning club after school.

Cover photo by Tucker Long [27]



By The Numbers

By: Thomas DeSantos

4x8 are the size of the cardboard used for the second annual seventh grade Sled Competition. At the beginning of the second semester, all seventh grade advisories transformed cardboard into sleds. From space-ships to the Big Ben, they only used the cardboard and duct tape. According to seventh grade team leader Chris Paris, sleds will be judged on three factors: creativity, speed, and longest distance. Students and families are invited to watch the competition and see these seventh grade. Race day is TBD.

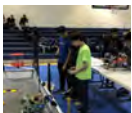


FOUR middle school math students (Beau Seo, Elisa Chen, Victor Papa and Suhaas Maddipatla) competed at the DCDS Mathematics Invitational on Saturday. Beau tied for the second-best 8th grader and second-best overall score. The team finished fourth out of fifteen schools on the Power Test. More students will compete at the Math Counts Chapter Competition later in February.

114 new toys were donated to the Judson Center. For three weeks, all three grades collaborated to bring in toys.



27 8-12th grade teams filled the Dagbovie Gym in December for the VRC Robotics Tournament. With fifteen teams, Cranbrook-Kingswood competed alongside twelve other local area high school teams. "There was a lot of intensity because the teams are earning spots to the state championship," Program Manager Katie Bis said. "The teams have been working on their robots since the beginning of September and they are impressive."



FIVE 8-12th grade teams competed in a Signature event in Monroe, in November. Coach Bis explained there were 80 teams from across the US and Canada competing for a spot to the worlds championship in Texas April 2023. The results were:

37A (Victor, Michael, Zubin, Atharva) for winning the Robot Skills Champion Award and the Teamwork Champions award.

37Z (Wesley, James, Ishan, Emerson, and Michael) for winning the Design Award.

A week later in Kettering the following teams earned awards.

37A (Victor, Michael, Zubin, Atharva) for winning the Robot Skills Champion Award and the winning 2nd place in the Teamwork Challenge.

37C (Junu, Jaiden, Zihan, and Suhaas) for winning the Teamwork Champions Award.

8th grader and second-best overall score. The team finished fourth out of fifteen schools on the Power Test.



Crane Staff Receives National Awards

By: Chance Sui



National Awards Photo by Staff

He wasn't sure why his teacher called him into her room. But when he got there, he was surprised. "I was in complete shock when she handed me the certificate," said Roshan Desai (27) when he was holding the Crane's second national award and an individual fifth place award for best design after the National Scholastic Press Association and JEA (Journalism Educators Association) annual fall convention, the biggest fall gathering of scholastic journalists, advisers, and journalism teachers in the nation "It was a really cool achievement because I've never really got something that big before. I was so happy for all the hard work that we did, and it was kind of a representation of how far we've come."

Not only did the Crane earn second place in Best of Show, but several students like Desai earned individual awards. "For the past two years, The Crane has been well represented in a variety of contests," said Christina Hammitt, the Crane's advisor and the MIPA (Michigan International Press Association) Executive Board's President.

"Last Spring, our publication earned second place in the Best of Show at the Spring National High School Journalism Convention in Los Angeles. At the end of the year, Roshan and I decided to enter the individual award categories which range from awards for writing, photography, art & illustrations, graphics, and design. Whether at the national or state level, students are recognized for awards in a variety of

categories for newspaper, newsmagazine, yearbook, video, and website." Along with Desai, Michael Wu (28) earned fourth place for cartoon of the year, Kanav Kalmadi (28) and Artharva Modi (28) were both recognized with an honorable mention for their stories for the year.

"There's not a ton of middle school newspapers out there," Desai said. "So sometimes we're even judged against big high schools. The level of competition is pretty big, so it's really impressive when a student receives an award."

MIPA Executive Director Jeremy Steele explained that a benefit of entering journalism contests is that "contests give you feedback from experts, not math teachers or principals or parents who may not really know what makes good journalism. You can't improve and grow if your work isn't being evaluated. Awards give you a point of pride for resumes, scholarship applications, college applications, etc. Getting awards validates the hard work you put into journalism. It feels really good to win something."

Currently the Crane is working on their publication and hopes to enter more contests in the Spring NSPA/JEA awards held in April in San Francisco.

"I feel proud because when I first started (working on the Crane) at the beginning of 7th grade I was nervous. It was just stressful, and I didn't know what I was doing," Desai said. "I was scared because I thought it would be super hard, but Miss Hammitt helped us all a ton and now I really do love newspaper. I am proud of what I've done personally and really proud of what everyone else has done in the newspaper. Our staff comes in before school on Monday mornings and completes this work while doing our other classes and other activities. It's hard sometimes, but when it all comes together in the end it is very satisfying."

Virtual Reality Celebrates Five Years in the Classroom

By: Michael Chen



Photo by Staff

For five years, Oculus Headsets have been used in classrooms from Spanish to Science. "The school bought them all and brought them in, then I was the first one to start using them," technology specialist Mike Toth said. "We can take you to a place that doesn't exist anymore or it could tell you a story and explain something."

Latin students have used them to experience

a 3-D full size Roman house. Science students have gone inside a cell. English students have traveled back in time to the Civil rights era and in eighth grade students get to experience a civil war story in Global Studies/history class.

"What I love about Virtual Reality is that you get to experience that you are actually there, in the settings, whether a battlefield or a city," Toth said. "Our headset is just two pieces with

the controller and the headset. I think some teachers get really into VR, and later, they use it more.

"They've done studies and I agree that when they say about when you do VR, it gives you a better memory of it than reading a book or watching a video. It is like a real memory if you went there actually."

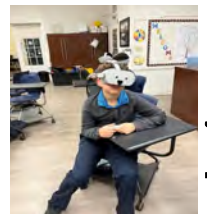


Photo by Campbell

How does it feel to have gained the honor that you have received?

I was very elated. I was honored. I was elated and was humble and thankful to be recognized. This was an honor for those of us who have worked and toiled for so many years. It was unexpected for me. One of my former coworkers when we were at Cass Tech saw the award and nominated me. Then, I got a letter, and it says you have been selected to receive this award. Then I read it again and called, and I said, "I got it, I got it, I got it!" This award is truly a lifetime achievement.

Is there anyone who inspired or helped you in receiving this honor that you earned and how?

I can say that the person who helped me was my father. He wanted to show how an African American child could be so proficient on a clarinet, playing classical music. He had that determination and dedication and desire. Never giving up. Follow your dreams. My father taught at the college level. Everything was segregated, so he tried out for the Richmond Symphony Orchestra, and he knew he was tops but they said "no, you can't be in the orchestra." So, what did he do after he retired as a professor at Virginia State? He dreamed the impossible dream and he developed and promoted the

Petersburg Symphony Orchestra where all races and ages came together and played music so before he made his transition, he had been there 10 years with the orchestra and it's still alive.

Are there any important events that contributed to receiving the honor?

After being assistant principal at Cass Tech, I really was kind of looking at retiring and going into integrated medicine. Then, I got a call, and they wanted me to interview for the principal of Southeastern High School position. Well, not a lot of people wanted to go to Southeastern because of its reputation and I would be leaving Cass Tech, an examination high school with those students who really had goals and accelerated learning and all those things. I went to an interview and fell in love. Southwestern had 600 students, and they were talking about closing the school. While I was there, our enrollment increased to almost 3000. We became a very safe school and we worked prestigiously to bring test scores up. We developed an automotive engineering and design partnership with Chrysler, and we became Southeastern High School of Automotive Engineering and design. As you read my resume, you'll see that I have had many firsts. It's a matter of getting out of your comfort zone.

Elaborate on what the HUB is and what your job/title is.

I serve as the program's Academic Dean for HUB (Cranbrook Horizons-Upward Bound program), a program that for 57 years has served students who may have limited resources. After working in education for 43 years I was ready to travel to Europe and sit in that beautiful rocking chair I bought. When the call came to work at Cranbrook's HUB I said "I'll give you one summer." I'm still there. It's been 13 years. What's wonderful is that I have my hands in the mix of working with young people. That is what I truly enjoy doing. I mean just seeing their growth and their success when they entered the program.

What advice do you have for readers of this story, especially middle school students?

Don't use the word can't. You can do it. Don't make excuses. If there's a will, there is a way. If you have the will you will figure out a way. When I'm recruiting my HUB students, I use the 4D's: determination, dedication, discipline, and desire, and I always ask which one do you think is most important? You know, all the others are important, but to me, discipline is the most important.



Brenda Gatlin



Brenda Gatlin Wins 70 Year HUB Award

By: Roshan Desai



Parents and friends join students for a full day of learning.

Photos by Staff

Parent / Family Days are Back

By: Haoming Guo

After two years, they are back.

"From what the faculty and staff members said, we tried to do the same things we did before," Lesley Rodriguez, head of the MSB, said of bringing Parent / Family Visiting Days back. "The hard part was remembering the things that we had done before."

"In the years pre-COVID, most students and guardians experienced multiple visiting days and know how they work, but since COVID and because there are many new individuals on the staff, bringing Parent / Family Day back was new to everyone," she said.

According to Dean of Students Jeremy Lublin, having conversations with veteran staff and families provided a blueprint of what the day would look like.

Providing his experience, Eighth grade team leader Mike Auth said that the main focus is adjusting to "the crowded halls and

classroom. We just try to go about business as usual. We think it is important to experience as normal a day as possible, so they know what a 'day in the life' of their student is like."

"I loved the entire Parent/Family Day," seventh grade parent Chris Iltich said. "It was wonderful to understand what my son Trevor experiences at school on a daily basis. To watch him, his friends, and his teachers, all in action at school. The insight gained through the Parent/Family Day experience allows my wife Kelle and I to further support our son in his schoolwork and endeavors. It also furthers our appreciation and understanding of what our teachers are focused on with our student. My favorite memory of the day was working together with my son on various projects in his classes throughout the day."

Over a hundred parents and family members joined their students throughout the day on Friday, October 14th or Friday, January 20th. According to Executive Assistant Annette Bishop, the time between the two days allowed adjustments in items

such as the parking on the soccer field to parking at the Cranbrook Institute of Science and being shuttled over and the types of snacks to provide. She said she really enjoyed watching the families experience what a day in their student's life is like and how the day of a middle school student might get.

"If I could pick one moment I liked the most, it would be when the adults and students were playing Literary Jenga," said Sixth-Grade Team Leader Christina Hammitt about her first experience with Parent/Family Day at Cranbrook Kingswood. "Some of the family members got competitive, some followed the rules, and some just enjoyed the moment. On the second Parent/Family Day we had an oral quiz reviewing the concepts for completing a literary analysis. It's fun to see that both days showed that the parents and family members are just like our kids. They wanted to learn, be competitive and just have fun, a lot of fun."

In reflection of both days, Lublin shared that it was opportunity to showcase what makes our school so special and a time for everyone to have a little fun on a Friday.

“We want to make it more of acceptance, openness, and understanding of others.”

- Jeremy Lublin

Making a Cultural Connection

By: Kanav Kalmadi

It all started with a question and now has become a valuable part of their year. “For Black History month last year, students got to research and present a Black American of their choice,” said sixth grade team Leader Christina Hammitt. “After the presentations a sixth grader asked, ‘why we don’t get to learn about other cultures. So, when the sixth-grade team started to plan this year, it was important to our team to add in these opportunities.”

From there, Cultural Connection Days were born. The first was scheduled for September where students would get to learn about the Jewish High Holy Days.

“We wanted to expose everyone to things so that they may or may not know, especially after so many kids in the school that would either be celebrating a holiday or is related to somebody [that is celebrating a holiday],” said former sixth grade Global Studies teacher and current Dean of Students at MSB, Jeremy Lublin. “I really like how it’s like this little snippet of something that most people have no idea what it is. I’m really hoping that this just opens their minds to be like, ‘There is somebody doing something that I’m not doing’ and either they’re going to be more respectful or be more aware of it.”

But who teaches and what do they teach? Lublin said, “One of the main concepts of Cultural Connection Days was to bring parents, faculty, and staff to be the presenters of it... so in that way it hits closer to home. That way, it’s kind of like ‘This isn’t just some outsider that I don’t who’s talking to us, this is the mom of a kid I’ve known for years’ or ‘This is a staff member that we know.’”

During the first semester, there has been three Cultural Connection Days. The most recent was in January when Jing DiPiero spoke about the Lunar New Year.

“When Ms. Karen Campbell reached out to me about the opportunity, I was excited about it. Having a multi-generational, bi-racial, and cross-cultural family, I value the diversity and inclusiveness in Cranbrook community,” DiPiero said. “When preparing the power point presentation, I wanted to make sure the boys knew about the history and cultural significance of the Lunar New Year in Asian countries and among people with Asian heritage. When I was giving the talk, the boys were engaging and curious. They asked good questions. It was a success to me that the boys became aware of a holiday celebrated in a different culture and expressed interest in learning about it.”

Agreeing with DiPiero, Hailey Agree, the first presenter shared that she was also “very excited to be asked to speak during the Cultural Connection. I jump at any opportunity that allows me to come into the classroom and get to know the students, especially when the topic is engaging like learning about another student’s culture.”

In September, Agree invited the rabbi from her synagogue to join her as they discussed Rosh Hashanah and Yom Kippur.

“I wanted to briefly explain what the Jewish ‘high holidays’ are all about and why they are so important to Jewish people in a way that sixth grade boys could understand and relate. I also thought it would be awesome to have a rabbi come in and meet the students because I figured that most

of the students had probably never met a rabbi before and would enjoy having that opportunity. Plus a rabbi would have a better understanding of the Jewish holidays and could add another dimension to our discussion,” she said. “It was important to help with this specific opportunity because I truly believe that learning about cultures outside of our own is the best way to teach each other to respect cultural differences. The more we educate and support cultural differences among us, I would hope, the less racial and religious violence and prejudices there would be.”

Looking back, Lublin said that he enjoyed seeing how the sixth graders were attentive and interactive. One of his favorite moments was when the rabbi “brought in the shofar which is like a horn, like literally a ram’s horn, and George, who’s a trumpet player, went up there to try to blow it because its kinds of the same concept of a trumpet. It was really funny because it’s not an easy thing to blow,” he said.

After the Cultural Conversation about Diwali in October, Lublin said that sixth graders used their recreation time to draw Rangolis (colorful chalk drawing of symbols) on the sidewalk. “The world we live in is getting smaller with the advancement in transportation and the ease of conducting global business. Our children need to be global minded and culturally savvy to maneuver successfully in the global arena of trade, art, culture, and beyond,” DiPiero said. Moving forward, Lublin said that future of Culture Conversations will be “more than culture. We want to make it more of acceptance, openness, and understanding of others.”

Hammitt shared that she’s certain there will be future conversations. “Whenever our team members reach out to families, they are always so willing to come in and talk with our students,” she said. “We’re hoping that we can eventually include the whole school. Maybe once we expose students to different cultures we can expand their experiences in seventh and eighth grade.”

“These are important conversations,” Lublin added. “Especially in these times because this country and this world is getting much more divisive and divided. The more I know about you and the more you know about me, it makes easier when we don’t agree on something. We can just talk about why we don’t agree and not send missiles and do terrible things. I feel like we are doing what we always wanted to do at this school, which is to not just expose, but have the students and staff have more understanding and empathy for all of these cultures.” Agree concurred saying that she “simply wanted the boys to walk away feeling good and more educated about someone else’s culture. If they walked away saying ‘WOW, Challah is really yummy, I would definitely eat that again!’ or ‘I had no idea that Rosh Hashanah was the Jewish New Year-Next year I’ll remember to wish my Jewish friends a Happy New Year during this time.’ or ‘Now I understand why Jewish people fast for 24 hours on Yom Kippur-it’s to show their commitment to do better in the year to come, I think that is pretty cool!’ then I would consider that a small step toward making our community a more culturally aware, accepting, and inclusive one.”



Sixth grade Cultural Connection Day activities.

Photos provided by Sixth grade team.

Code Changes

By Jahanzaib Qamar

On January 11th change was made.

“You’re really only going to see two main changes,” Jeremy Lublin, Dean of Students said of the changes within the dress code.

The first change will be that shirts don’t need to be tucked in anymore. Along with shirts not having to be tucked in anymore, students can wear full-zip jackets. “As long as it’s light, like a fleece, that’s going to be allowed, too.” Lublin said.

Lublin explained that these changes took place after conversations with the CLC, other students, and staff. He explained that the biggest reasons were mostly because of current style and the impact on learning.

Before announcing any changes in the code Lublin surveyed the MSB staff asking various questions about parts of the dress code.

“We found that most staff members believe tucking shirts really doesn’t impact learning and it’s part of our culture now,” Lublin said. “There are even shirt brands that are specifically made to be untucked.”

Lublin continued saying that the results showed the same conclusion with zipper jackets. “It still doesn’t impact learning and it’s still part of the style. It’s not really a problem.”

When these changes were communicated, students were also told that on Fridays when students can wear CK spirit wear, that wearing sweats with CK on them were now allowed. Lublin explained that CK sweats were available at the school store on campus.

Campus Takes Part in Plastic Competition

By: Edward Chang

They are making it fun for everyone.

“Recycling in Cranbrook in general is not really that high of a priority or much fun, so I went out to try to find a competition or a way to do it and we found this,” explained Technology Integration Specialist Michael Toth as for his reason behind creating the plastic challenge.

Toth is the first to clarify that “it is not a competition, but rather a challenge for the entire middle school. We think it’s important to raise students’ and teachers’ awareness of the problems with plastic in the environment. We want to help students to get better at recycling and make it part of their daily life. Plus, we can have a little fun while we do it.”

In order to put their plan into action, Toth and sixth grade science teacher Karen Campbell searched and found the sixth annual Trex Plastic Film Recycling Challenge.

According to Toth, this nationwide competition is sponsored by the Trex Company, the world’s largest manufacturer of composite decking and railing. He shared that students from across the country collect and recycle as much polyethylene (PE) plastic film between America Recycles Day (Nov. 15) and Earth Day (April 22) for the chance to win cash prizes and high-performance Trex outdoor living products for their schools.

“We think it’s important to raise students’ and teachers’ awareness of the problems with plastic in the environment,” Campbell said. “The environment is suffering from plastics in our landfills and waterways. Most fish have plastic in their bodies, as well as the toxins from the plastics.”

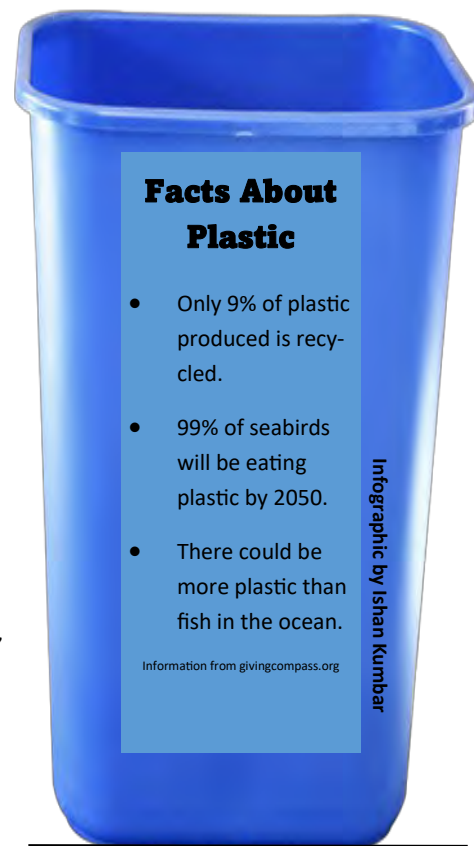
Toth added that, “plastic takes between 505,000 years to biodegrade and it’s not a natural substance, so it doesn’t really fit in our environment at all. We can use its great material for certain uses, but if we can use less of it, I think that’s amazing. I’d really like us to be more aware of our plastic usage.”

Instead of having this plastic thrown into landfills, the challenge is always having the plastic to be “turned into synthetic wood. That fake wood is used on mainly decks and outdoor uses like that. You know like your backyard deck that you might have on the back of your house, people can use it there. And its plastic so you don’t have to paint it and it lasts a lot longer. “[Hopefully,] people see how much plastic they use and try to use less. That’s

really the answer. But if it just gets people to think about it even a bit more, I’ll take it. That’s the goal,” said Toth.

By January over one thousand pounds of plastic had been collected. Campbell says that she is impressed by the amount of plastic collected so far but would like to see more participation in this competition. “We want Cranbrook Schools students to be leaders when they graduate,” she said. “Their generation will need to find solutions to the plastic problem.”

Reacting to the amount turned in so far, Toth said, “That’s a lot of plastic. It’s an incredible amount. I love it, [and] I’m excited about it but at the same time, I know we could be recycling a lot more. I’m always trying to remind people to bring in some plastic. This runs to April, so it’s got a long time to go. Just every little bit helps. We’re recycling at both the middle schools, the institute of science, the mailroom, and the nurses at the upper school. We’ve got quite a lot of people collecting it. I think it’s great, and we can always get more.”



LEFT TO RIGHT: 8th grader Dorian Dubose soldering with metal on an electric plate in Gordon Powell's math class. Mike Toth provides a demonstration, Eli Lublin[27] and Declan Lee [27] focuses on his project.



Photos by staff

Learning to Liquify Metals

By: Teddy Hilditch

When Michael Toth approached him with the idea, he knew they had something special.

"Mr. Toth approached me a few years ago when I taught 7th grade about wanting to teach a unit about soldering," Gordon Powell said. After Toth explain that the Upper School wanted the middle schools to introduce soldering because, at the high school level, they use soldering a lot in science class, the two men began working together on a unit that has become a favorite among the middle schools.

"Because of the dangers associated with using a soldering iron, the unit begins with a demonstration of safety. Students are then taught to make small dots of solder on a copper strip. Precision is vital for successful soldering of electric

components," Toth said. "The process is basically this, apply the soldering iron to the spot you will be soldering, apply the solder (bendable metal with a low melting point), allow the solder to melt and spread evenly, then remove the extra solder and the soldering iron. Done. It's pretty simple and the whole process lasts about five seconds.:"

Powell added, "When students have shown proper safety measures and proficient use of tools, students are shown the kit that they will spend two days completing. When a student has finished the kit, a laser pointer is used to shine on a sensor. Eight lights will light if the everything has been completed accurately. My favorite moments of the assignment are when one-by-one students show excitement as their kit successfully lights."

"This was the first year that we taught the unit with the 8th grade class and the second year overall," Powell said. "As students work on the assignment, I think about the many ways each student might use the skills in the future. Soldering is used in the area of electronics, jewelry, art, etc."

"I like watching students solder because I personally find it fascinating that we can melt metal with a hand-held device. It's very cool to watch metal turn liquid and then solid again. Almost like magic," Toth said. "My favorite memory happens every time we solder. Someone always says out loud, 'wow, this is so cool.' Again, watching metal melt and solidify again is really neat. If it wasn't dangerous, I'd play around with it all the time."

Go See Sue, the T-Rex, on Campus



By: Jacob Orzol

Going downstairs at the Cranbrook Institute of Science, you will find yourself face-to-face with Sue.

"Sue, the T-rex, was found in the early 90's in South Dakota," said Museum program presenter Tim Urban, of the star of "Sue: The T-rex experience" exhibit at the Michigan's Museum of Natural History. Sue, the dinosaur is named after Sue Henderickson who recovered over 90% of the skeleton during an excavation trip in South Dakota. "She was the oldest T-rex ever found and is also the most complete T-rex ever found," Urban said.

Even though the real fossil is on permanent display at the Field Museum in Chicago, the traveling exhibit provides people with the chance to experience one of the biggest T. Rex specimens ever found.

But how do they do it?

Urban said that exact casts are made of a thirteen-foot-tall and 40-foot-wide skeleton so museums can display it. Keeping Sue company is a full-size, flesh replica which allows visitors to visualize what Sue would have looked like.

Along with the two replicas, Urban said there's so much more than just Sue to see.

"Have you smelled Sue's breath yet?" he asked. "We have a station that lets you, and it's just as disgusting as it sounds."

Visitors can further immerse themselves in Sue's world with interactive stations that gives them a chance to also smell prehistoric plants, touch bronze casts of Sue's bones, and watch the

giant floor-to-ceiling screen featuring Sue interact with other prehistoric animals. There's even a station showcasing what Sue's growl might have felt and sounded like.

"I liked the part where you put your elbows on it and it shakes, so you know what it feels like when Sue stomps," Brookside third grader Marissa Lindemann said. "But my favorite part was the prediction in the little movie that shows you what Sue would be doing if she was alive."

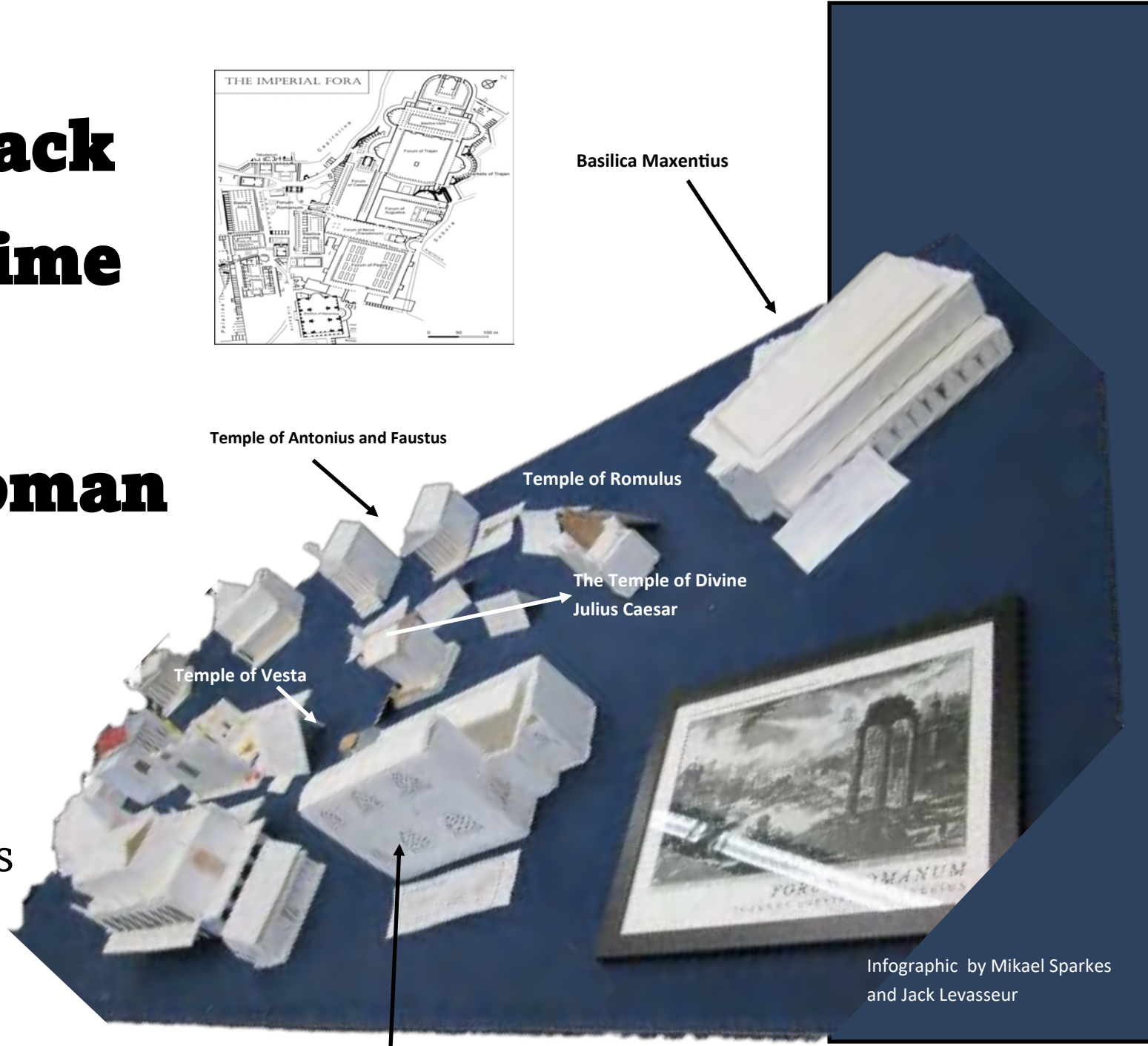
Another feature individuals are excited to share about is that the entire exhibit is "bilingual so all the information about Sue is in English and Spanish."

"I think it would be good to collaborate and to learn about Spanish and Sue at the same time," said Lisa Sheehan 6th Grade Spanish teacher at the Middle School for Boys and the Middle School for Girls. "I want to take my students because I think it would be a very cool experience." Since first being found, Sue's well-preserved bones are providing scientists opportunities to learn new things about T. rex every day and "Sue: The T. rex experience" is a chance for others to learn new things too. As part of the Griffin Dinosaur Experience, made possible by the support of the Kenneth C. Griffin Charitable Fund, Sue will be showing at the Cranbrook Institute of Science through April 2023. Act fast before she is gone. For more information, you can learn more about this and other exhibits at the Institute of Science website at <https://science.cranbrook.edu/explore/exhibits>.

Going Back to the Time of the Latin Roman Forum

Classes reconstruct famous buildings

By: Jack Levasseur



Infographic by Mikael Sparkes and Jack Levasseur

The House of Vestals

Walking down the stairs they thought they were going to the Lower Vaughn Hallway but instead they were transformed to a site located at the center of the ancient city of Rome where many important religious, political, and social activities took place.

"I wanted to do more with the city of Rome," Latin teacher Nathan Costa said after reviewing the class' new textbooks "I found online a project from a teacher in California who does a very similar project with her 8th and 6th grade world history classes. They make 50 or so of the monuments and she has a detailed presentation of how she does it herself. Not having completed something like this myself before I borrowed a lot of what she did just from the Internet, and we adapted for our own."

The project which inspired Costa was recreating in his classroom a three-dimensional replica of the open-air Roman Forum from around 500 BC where the Roman republic was founded. For two weeks,

the 8th grade Latin students researched and recreated a 3-D model of one building the Roman Forum and they couldn't wait to show their parents during Parent / Family Day.

"I was very excited to present for the parents, because I like public speaking and I thought that it was a fun thing to do," said 8th grade student Bobby Jones who built the Temple of Castor and Pollux. "The parents seemed very excited about the presentations."

"As far as we best know, [it is all] accurate," Costa said. To ensure authenticity, Costa explained that the first part of the process was researching the forum itself and the individual buildings. "We used some virtual reality technology with Mr. Toth that has been produced in a very scholarly way to experience what it would be like to visit the forum in the 4th century and that realistic experience," Costa said.

Then, students selected a building and started the building part of the project where students learned how to create a 3D model.

"Whenever you do something for the first time it's a project of trial and error," Costa said. "The students needed to figure out what would make the best column and what would make the best staircases. Many figured it out on their own."

"I thought the project was very interesting," Dr. Kelly Levasseur said. "The buildings were interesting to see, and I thought that it gave all of us in the audience a better perspective of what the buildings could have looked like more than just what their spoken word or PowerPoint was able to tell us. What I liked most about it was getting to see the three-dimensional buildings that the boys created. I learned a lot about a subject that I don't know much about, and I really appreciated that."

With eighteen of the monuments laid out as part of this project, Costa explained that the project was successful, and he is thinking of expanding it with future classes.

"My thought is that each successive year we can add to it. Maybe even this year with 7th grade. You know the usual phrase 'Rome wasn't built in a day.' Isn't it in fact true. We were building the 4th century but will look like in the 4th century some of those buildings were in fact 345 hundred or more years old and so we'll be building upon what is already there we built the central forum, and we'll build the outskirts."

Looking back at his experience, eighth grader Chance Sui said, "It was hard at first but as it went on, I learned more about my building, the Temple of Divine Julius Caesar and I learned that if I stick to it, I could figure it out. I thought that overall, the project was very fun and a great experience."

Effinger Shines in the Spotlight

By: The Crane Staff

Please explain when you first got involved with theatre and why. Describe your experiences with theatre since. Do you prefer plays over musicals or vice-versa?

I've doing plays since Brookside, but in middle school, at the time, there weren't any performance opportunities so my mom and I asked the high school drama teacher if he had any openings or suggestions on what I could do. He told my mom and I about the Village Players of Birmingham and that they were holding auditions in April for the *Wizard of Oz*.

When I walked in, I was terrified. I didn't know anyone, they'd all been there forever and they all thought I was like 14 or 15 when I was 12. But somehow, I got a speaking role (one out of nine). At first I was mad I didn't get a lead, but then I realized that I had gotten a speaking role on my first audition with them ever! I didn't know the theater company and they didn't know me, but I still somehow got in.

This past winter, I played Mr. Wormwood in *Matilda* which was, in general, the best experience I have ever had. I made so many new friends, caught up with older ones, and felt more part of the community there, like part of their own as cliché as that might sound.

Now, I'm getting ready for an upcoming audition for the Village Players' professional adult show, *Into the Woods*. I enjoy plays and for a long time didn't understand musicals, but now I actually like them better. The songs just add another layer of story what goes beyond that words can tell.

Before the lights go up or when you are waiting backstage, what goes through your mind?

On opening night, it can be a lot of butterflies and mostly just excitement. But, after running the show inside and out for a week, you begin to become accustomed to it and the time just flies. So backstage before a show I'm usually just getting ready

What it is like for you when you are on stage.

When you're on stage, you lose track of time, and you just become your character. You run the lines in your head, hoping you don't mess up; "what do I say next?" "after him, after her?". But when you are in costume and have the lights on you and are on that stage its like you just lose yourself and just become more than yourself, you become a character not just in the play but in the night of the audience who came to see you. You and your performance are a moment the audience wants to remember. When you get up on stage, it becomes not about you but about the experience of those who are watching you.

For individuals who have never had a role, elaborate on the process. How do you memorize all of your lines? What happens if you forget a line on stage?

There are lots of ways performers learn their character. Some do it by memorizing lines and blocking (where you are on stage), some just take inspirations from their life or movies or different performances of the play. Memorizing lines can be tricky, but the best thing to do is just learn them. I myself haven't technically learned lines in like a year, I've just had so many rehearsals and run scenes so many times that they just become burnt onto my brain. For others, though, it can take time to memorize lines. Everyone goes at their own pace. If you mess up a line, the best thing to do is just keep going like it never happened. The audience 90% of the time doesn't know what the script says. And if that fails, your cast members will always help you pick back up.

Explain your favorite part of the entire acting process. Why do you enjoy it?

Well, I love the people. A show wouldn't be half as fun to do with just random people. Making friends with my cast members and laughing and joking with them is one of the most enjoyable things about the process and about the theater. Its more than a cast, it's a community, a family. I also really love the costumes.

Have you ever had a time on stage when everything went wrong and you had to improvise?

Over the summer, I was in *Grease*. Opening night was and it was sort of disastrous (luckily our second show

blew both us and the audience away). For example, Kenickie lost his voice. We had a curtain over the car and when he pulled it the cut out fell over. I wanted to cry for him, he was so sad. Then, my cast member, Felicity (Sonny) said something along the lines of "Man, that really is a heap of a car" or something like that. It was such a perfect save that lightened the mood enough for us to go on.

So far what has been your favorite role and why?

I was Mr. Wormwood in *Matilda*. He was probably my favorite role. I'm just great at being mean, I guess. I got to dye my hair green. Any time I took

my hat off a cloud of green smoke would surround where my head was and slowly sift down. I also had this ridiculous gray-and-pink suit and pink shoes and hat to match. And they even let me keep the hat and shoes! But I also like how the character sort of at the

end becomes a dad and does the first good thing for his daughter; let her stay with Ms. Honey.

Looking in the future what experiences do you hope to have? Is there a role or play you'd like to do?

As I said previously, I have an upcoming audition for the character Jack in *Into the Woods*. I feel like the chances of me getting the part is slim, but I love that show and I would love the chance to act in *Into the Woods*. I also aspire to be in some of my favorite shows, at some point, like *Le Mis* or *Chicago*. Also, as I said before, twice now I have been..."revoked", "denied"...my character has been "lacking" their original solo, so that is something I would really like in the future.

Who or what is your inspiration for being on and off stage? How and why?

Hmm...that's a hard question. I don't really know. I guess just after having done it once and been doing it since Brookside, I just have gotten a love and a knack for it.

When an audience sees you perform what do you hope they are seeing or witnessing? What do you hope they will remember after the curtain falls?

I hope that I become part of a memory. When an audience comes, they come for a reason. Whether they have a kid in the show or heard about it from a friend or just want to have something to do on a Saturday night, I want to be part of it. I want to be part of that memory when they say, "Remember that show we went to?" and they all laugh and remember and have that to bind them together a bit more. A friend of mine told me a story along the lines of this: She was a lead in a show-doesn't matter what- and she went out in costume or with her makeup still on and a little kid ran up to her and said something like "You were great, thank you!" and gave her a big hug. I want that to be what an audience feels, what an audience walks away with at the end of a show. I want them to think, "Wow, they were amazing. Let's watch it again." And I always just can't wait for that little kid moment for me. I can't wait for the next one, for the new people, new show, new character. I can't wait for whatever happens next.



Photo provided by Effinger

Travis Effinger [27] as Mr. Wormwood in the *Matilda Jr.* musical at the Birmingham Youth Village Players.

Take Time to Meditate for Your Mental Health

By: Shayan Siddiqui

Sit on a straight-backed chair or comfortably on the floor. Close your eyes. Focus on your breath. Pay attention to the air flowing into your nostrils and out of your mouth, or your belly rising and falling as you inhale and exhale. Become aware of sounds, sensations, and ideas. Embrace and consider each thought or sensation without judging it good or bad. If your mind starts to race, return your focus to your breathing. How do you feel?

This is just one of the pre-recorded mediations available from Harvard University's Center for Health and Wellness. Why is meditation important?

"Meditation can be pretty much be anything that a person might need," said school counselor Peggy Ewick. "It's a way for a person to calm down, to lower their blood pressure, to reduce stress, and to get back in line with everything else that's going on around them."

"(Meditation is) anytime that you're able to sort of still your mind and just remove yourself from all the stimuli that's around us on a regular basis," added professional licensed counselor and Head of the Middle School for Boys Lesley Rodriguez.

Why is meditation important? Why do middle schoolers need to embrace these techniques?

According to The Exploration of Consciousness Research Institute (EOC Institute), "Meditation makes the world a better place. It's been scientifically proven. That's why our mission is to spread meditation far and wide. With thousands of meditation studies lining the scientific journals and more published by the week, someone's got to sort through them all. That's what we do. It's our passion."

Research from Authentic Connections, a program that studies schools nationwide, suggests that because there has been a deterioration of students' mental health in recent years educators, students, and families are looking for ways to combat the impact of anxiety, depression, and stress. "It is not easy to always get there (being proficient in meditation) because it takes practice. If you have never meditated before and I was to tell you to sit for five minutes and close your eyes and take some big deep breaths, it's not going to work," Ewick said. "So, it takes a slow process to get to that point where you can really relax. Just repeatedly doing it (meditation) and developing your own sort of habits with it will be beneficial. If you have trouble doing it, you just work your way up and give yourself 10 seconds one day to just quiet yourself. Then, maybe the next day do 60 seconds and just kind of slowly work your way up until you are really doing it for an extended period."

Ewick's claims and Rodriguez's reasoning are proven true by research done by the Mayo Clinic and the Upwell Health Collective. According to the Mayo Clinic, during meditation people can focus their attention and eliminate the jumbled thoughts that may be crowding their mind and causing stress. "Meditation can create a sense of calmness, peace, and balance that can benefit both emotional well-being and overall health. Students who underwent meditation practice performing better in school and handling academic stress more efficiently, a rise in IQ levels, improved mental function, and higher grades. Those who practiced transcendental meditation for one year obtained higher scores at English, math, and academic performance tests."

Other emotional and physical benefits of meditation can include gaining a new perspective on stressful situations, building skills to manage stress, increasing self-awareness, focusing on the present, reducing negative emotions, increasing imagination and creativity, increasing patience and tolerance, lowering resting heart rate, lowering resting blood pressure, and improving sleep quality. However, these benefits do not come immediately.

Both Ewick and Rodriguez affirmed that that implementation of meditation and other mental health strategies, should "absolutely" be imple-



Photo by staff

Outside the Lower Vaughn hallway, sixth grader Dylan Pivoz [29] finds a moment to relax and take in a few breaths during recess.

mented in schools and in one's daily academic pursuits.

"It is something I would love for there to be space for," Rodriguez said. "If you're the kind of person who needs like a one-minute meditation or a five-minute meditation, that would be available for you to practice within the school setting."

Ewick concluded by sharing that any student or staff that would like strategies for meditation or their mental health needs can come to her office anytime.

OPINION

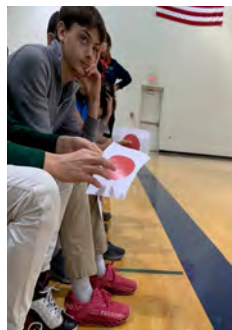
Debating Social Media

By: Sammy Perdomo Rosenbaum

Parents should monitor their children's social media, and there is one major reason. That reason is the subjection of inappropriate content from fellow users on social media platforms or more specifically pedophiles.

First, let's look at the meaning of monitor. When I say monitor, I do not mean to get into screen time and related topics like that, I simply mean that parents should be able to view what their child or children are doing and watching on social media. This is to be able to act and perform their duties legally and morally as their guardian. Parents can only do this if they can have a say in how their children interact with and on social media.

Now, you must be wondering what those dangers of social media are. You are about to find out. The major reason parents should monitor their kid's social media is for their child's safety. This topic may be regarded as a social taboo or not "really real," but the truth is that it is very real. "An investigation identified more than 300 American children who were victims—some as young as 8 years old—and an estimated 1,600 other youths who were lured into websites and subjected to explicit content," stated a study done by the FBI. In an article entitled *Special Agent Paul Cha of the FBI's Violent Crimes Against Children Section* it said that there are individuals who are highly active online. "Their numbers are vast, and their reach extensive. They track children's activities and when they realized how popular chat sites are with children, they found a way to exploit it." Some people would say, "Oh this is the kid's fault for trusting a 50-year-old man." The truth is that these individuals disguise themselves very well by creating fake profiles on social networking sites and posing as teenagers. Due to all of this, parents should be able to monitor their children's social media. With all this evidence and information, I do not mean to scare you. All I am truly trying to say, or debate is that parents should be able to supply advice to their children about proper use of social media in a safe and worry-free way for the children and the parents. To conclude, conclusion, parents should be allowed to monitor their kid's social media to protect and ensure their kid's safety, even if kids might get annoyed and complain. Please do not walk away from this debate and forget it. Really think to yourself. Is it worth the risk of endangering your kids physically and mental health for the sake of a little bit of their and your inconvenience?



Members of the debate team demonstrate their debate skills to the MSB student body. Sixth graders used the Commons while the seventh and eighth grade teams were in the gym.

Topics Challenge Thinking

Friday, Jan. 27
members of the
debate club
presented their
debates to the
student body

Music on Another Level

By Yushi Bai and Ishan Kumbar

They all knew what an opportunity it was, and they were ready for it.

"All-State is a band and orchestra for the most talented kids in Michigan," explained 8th grader Yitong Li (27), one of the five middle school students who earned a place in the 2023 all-state ensemble. "It is an event in the MSBOA (Michigan School Band and Orchestra Association). It is a big deal because people all across the state audition, but there are not a lot of spots in the ensembles, so it is very competitive." On January 19-21, approximately four hundred students from around the state met in Grand Rapids. Joining this elite group is Li, Jaiden Swami (28), Zubin Namei (28), Keara Schultz (28) and Andy Yu (27). Students were divided into five ensembles which include a middle school band, middle school orchestra, high school full orchestra, high school band, and high school jazz ensemble.

"I wanted to audition again because I wanted to try to challenge myself," said Yu who participated in the 2022 event. "This year, I performed three octave scales instead of two octave scales so I could impress the judges. Also, I spent more time on sight reading."

For Li, "after hearing about All-State from the school, I thought that if I could get in, I could learn a lot and improve my playing. Even if I couldn't get in, I could still learn from the audition, so I decided to try it."

Alongside Li, approximately 2500 auditioned last October 19-23 at different high schools in Michigan."

"I auditioned for all-state to get better at music and have fun. During band class my teacher explained this opportunity for about ten minutes. At first, I thought it would be fun if I went to perform with the top band students in Michigan. I could also get better at clarinet, the instrument that I play. I worked on the suggested music for three hours over the course of two weeks leading up to the audition," Swami said. "I worked on site reading for a quarter of the time, worked on scales, C, G, F major, Chromatic scales, for 25% of the time and practiced the piece for 50% of the time. Some of the skills I worked on were articulation, consistency of tone, and phrasing. This is like trying to get good at ball handling in basketball or specific moves in soccer. I felt the preparation was necessary to my success."

After hearing about the opportunity, Swami's mom, Lisa Bohra, said, "We discussed with Jaiden that we thought it would be a great thing to try for. At the very least, he would become familiar with an audition process, and at the very best he gets the opportunity to perform with a group of very talented children and grow as a musician."

"It is a wonderful opportunity to meet young musicians from the entire state and get a well-rounded musical experience. It [also] provides motivation to practice and improvement for students," Mary Zhang, Yu's mom, added.

According to Yitong, it was about two months after the auditions that they found out the results.

"I felt anxious when waiting for the results, but I also felt excited to find out," she said.

Yu added that, "while I was waiting for the results, I had lots of pressure on my back. My parents really wanted me to get in and so did my clarinet teacher. Although I was a little bit anxious about my results, I had confidence in myself, and I believed that I could make the band, but there's always that chance that I might not."

But all the tension was released when they found out that they had gotten in. "I just got home from school one day when I went on my phone and saw I got an email from Mrs. Hurd," Yu said. "In the email she congratulated me on getting in All-State. I was glad and relieved about my acceptance to the All-State Band. This made me very happy and proud of myself."

For Swami he "was at my house unpacking from the seventh-grade interim trip when my dad told me that I had gotten in. My parents received an email. I am proud of myself because I put work into something, and it was worth it."

And Yitong's excitedness echoed the others' when she got the news that she had been accepted.

"After I found out that I was accepted into the All-State Orchestra, I felt lucky to have this opportunity. I also felt glad that I can continue exploring music and excited to play in the orchestra. I feel lucky to be able to participate in All-State. I am thankful to be able to audition and I am grateful to have people who helped and supported me during the process," she said.



Smaller Ensemble Provides Opportunity

Not all music ensembles must be large in size to excel in performing. The Cranbrook Kingswood Middle School Chamber Ensemble is a perfect example of this concept. Made up of only seven students, this elite group has proved themselves worthy of this honor. "These seven students had to audition at the beginning of the year to be a part of this group," Chamber Ensemble conductor Katie Lorts said. "They also have to be part of the Presto Strings in order to try out for Chamber Ensemble" Due to the group's small size, Lorts remarks about how the pieces they play are more rigorous and complex.

"The pieces they play are really high-school level, and really are much harder. Sometimes I choose an upbeat one that might sound simple but might have some difficult rhythm or technique. Also, because we only rehearse once per week, it's up to [the students] to really practice their part."

There is also some pressure outside of rehearsing for Chamber Ensemble students. "These musicians have to give up one of their study halls per week to come practice," said Lorts. She continued saying that there are plenty of challenges Chamber Ensemble members must overcome, but there are also many reasons why students should consider joining.

"[Chamber Ensemble] really gives these students an opportunity to shine. Since it is such a small group, they are really heard when they play. In a larger orchestra, you might not really hear an individual person," she said.

For MSG Yitong Li (27) "I really enjoyed playing in Chamber Ensemble. I like that there are less people, so we don't have to spend time correcting everyone's mistakes. Plus, it's a great chance to play more challenging music." Agreeing, Li's Mom said that, "Chamber Ensemble is a great opportunity. It challenges the students to work harder."

The CKMSB Man

with the Plan

Q & A

From Sixth Grade Global Studies to his new position, Lublin shares his journey and his vision.

By: Shayan Siddiqui

WITH NEW DEAN OF STUDENTS JEREMY LUBLIN



Photo by staff.



What is the day and life like now that you are Dean of Students?

Things are very different. I have less contact with students than I would like but I get to support teachers more than I ever did before. I would like to start a club or meet with students during lunch so I can keep our connection.

Explain something you have learned about yourself since you were in middle school or since you've become Dean.

(Do you really like wearing ties all the time?)

I hate ties. I love comfy clothes. But I learned that this is my favorite place to be when it comes to teaching. Middle School kids are the best.

After teaching this long, why did you aspire to be Dean?

I never really knew when I would begin administration, but I am happy things worked out the way they did. I just want to do what's best for kids and help support as many students as possible.

"I hate ties. I love comfy clothes."

Jeremy Lublin

Explain something people don't know about you but should.

Another tough one. I wear my emotions on my sleeve and I am very open about my feelings. I want people to do their best. I want them to know if they have any problems with me or what I do that they can talk to me. I don't take things personally and only want to be better. I loved middle school. I liked hanging out and loved the teachers and classmates.

How did you feel when you found out that you became the Dean of Students?

When I found out that I was going to be Dean I was super excited. However, that quickly tuned into anxiety when I realized all of the things that had to be taken care of. I knew that working with the students wouldn't be too different, but I never expected so many other things that would be necessary and so frequent. I still feel like I am behind with everything!

When did you start your career of teaching?

I started teaching in 2011. I began my studies for administration in 2015 as a way to keep on top of my learning.

The Tkac Family Takes Action in Ukraine

By: Michael Wu

For over ten months she and her family have held their breath for their family and friends. Then, her daughter moved.

"It was not easy to take my daughter to college in Poland since it is a country that borders with Ukraine as well as my country (Slovakia)," seventh grade math teacher Katarina Tkac said. "Few weeks after she moved in, a missile exploded on the Polish territory near Ukraine. My daughter called me immediately after it happened to let me know that she was far away from it and that she was okay. Two of my brothers were ready to come with their families to live with us here in the USA if an missile exploded in Slovakia after the war started.

"When the war started, many people needed help, and were escaping the country, especially women and children," Tkac said of the Russian invasion which started almost a year ago when

Russia launched a large-scale invasion of Ukraine. "When my brother and his wife went to volunteer at the bus station, they saw a family. It was a mom, a grandma, and their three children sleeping on their suitcases. They literally had to pack whatever they could in a few minutes because their town was being bombed. My brother and his wife took them to their home and the family stayed with them for a couple of months."

According to the Microsoft Network, this invasion "marked major escalation of the Russ-Ukrainian War that had been ongoing since 2014." The war between Ukraine and Russia has been going on for over ten months. "Since the unprovoked invasion ten months ago, there has been reported over 2700 casualties and 1000 deaths."

Since her family only 65 miles away from Ukraine they felt

compelled to help. When sharing her family's mission to her seventh-grade students, Tkac said they wanted to do something. After organizing a fundraiser where they sold snacks after school, they were able to provide Tkac's family with fund to help area families. Tkac said all the money was used to help pay for the tickets for one family to find their relatives in Hungary and purchase necessities because they had almost had nothing. The rest went to aid two more families who were also without anything.

She shares that people in Slovakia got used to seeing more and more people fleeing Ukraine and keep helping them. "I have a few Ukrainian friends who are worried about their loved ones there, she said. "It is always sad when innocent people die in any war."

ONE More

Finishing her inaugural first semester, new Head of Cranbrook Kingswood Middle School for Boys answers some very important questions

Thing with Mrs. Rodriguez

By: Jacob Orzol

What was the last movie you saw and do you recommend it to MSB students and faculty?

The last movie I saw was *Lord of the Rings*. It's a family favorite at my house. It is one of the few movies that my entire family likes and can agree to watch when we are all together. I'd recommend the book and the movie to everyone.

What were some of your favorite experiences in middle school and why?

Middle school was the first opportunity for me to play an instrument and I really enjoyed learning to play the flute. My science teacher had a cool collection of insects and animal organs preserved in jars of formaldehyde. I loved looking at those. Hanging out with my friends at a school dance and then going to someone's house for a sleepover was always a great time. My favorite snack was Doritos and Mountain Dew. I remember going to the movies with my sister to see the movie ET when it was released and then eating Reese's Pieces.

What advice would you give to Brookside kids coming up to the middle schools? What advice would you give to middle school students entering the upper school, and what advice would you give to an upper school student entering the "real world"?

My advice to all of those students transitioning in their lives is to be present where they are in their lives right now. I believe the most important day is the one that you are currently in and to do your best that day. You can't go wrong if you give the best you have in every moment that you live.

If you were to have one last meal in any Cranbrook Dining Hall, what would it be and why?

One last meal? Man, you know our kitchen faculty do a lovely job there. I am a big fan of the salmon. It's just lovely and delicious. But I'm also a fan of their salads. There's so much work that goes into putting together a salad. I had a Greek salad the other day and it was good.

What was the last sporting event you watched and why?

World Cup. I've been watching the World Cup. My husband is from Mexico. He was born in Mexico, so we were definitely watching and cheering on Mexico and were disappointed when they got disqualified. But we are excited about Portugal going into the finals. Oh no, Argentina, that's right. It's just fun to participate in all of that. It is sort of that community thing, right? Like, all the games are occurring at one time and everybody is watching it live. We enjoy that part.

What was the last book you read about and do you recommend it to MSB and MSG students and faculty?

The book I'm currently reading is called *Crucial Conversations* and I recommend it to everybody. It's about having conversations with people about tough subjects. So instead of like ignoring it and then not talking about it or just getting angry at each other and shouting at each other, it's a way to it down and talk about things that are important. Many of the leaders in the entire Cranbrook educational community are currently reading it too and we're actually doing a book study on it. In fact, we're meeting this afternoon to talk about it.

What was a recent song you listened to and what did you enjoy about it?

I just looked back at my Spotify from this morning. It says *Don't Stop Believin'* by Journey. I love the beat, the message and any music from the 80s. I really enjoy that we play music at both of the MSB arrival doors in the morning. It seems to put a bit of a pep in everyone's step before 8am everyday.

What was the last trip you went on and what was interesting about it?

The last trip I went on was to visit my mother in New Jersey. We went to the ocean and walked along the beach. There is always something interesting at the shoreline, this time we found a few beautiful shells and some interesting rocks.



Lesley Rodriguez, the new head at the Cranbrook Kingswood Middle School for Boys.

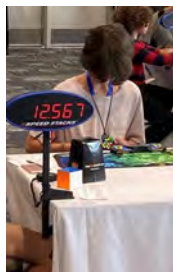
Lublin Reaches Goal

By: Atharva Modi

He put down the cube, having it solved but not satisfied. He looked at his time of 21 seconds. If he was going to achieve his goal, he would need to go even faster. Despite the rough start, he put this behind him and prepared for the next round. He was solving it, as fast as his fingers could move, turning the cube. Then, he was done. He checked his time. 14 seconds. He had done it and achieved his own goal.

On August 20th of 2022, Eli Lublin [27] completed his first Rubik's cube competition in Port Huron, right on the border of Canada. "In 6th grade and a little bit of 7th grade, cubing was something I really enjoyed doing," Eli said. "It was my first competition, so I was a little nervous."

Dean of Students, Jeremy Lublin joined his youngest son throughout the entire weekend



Eli Lublin [27] in Port Huron at his first cubing competition. Photo by Lublin

competition. "There were hundreds of people," he said. "I never realized how many competitions there were. When I think of a Rubik's cube competition, I just think of a 3x3 cube, which is kind of dumb on my part because even Eli

has a 4x4 and 6x6 cube." I didn't even realize some were not even cubes, but all different shapes.

Eli described that competitors would be called up in the rows of tables for three rounds, and that a competitor's average time of the three rounds would be taken as their final time. He also described the other rooms as tables where he would sit and practice solving the cubes. "Eli had set a personal goal to get an average of below 18 seconds, and he was able to do that," Jeremy said. "It was a lot of fun to watch because I personally don't know anything about this type of competition. Some people are so serious and into it, and as you got more people weeded out, you see more and more talent. Seeing how serious people are about this, makes it just as exciting as any other sporting event I've seen," Jeremy said, "The most interesting thing about the competition was that there were 20 to 30 kids competing, but then you had hundreds out at the tables practicing different cubes for different competitions." Although the down times were not as exciting as the competition Eli said he enjoyed his experience and wanted to take on the challenge again.



Photos by Siddiqui

Currently a junior at Cranbrook Kingswood High School, Reem Siddiqui is celebrating the success of her not-for-profit organization, MiCaringHeart.

"When I was younger, my mother, a pediatrician, would take me to work on my days off. Many of my mom's patients were not showing up for their appointments." Soon, Siddiqui learned the reason was because they had no forms of transportation and public transportation was often unreliable. With this, many patients were unable to show up for their appointments.

"This is a large issue," Reem's mother, Rana, the Sickle Cell Anemia specialist at the Children's Hospital in Detroit, explained. "Children with sickle cell anemia require frequent medical care to stay healthy and missing their appointments can have devastating effects on their health. Without these treatments, patients can be at a higher risk for stroke, pain episodes, eye problems, and much more."

Seeing this, Siddiqui realized they needed help. After putting much

Follow-up story

Reem Siddiqui: Behind her the Success

Last year we wrote about this Cranbrook US Junior who was aspiring to make a difference in our world through her nonprofit organization, MiCaringHeart.

Now that a year has passed, let us catch up with what has happened within her organization.

By: Shayan Siddiqui

thought into it, she figured out a solution: "If patients could not make it to their appointments due to a lack of transportation, why not provide them with just that?"

Soon, Siddiqui began to formulate a plan. "If they do not have cars, and buses are unreliable, what else can we do?" she explained, Then, it struck me. I realized that we could provide money for them to Uber rides to their appointments." With this, Siddiqui set up a site, MiCaringHeart, and began to run fundraising on it.

In her first year, she raised about \$12,000 for these patients to provide Uber vouchers. Since then, Siddiqui has been invited to numerous events such as the African American Paper Crafters gathering, where she presented her idea to many in the Detroit area, and she was also on the news several times for this work. Currently, Siddiqui has raised about \$30,000 for this charity over the past two years, and she does not plan to stop anytime soon. If you want to help, donate at www.micaringheart.com

Teachers Take Time to Learn

By: Marcus Zheng

Your alarm clock rings signaling wake-up for school. You don't care. No school today! But have you ever wondered what teachers do when students aren't around? Turns out, teachers have PD to attend when students are not around.

What is that?

"PD stands for professional development, and the teachers use their time to try to develop and teach better," said Head of the Boys' Middle School Lesley Rodriguez.

She explained that beginning in August, teachers were introduced to Ellie Corncelli and Amber Searles' approach called Responsive Classroom. According to their book, "this evidence-based education approach consists of a set of practices that build academic and social-emotional skills helping educators create engaging academics, a positive community, create a calm and orderly environment and respond to students' individual, cultural, and developmental learning needs and strengths."

In short, Rodriguez said that this training

enables teachers to "make students feel a lot more welcome."

Teachers have PD throughout the year, but most of their own learning comes before classes begin in September. In August, teachers have two weeks centered on their own learning and throughout the school year, they have more. But how do they decide what topics to discuss?

"PD days depend on teacher's needs, and topics differ on what teachers need to help students," Rodriguez said

"The administration will ask teachers 'Hey what do you need the most help with?' and we will look at it in different ways, like 'hey, how can I be a better global studies teacher, or math teacher, or science teacher.' It's a simple way to get students engaged," said Dean of Students Jeremy Lublin. "Most teachers get into teaching not because people could repeat everything over and over. What is really nice about PD is that

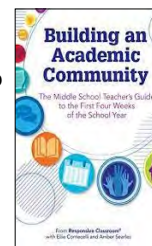
it gives us a chance to learn and improve ourselves, and that makes us feel better. It makes us feel like we are making a difference."

For sixth-grade math teacher Sheila Cohen, her favorite type of PD days are when the faculty share what they've learned at the conferences.

Cohen said that "many times faculty come back from conferences with new ways and new approaches of teaching material to students. It might be a different kind of lab or a different way to engage for students to understand math.

For instance one of my favorite PD days of all time was when a colleague came back from a conference and talked about flipping the classroom and I immediately started flipping the classroom."

Rodriguez reminds students that when they are at home instead of in class to remember that, "the teachers are still working very hard. So even if you don't have school, your teachers are still learning."





Noah Al-Kafaji [27] lifts weights during his first semester elective, Fit For Life. Photo by staff

Getting Fit For Life

By: Ethan Minster

The Cranes have a new place to make it work out.

As one of the new electives, Fit for Life provides students with time during school to work out in the new Nest.

“I love the new Nest,” Chris Hughes said of the renovated space outside the Main Office. “It is much more appropriate for our kids. It’s [no longer] only cardio equipment.”

For many years, the space was filled with treadmills, stationary bikes, elliptical and rowing machines. Working with Dean of Students Jeremy Lublin, Hughes explains they began rethinking of the space last year. He explained that the space had a purpose but was too crowded for the needs of students.

“[The renovations and the new course] let us teach kids that are interested in lifting the appropriate way to lift,” Hughes said.

One of Hughes’ favorite parts of the class is “seeing the kids achieve weight that they did not know they could do just by trying it and having the right form. We’ve had kids get personal records and personal bests on a multitude of different lifts. I’ve seen kids jump in with each other and give high fives and cheer each other so I think that sense of community that it’s brought in this Fit For Life class has been really cool to see.”

Walking down into the Lower Vaughn Hallway, they weren’t expecting what they found in room 16. “I was expecting to see the old teacher Mr. P. So, when I saw Miss Hammitt, I was very surprised,” Jack Levasseur (27) said of the first noticeable change in his Digital Video Production course. Due to their previous teacher leaving Cranbrook to focus on his film production career, sixth-grade English teacher Christina Hammitt was their new instructor, for the first semester. “I was worried at the very beginning because I didn’t know how much different it would be. After the first day it got a lot better, and it was exciting.” Agreeing with Levasseur, Jackson Ortwein (27) shared that at first, he “was very skeptical. The whole reason that I signed up for this class was because I did it last year, enjoyed it, and wanted to expand my knowledge, and being told the course would be very different was a shock. I wanted to switch, but I stuck with it for a few weeks, and it turned out to be a very fun class. Although the material was completely different, it was fun in a very different way, and I ended up enjoying the new curriculum way more than I thought I would.”

For the first semester, Hammitt lead the class, and using her experiences in journalism, she shifted the course’s focus from just telling stories through film to allowing students the opportunities to tell stories in a variety of forms. “The process of telling stories is the same regardless of the final product. By dividing the first semester into three main areas of storytelling the students were able to build upon their previous skills as well as learn new skills. These skills can then be adapted to photos, podcasts, print publications, video, and broadcasting,” Hammitt said. “On the first day, I asked the students what they wanted most of all from the course and they said they liked the projects and the opportunity to have an audience for their work. Their feedback provided the path which we took throughout the semester. There was something for everyone and students had the opportunity to try new projects while having the opportunity to have their work published. They could also practice a skill until they felt they had mastered it.”

“Unit 1, visual storytelling, was not my favorite at first, but I ended up enjoying it,” Ortwein said. “The first few weeks were rough because I was adjusting my expectations from what I thought DVP would be to what it really was, and I was learning the basics of photography. As the weeks went on and we had more opportunities to take photos, I started to get the hang of it and enjoy it more. There is something very cool to me about snapping a picture and capturing one tiny millisecond where so much is happening. Photos can tell such good stories if you do it right.”

Press Record For DVP

For one semester, students learned to tell stories through their camera lens, podcasts and multimedia

**By:
Ethan Minster**



Design by Charlie Gold

Exploring our Campus

Students from the second semester Exploring Cranbrook class. Photos provided by Hattner

Twenty-one
students and two
teachers bring
historical campus
highlights to life
during new
elective course

By: Ethan Minster

For two semesters, students had the opportunity to explore the Cranbrook Kingswood campus. As one of the three new electives first semester, two classes combined the last hour of the day and shared in this unique opportunity to learn more about the historical sights on the 319 acres.

“At 2:15pm we jump on a bus, and we go somewhere around campus,” Rebecca Hattner, one of the teachers, said. “We usually spend 20-30 minutes (it depends on how far away it is) exploring that place. Some days we stay in the library and learn about the next place, but sometimes we learn about a place after we go there.”

Once at their destination, Hattner and fellow co-teacher Jennifer Dawson walk with their students. With journals in their hands, students toured the Japanese gardens, the Cranbrook and the Smith House, the Greek Theater and even bowled a game in the bowling alley in Kingswood. In their journals they reflect on what they learned.

“My favorite destination has been inside Cranbrook House because the president of Cranbrook, Mrs. Roche, gave us a tour behind the scenes and she showed us her office, which is Mr. Booth’s old office,” said Hattner. “The gardens around Cranbrook House was another favorite place, because I enjoy gardening. Dr. Suzik gave us a tour of Kingswood last semester...Greg Whitkopp gave us tour of Japanese Garden. We took parents on the first Parent Visiting Day to the Japanese Garden and the kids were the tour guides. It was fun watching them share what they have learned.”

DESTINATIONS

First Semester

Greek Theater
Cranbrook House & Gardens
Japanese Garden
Thornlea
Saarinen House
Kingswood Upper School
Cranbrook Upper School
Original Cranbrook Gates on Robin Hill
Center for Collections & Research Archives
Pickle Island

Second Semester

All of the above and the following added

Meeting House at Brookside
Greenwood Cemetery
(in Birmingham, where George, Ellen, and their kids are all buried)
MSG MSB Art Academy Studio
Loja Saarinen Weaving studio
Maybe fishing in
Kingswood Lake—boys’ idea,
Christ Church Cranbrook
(there’s a vault in the basement the Booth’s built to be buried in but they weren’t allowed to be!)
Art Museum & Triton Pools The Gates of Cranbrook
Natatorium Ice Rink
Football Oval
And the National award winning Tennis Courts



To Monitor or Not

Parents should monitor children's activity on social media because it causes physical problems to their bodies. Today in our communities, technologies are quickly changing our world. The invention of social media changed the way we communicate and socialize. We can communicate with

Yes, They Should By: Michael Wu

different people around the world and discuss with them. Sounds cool, right? But if parents do not control their children's activities on social media, it might also cause some serious problems to their health. First, overusing digital media and screens may cause obesity. According to healthychildren.org, teens who watch over 5 hours of screens per day are 5 times more likely to be overweight than teens who watch 0 to 2 hours. This is due to the habit of most kids of eating snacks while on their phone or computer. Unlimited amount of food will easily cause children to become

overweight and have serious physical health problems.

On the other hand, some kids do not have good self-control ability. They will still be on their phone at bedtime, which will cause sleep problems. According to schhealth.org, the blue light emitted by your cell phone screen restrains the production of melatonin, the hormone that controls your sleep-wake cycle. This makes it even more difficult to fall asleep and wake up the next day. It will also cause difficulties remembering stuff. Watching screens at bed time may also cause great harm to your eyes. Scientists have uncovered that the blue light emission from your smart phone and laptop screens is toxic to your eyes and cause macular degeneration, a leading cause of vision loss in the US.

Although social media is fun, if you do not control your child's activity on it, it will cause greater harm in the future. So, control their activity on social media, before it is too late to make a change.

Parents should not monitor their child's social media because it is an invasion of privacy and can lead to trust issues between the child and the parents.

No, They Should Not By: Jacob Finkel

According to the Child Authentication & Protection Organization, excessive parental monitoring of their child's social media can be a trigger in itself for the child to set up fake accounts on social media that their parents are unable to monitor. This can make children feel like they aren't able to be themselves, which ultimately can lead to more problems in the future.

Additionally, according to

theConversation.com, if a parent is monitoring their child's social media, it is likely sending the child a message that he or she cannot be trusted.

The research indicated that there are a number of different reasons why a parent should not monitor their child's social media, however, trust was by far the most discussed. We all know that trust is very important in any relationship. It takes time to build it, but once trust is broken it can take even longer to rebuild. If a child feels that trust has been broken with their parents, this could have a very negative impact on the relationship and ultimately lead to the very problem that the parent was trying to protect the child from.

It's all around us. At almost every corner we turn, we see it. Change. From the signs in the hallways to the sign of the times, it's inevitable and we are in the middle of it experiencing it every day. In our classroom, in our curriculums, in our choices. There has been a lot of change for our students and our adult staff. New faces, new places, new experiences, and new expectations. It's a lot of change.

Whether you are six years old, in the sixth-grade or turning sixty, transitioning into something new can be difficult. And even if you aren't the one changing, having change all around you can be a struggle. Change is hard to wrap our minds around. African American poet and civil rights activist, Maya Angelou, told us that "If you don't like something, change it. If you can't change it, change your attitude."

But Maya, change is not always easy. We like the way things are. We relish the good old days. We become accustomed to our situations and savor the comfort zones we've created. We thrive on knowing and needing the continuity that constant consistency brings. It's important to note that we aren't the only ones with this universal struggle with change. Prior to becoming Prime Minister, a young Winston Churchill came upon the following quote as his life and the world around him was changing. "To improve is to change; to be perfect is to change often."

We must change. We must accept it. Change is an opportunity for growth. It's a time to challenge the status quo and reflect on what works and what can work even better.

Yes, change is frightening. It's scary to step out, to see the familiar become unfamiliar. From new administration to new classes to new coaches, we see change everywhere and we must adjust to it because without change we cannot grow, and without growth we cannot evolve.

It's not just in our building change is taking over. Our entire campus has changed. It's not the exact same way as when George and Ellen Booth walked these paths, but they knew that change was inevitable. And even though some of those old paths lost their shape and splintered off into the trees, some became roads leading to new directions.

We must grow. We need to change, and the first step is accepting that change. Opening our minds to the mystery of change is a must. With that trepidation, we can walk with an open mindset. Moving forward will create a fresh start. Change gives us a chance to dream, to discover, to rediscover, and to hold onto each other's back along the way.

Look at what has changed already. Without change we wouldn't have the new electives which we've enjoyed this semester. Change has allowed us to explore Cranbrook and digitally tell stories as well as become fit for life. Without change we wouldn't have a new Nest

or be able to walk through hallways without backpacks getting in our way. Without some change we wouldn't be able to be together after-school to strength and conditioning club. Without CLC starting a conversation about change, we wouldn't have the changes in our dress code. We wouldn't have been able to bring back the concession stands after school. The pandemic prompted us to pause and now we can constitute purposeful change to move us forward. Change is a risk with the greatest reward.

Change brought us new faces saying "hello" in the morning. Change in procedures provides us all with a goodbye as we go home. These changes are for the good and help us continue to know that we have someplace special. Knowing that there is always someone here that cares about us may look different but it's a change that maintains the simple fact that we know who we are and what we can evolve to become.

This is our home; we protect and create it with all of us working together with great passion to make this school the best it can ever be. Change is the mortar within these walls. Change is continuously occurring. All of us are the change marked inside and memorialized on the walls which we and others walk. We will be remembered as ones that took change and created chances that represented our school and who we truly are. All of us must accept the change in order to evolve and grow. We are the Cranbrook Kingswood Middle School for Boys. We fly. We aim. We go forth to serve. This is why we stand for change and accept it as part of who we are and who we need to be.

Taking Risks are Worth It By: Emerson Whittaker

When I woke up, I was in the car pulling into a new opportunity. One I had been waiting for and it was finally here.

Although it's early for the sun to be fully risen yet, I know it's going to be a beautiful day. After all the applications, the interviews, and conversations I was finally here. Getting out of the car, I was curious. What was it going to be like being a Cranbrook student? Already in middle school the year prior, I knew to expect new, different experiences here, but this was my first year as a Crane.

Entering the building, I was greeted by lots of kind teachers. One of them offered to carry my school supplies and

escorted me to my new advisor. Entering the room, I sat down at a desk labeled with my name. I was excruciatingly nervous. I figured everyone else knew each other, but little did I know then I was sitting down with my future friends.

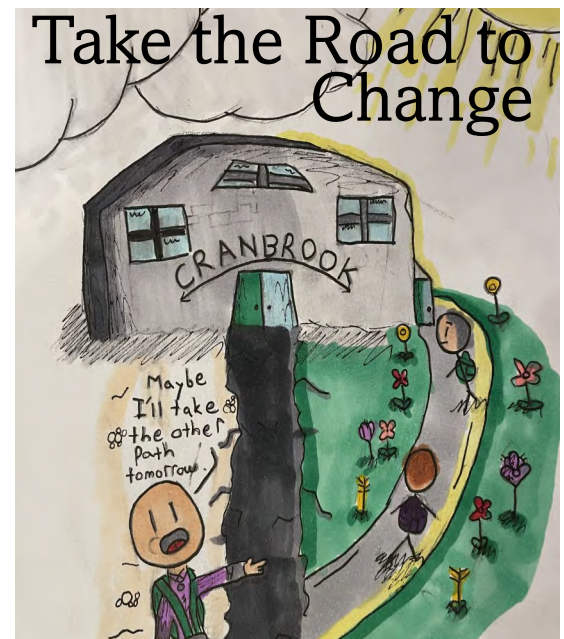
Since that day, I still wake up in the car, but the 40-45 minute drive is worth it. Each day I'm welcomed into the Cranbrook community and have experienced things I would have never thought happened, such as skiing and fencing as after school clubs, and "Friday Night Lights." My classes challenge me and my friends and I all have

fun.

I would never go back to another school after experiencing what I have experienced and the relationships I've built here at Cranbrook. Looking back, I see that taking the risk to complete the application process and to step foot into an unknown place was worth it. The drive, the hard work, and the risks are worth it.

Everyday we get to be driven to the place that makes learning challenging but fun. Everyday I'm shocked how thrilling Cranbrook makes school.

Everyday I'm glad we took the risk.



Cartoon by Luke Stevenson

Staff Editorial

Homework is Part of The Process

By: Emerson Whittaker

When you think of those things that stress you out, homework probably comes to mind. Not only is this untrue, but it's been also proven to be incorrect. Homework is part of the learning process.

Multiple studies have shown that homework only helps students grasp a better understanding of the topic they are learning in that class and that it isn't homework depriving you of sleep, it's the activities that the modern-day children participate in that builds stress and lack of sleep. Just like an athlete practices for a game, homework is a student's chance to practice. Homework is the chance to see what a student knows before there are tests.

According to a study by the University of Stanford, kids spend anywhere from five to twenty hours per week on extracurricular activities, whereas, according to the National Center for Education Statistics, kids only spend approximately four to seven hours per week on homework. This gap shows that many are putting priorities on practice, so why is practicing the work for school not important too? There isn't enough time for both.

In a 2018 study, researchers found that 77 percent of parents of middle/highschoolers agree with the amount of homework assigned to their child/children. And the other 23 percent doesn't

disagree, they're just indifferent. Because adults have lived a full life, they understand things better than children, meaning that if 77 percent of adults agree with the amount of homework given, homework is clearly a positive thing and is important.

If a student doesn't test well, homework can be used as a grade booster. As of 2017, homework could make up ten percent of your grade. On top of that, 86% of homework assigned in middle schools across America is practice and review. Using these numbers, assuming a student pays attention and participates in class, he can easily boost their grade by at least 8.6 percent. That can make a huge difference in an overall grade of a class. That's the difference between a B/B+ and an A/A+. Homework shows both knowledge and grit. It's time to focus on one's learning.

Homework is not the reason for lack of sleep or additional stress. It's all one's mindset, but looking at the purpose of homework and the facts it's clear to see that homework is as important as hockey practice or other extracurriculars. Having homework is a positive part of learning. It's all about responsibility, and time management. Homework helps with our learning.



Photo by staff



Activities are The Best Homework

By: Michael Wu

If you ask a student what's their least favorite thing to do, the answer will probably be homework. Not only does homework give students more pressure, but it also gives students less time to do activities they like. Therefore, homework should be banned. It's not helpful for studying and creates multiple downsides for a student's health.

First, according to a study by Hopkins Medicine they show that an average teenager should get about nine hours of sleep per night. But is that really so nowadays? Most students cannot sleep until 10pm because of the amount of homework they get each day. If a student wakes up at 6am for school, that's less than 8 hours of sleep per night. That's a 2-hour difference.

A study by Health Guidance shows that not getting enough sleep may cause fatigue and depression. These will impact a student's physical and mental state. If there's a test tomorrow and the student's body is not well rested, not only does this cause a huge downside on the student's grades, but it can register mental health issues such as stress, anxiety, and depression.

A Stanford research shows that 56 percent of the students considered homework a primary source of stress. While 33 percent put the pressure to get good grades in that category. Less than 1 percent of the students said homework was not a stressor.

This problem becomes more the higher grade you're in. For instance, at sixth grade orientation we are told that in middle school we should have 30 minutes of homework for every class.

With four core courses that's two hours. If we counted every class, then that's at least three hours every night. On top of that for some there is practice. Whether it is music practice or hockey practice, this is additional "homework" students must do. If we just look at the academic practice, then every year the amount of homework is supposed to increase by ten minutes. Why? Just because we are a year older? Does that mean there should be more work? Does quantity make us smarter? Are we really learning more if we have three hours of work to do than thirty?

Research says that students get an average of 3.1 hours of homework each day in college. The pressure and stress caused by homework may truly impact one's mental health. This brings us back to the question: is homework needed or is it just a stress maker?

I say that homework is a stress maker. It is an archaic system to provide a path for students to learn material. Homework is not practice but it is pressure. It causes chaos and can impact a student's well-being as well as interrupts the family dynamic. How many times has there been an unpleasant conversation between the student and their family about doing homework or not understanding homework? By leaving school at school, students and their families can focus on other areas of growth and can become fully functional individuals who can sleep without the stress. Work at home should be banned for the betterment and health of our students.



Photo by staff

Top: Kiros Rees [29] sits in the Common Rooms after-school working on his homework.

Bottom: Luke Mamou [28] works on his math homework in the library after school. Mamou said he enjoys this space because it's quiet and he can focus on what he needs to get done.

CRANE

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MF DOOM: A Legend Worth Giving a Listen

By: Kanav Kalmadi

Daniel Dumile, or MF DOOM has been one of the most influential rappers in history. Born on July 13, 1971 all the way to his unfortunate death on October 31st, 2020, his impact on Hip-Hop lives on to this day.



Daniel Dumile

MUSIC REVIEW



For five years, Nielson Soundscan's year-end music industry report has proven that Hip-Hop is one of the biggest genres. One British rapper is making sure that it'll continue to be in the future. After changing the course of Hip-Hop, Metal Face DOOM (aka Daniele Dumile) continues to keep this genre strong. Mostly known for his album *Mad-villainy*, where he partnered with famous producer Madlib, MF DOOM plays a character as an evil man against everyone, represented by his metal mask.

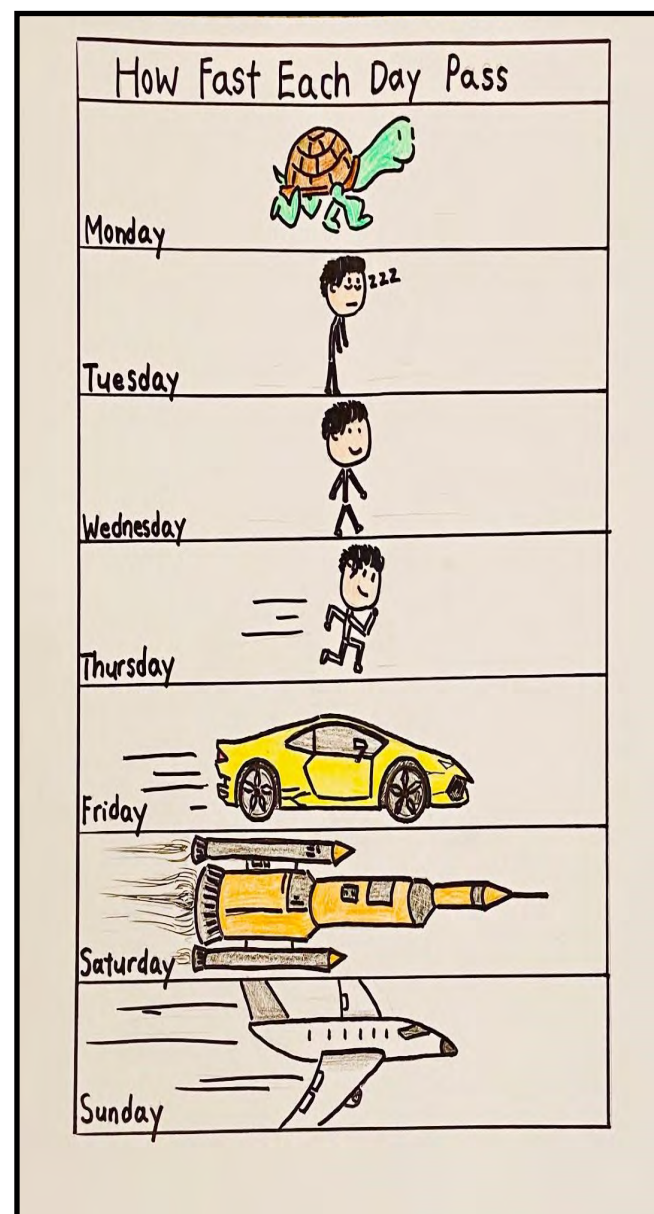
Many know him for this, but it is his beat making skills that are the reason for his very notable success. With six studio albums, two live albums, three compilation albums, ten instrumental albums, and seven collaborative albums he's more than a man with a mask. Throughout his career, MF DOOM made a series of beat tapes, in which are called *Special Herbs*, amounting to 82 different beats.

His expertise at rap and his clever rhyme schemes easily ranks him as one of the very best rappers in the world. Earl Sweatshirt, Tyler, the Creator, and many more respected artists have praised MF DOOM on multiple occasions on the influence they had on them as rappers.

As rap and Hip-Hop continues on, MF DOOM will remain at the top as one of the best rappers ever. Check this artist out on Spotify and you'll see why he is an icon in the history of music.

Comic

By: Michael Wu



What Are Some Staff's Favorite Books?

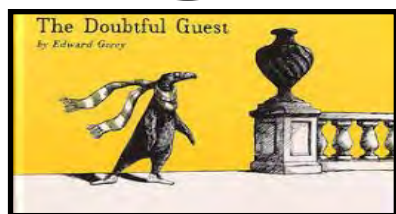
1



Brewster Moore

My favorite book is Geek Love, by Katherine Dunn. This book explores what it means to be human. The story is extreme, absurd, shocking, humorous and heart wrenching.

2



Bailey Smith

When I was in middle school I discovered the author and illustrator Edward Gorey and immediately fell in love with his dark and quirky style. *The Doubtful Guest* tells the story of a family who is surprised by the arrival of an unusual and uninvited guest. Filled with nonsense, humor, and stylized artwork, it's the perfect example of all things Edward Gorey.

By: Krishna
Surapaneni

3



Christina Hammitt

I first read this coming of age story in middle school and immediately fell in love with it. The simplistic yet complex characters made them so lifelike. The theme of "Nothing Gold Can Stay" has stayed with me into adulthood.

4



Lesley Rodriguez

Fire Cat was the first book I ever checked out of the library when I started Kindergarten. No one thinks of a cat being a firefighter, so I love the idea that we can be anything we want to be – even if it isn't typical or that no one has ever been it before.



TOP: Vegetables and mushrooms that are served at Golden Harbor include shiitake, giant mushrooms, Japanese yam, corn and baby bok choy.



BOTTOM: A slice of beef being put into a Szechuan base that includes peppers, corn, and other spices. In the background, Japanese yam and bok choy are waiting to be added and steak is on the grill.

Both pictures courtesy of Golden Harbor, found on goldenharbor7.com.

Photos found by Ethan Minister.

Dinner Served in a Creative Way

By: Ethan Minster

Golden Harbor is an Asian hot pot and Korean grill restaurant that serves Chinese, Japanese, and Korean foods. Hot pot is a style of cooking where someone cooks their own food in a boiling pot of flavored broth by combining meats and vegetables/mushrooms. Korean grill is when someone cooks their own food on a grill, but this is for mostly meats.

At Golden Harbor, there are no appetizers or starters. There is a menu so someone could check the things they want. This system is very effective because there is time to order and time to make up your mind of what to order.

There are no appetizers marked on the menu, but the closest you can get is their sushi menu that has all of the common rolls like California which I would recommend to eel roll if you would like to try something new (or maybe not new). The sushi menu has a wide amount of rolls and some I would not recommend like the Philadelphia roll that has cream cheese.

Some of the highly recommended foods from me are the ramen noodles for the hot pot. The ramen noodles at Golden Harbor are top notch. The menu has a wide like shrimp, scallops, clams, mussels, squid, and octopus.

The arguably most important part of the hot pot is the base. I personally recommend pork bone broth or Szechuan, but all the others on the menu are good also, spicy or not spicy. The base is the most important part because it changes the flavor of everything cooked in it, so choose carefully.

As I said before, the ramen was handmade and delicious. Golden Harbor has dumplings that are handmade such as soup dumplings, shumai, and pork dumplings. As dumplings are not the most common in Michigan, I would go as far to say that these are the best dumplings you can find in Michigan. There is nothing wrong with these dumplings; they are a perfect combination of

meat and vegetables and the base of choice adds a great flavor no matter what base you have.

Golden Harbor has an exclusive commodity that not all hot pots have, which is a sauce bar. I have been to other hot pots that do have sauce bars, but some don't. Golden Harbor's sauce bar has everything you need to make a great sauce including sesame oil, chives, soy sauce, chili oil, etc.

Golden Harbor's service is some of the best I have ever experienced. The staff was kind and understanding if you have a problem and the food came in very fast. If you have a problem with ordering or anything else, the staff is there to help.

Golden Harbor is available for takeout and delivery. If you don't have time to make some delicious food, and everything is online at goldenharbor7.com or you could also call 248-847-3993.

You currently don't need reservations because it just opened and is a new restaurant. Golden Harbor is located at 7410 Orchard Lake Road, West Bloomfield MI 48322, which is about 8.1 miles or 17 minutes from the Cranbrook Kingswood Middle School for Boys

Golden Harbor

Location: The GateWay Center 7410 Orchard Lake Rd, West Bloomfield Township, MI 48322

Hours: Monday-Wednesday 4-10 PM, Thursday-Sunday 12-10 PM

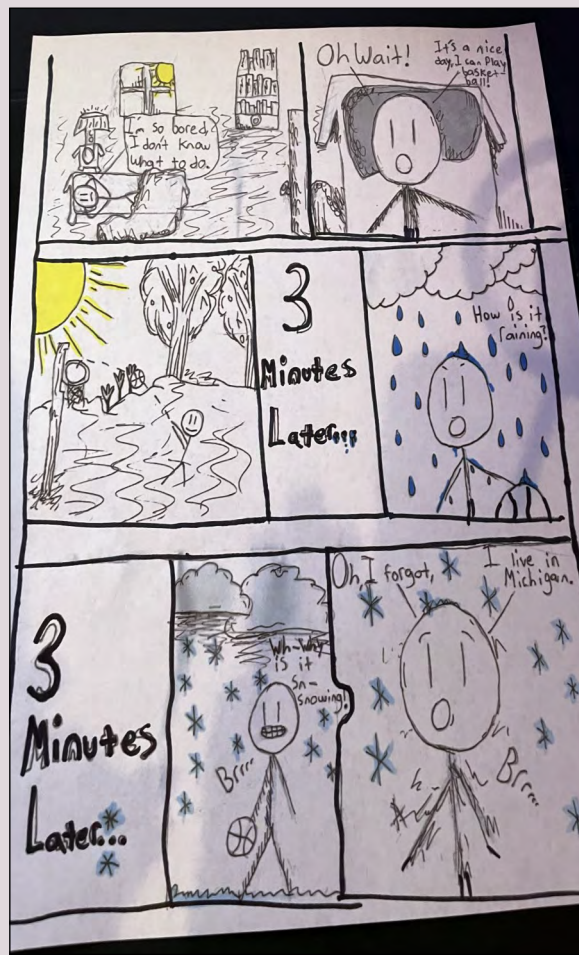
Website: goldenharbor7.com

Number: (248) 847 3993

Order Ways: dine-in, takeout, and delivery.

Comic

By: Luke Stevenson



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OFFICIAL ONLINE STORE
CRANBROOKSCHOOLSSTORE.COM

T-SHIRTS

SHOP

Inaugural Indoor Cycling Meet Proves to be Competitive

By: Luke Mamou

They thought it was just going to be another bike ride. But they were so wrong. What they had instore, well let's just say there was "hard work and a challenge" waiting for them.

"I tried it because I thought it would be a good opportunity to try something new," said sixth grader Edward "Teddy" Hilditch who participated in his first competitive cycling race. "It was fun, but I fell a lot, which just made me more determined. I was annoyed with myself because of that, but in the end, I still had fun."

Hilditch wasn't the only one who experienced his inaugural race. It was the first for the entire middle school cycling team.

"I was expecting this to be challenging, but I figured that I'd be able to get through, to persevere," said Mikael Sparkes [27]. "I definitely had fun around the first corner. I hit it hard and zoomed around it."

I thought this was a good way for the team to branch out of their comfort zone and grow as bike riders and I thought a race was the

best way to celebrate them pushing themselves and trying new things. Most finished, but some had to stop mid-way. [We had] 12-15 students come to the race," said cycling coach Chris Hughes

"It was two laps of a 3.6-mile course totaling just over seven miles total," said Hughes "It was in Lake Shore Park in Novi, Michigan on Sunday, October 16th from 1:50 to 3:30 p.m. It was a trail, like off road, kind-off like what we have at Cranbrook, but more roots."

For Mark Lorey (28), the course was "bumpy and curvy. There weren't as many hills as I thought there would be [but there were] lots of trees. It kind of felt like you were getting lost, because it was a really long path. I felt intrigued, as I have never done a biking race before. It was a new experience that I'll always remember."

Fall Sports Recap

By: Adrian Noujaim and Charlie Fogle

With 5 wins and only 1 loss, they won their division, outscoring opponents 180-74

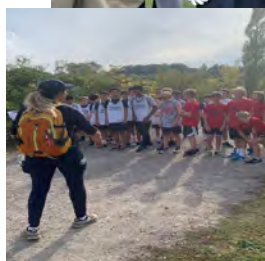
and allowing less than 60 yards per game and had 12 total turnovers on defense. "We had one of the best defensive seasons in my coaching career," said Head Coach Jon Clauss. "We had a strong and experienced core of players to help lead and continue the success from this and prior seasons of CK football."

Brendan Barnosky [27] said that his favorite part of the season was in a win against Royal Oak Middle School. Barnosky said, "We had to work so hard to win that game."

FOOTBALL



SOCCKER



Photos provided by team and staff

CROSS COUNTRY

Placing seventh in the League meet, Head coach Nicole Steimel described her team as "smart, funny and made the season worthwhile. This year we had a wonderful group of young people that blended and worked hard together." They finished their season with 2 wins and 3 losses.

Coach's award recipient Peter Mei [27] said he has hoped to win the Coach's award ever since 6th grade when he saw one of the 8th graders win. His favorite part of the season was the team scavenger hunt across the Cranbrook campus. "We split up into groups and are assigned to different places all over Cranbrook's large campus", he said.

Sixth grader Joseph Keyser [29] said he "really liked the season and will do it again next year." His favorite part of the season was the "game days" when the team would play games like capture the flag. He also loved competing in the meets.

According to Coach Arquette their 5 wins and 5 losses shows improvement and growth from 1 win and 6 losses just a year ago. "It went well," Arquette said. "We're always improving [which] is [what's] important." In addition to this growth, Arquette said his favorite part about coaching is "watching players progress and improve their understanding of how to play soccer and his favorite moment of the season was when the goalkeeper, Dylan O'Donnell saved a near certain breakaway goal against rival Detroit Country Day and the team's eventual.

Coach's Award winner goalkeeper Dylan O'Donnell [27] said he "enjoyed winning most of our games. It felt better than last year."

Defender Tucker Long [27] added that his favorite part of the season was the team win against East Hills. "We were considered the underdogs and expected to be crushed."

The Nest Gets a Facelift

By: Sebastian Feles

It started as an idea and during the summer it became a reality. The Nest, as it is called now, has a lot of new equipment and now there is a workout class called Fit for Life for students.

"[It] needed the renovation," explained gym teacher and Fit for Life teacher Chris Hughes who worked with Dean of Student Jeremy Lublin to create a new nest. "The nest [our] weight training and exercise facility. [There was] too much cardio equipment and no weights. So, we went through and designed a space that will work for many years to come. Some of the highlights are the cages near the end of the room. The other highlights are probably the cardio equipment and plyometric equipment like the slam balls and the box jump. My favorite piece of equipment, for sure are the squat racks. We wanted a space where students could learn how to lift properly, have fun and gain a sense of community."

Hughes explained that, in the near future, The Nest will be used for an intermural club. Hughes also said that in the second semester there will be a unit in physical education that will take place in the new space.

Charlie Fogle [27], who is currently using the Nest for Fit for Life said, "I'm glad there are now dumbbells, plates, and many other things that really helped me maximize my physical input."

According to Hughes, there are still some renovations like painting and putting up more mirrors and perhaps a TV.

For more information about using the Nest, please contact Hughes.



Zimry Kramer [29] uses The Nest after school
Photo by staff

MSB

In the Hoops



United, 7th and 8th grade teams throughout their seasons. Photos by Hattner and staff

Eighth grade

The 8th grade basketball team ended their season with a 4-7 record. The players showed a competitive spirit and never give-up attitude in all of the games this season. Throughout the season, the players did an excellent job of playing solid defense and distributing the ball to open players in the games that we executed the offense very efficiently. Each of the players on the team contributed in a variety of ways with basketball skillsets and support of their teammates. No one exemplified more of a competitive desire and true team spirit than Brendan Barnosky, which is why he is the recipient of the 2022-23 8th grade basketball Coach's Award. Congratulations to Brendan and congratulations to the 8th graders who worked hard throughout the season.



Photo by Hattner

Seventh grade

The 7th grade basketball team played well and was full of players. Whether it was the seeing the experience of some players in their play or the tenacity and ferocity of the guys who just want to compete. This team was better than their record of 7-4 and they were a solid team. Adrian Noujaim is the 7th grade coaches award winner

United

The MSB United basketball team this year featured for the first time students from all three grades. The team posted a 4-1 record, including two victories over local rival Detroit Country Day School. The first victory in overtime again DCD on a game-winning shot by 6th grader Joseph Keyser set the tone and expectation for the season. Players learned to work well as a team, building sound both individual skills as well as fundamentals of help defense and a motion offense. The final game of the season again Farber Hebrew Day School avenged an earlier defeat and showcased great team play in their best overall effort of the season.

Intramurals

Post Season Intramural Basketball is an exciting time for all MSB Basketball teams. All MSB basketball players get together and put their tools to use against each other. With emphasis on sportsmanship and teamwork, daily round robin tournaments are fun, exciting, and full of all kinds of surprises. Beginning in January, players meet from 3:30-4:30pm in the gym. For more information contact Coach Clauss or Safe Brewer.



Photo by Hattner

Players huddle during their home game.

From the players and the coaches

"My favorite memory of the basketball season was when Scott O'Doherty made a 3 pointer at a game. Everyone loves Scotty and it's so fun to watch the 7th graders play, so when he made that shot everyone went crazy."

- Charlie Fogle [27]

"My most memorable moment of the basketball season was during a home game against Covington. Toward the end of the game, Covington scored 6 straight points to make it a close game. We played great defense when we needed it most and we ended up winning the game 25-24."

- Adrian Noujaim [28]



Content and Design by Roshan Desai [27] and Dylan Beznos [28]

CLOCKWISE: During the CLC social, students enjoyed sometime outside. Latin teacher Nathan Costa takes time to conference with a student. Jack Levasseur [27] completes another hill sprint during cross country practice.

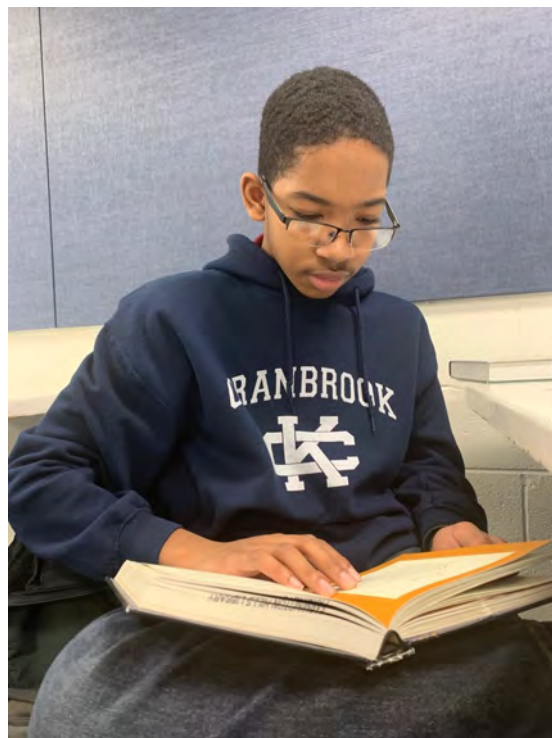
BELOW: Taking time to destress, Dylan Beznos [28] relaxes before doing his homework.



CLOCKWISE: Teachers and staff get into the Halloween spirit by dressing up as characters from Alice in Wonderland. Preparing for a game, Anthony Warchuck [27] takes time to get ready. Using his time in study hall, Douglas Craig [27] looks over an assignment.



BOTTOM: Winston Wigginton [28] enjoys time outside. Football player prepares for the night's game. Seventh graders in Mrs. Hattner's science class make scientific observations using Twizzlers. In Human Development, Rocco Fawaz [27] codes spheros to stimulate the spreading of infectious diseases.



RIGHT: 8th graders had opportunity to learn to solder. Isaiah Provost [28] takes some time before a game.



CLOCKWISE: Seventh graders Malcolm Lockett, Suhaas Maddipatla, and Spencer Machus work together to pull a rope which will made the trebuchet launch their group's pumpkin. Archie Wilson [27] and Marcelis Gunn [27] enjoy some time outside before lunch. Sebastian Feles [27] relaxes during the CLC Social. Lincoln LaFontaine [29] and Jacob Orzol [29] enjoy some time reading during English 6. Blue Key students give a tour during the first Open House where community members came to tour our school. Lukas Yeh [27] leaves for the day. During Mrs. Campbell's science class Parker Elfont-Caradonna [29] looks at one of the live arthropods Janey Beylin from CIS brought in to show examples of animal adaptations.



Facing a Semester full of Change

From new courses to new faces we got to experience opportunities that made many memories.

Photos by staff and DVP students