



Golden Trident

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A Striking New Opportunity
Meet the New Bowling
Team pg. 12



The Golden Girl
International Soccer
Superstar and GHS Alum,
Lindsey Horan, pg. 8-9

Golden Trident Word Search

L F I A M Y P G O L D E N J H Y N Y
 R A H I P H O P W O D M X S B B U P
 L R Z W W O W H O R A N X T P R M R
 V T H N E V T E A M I K J E A C E O
 D I I B O W L I N G Z W O I L E T N
 C S J F K G F G H B J M D N E T A O
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 F R O C K T O O H I L L A K N S C D
 T E X T B O O K S J M T Z L E G T C
 B D E M O N S N T U U M I L L E R Q

Find the following words in the puzzle.

Words are hidden → ↓ and ↘

ARTISTS
 BOWLING
 BROMFIELD
 DEMONS
 ETHICS
 GOLDEN
 HIPHOP

HORAN
 ISRAEL
 MILLER
 NUMETAL
 PALESTINE
 PRONOUNS
 ROCK

SAGAFTRA
 SOCCER
 STEINMARK
 TEAM
 TEXTBOOKS
 TOOHILL

The Golden Trident wants to represent more of the student body and we would love to see your work, so if you have anything that you want to see published, please let us know!

If you would like to submit work to be published in the Golden Trident scan the QR code and fill out the form to submit it!



More than a Trophy

By Lila Qualteri

Freddie Joe Steinmark was an excellent football, basketball, and baseball player at Wheat Ridge High School, in the 1960s. After his graduation, he attended school at the University of Texas, where he played football for the Texas Longhorns. On December 6, 1969, Freddie Steinmark played and won a game against the Arkansas Razorbacks. Two days later he was diagnosed with a cancerous tumor in his left thigh. Osteosarcoma.

On December 12, 1969, doctors amputated Freddie's leg, and it seemed to be a success. On January 1, 1970, just twenty days after his surgery, Freddie stood with his team on the sidelines of the Notre Dame vs. Texas Cotton Bowl national championship. Freddie Steinmark passed away on June 6th, 1971 at age 22. This happened 48 days after doctors told him he had mere hours to live. Freddie was a fighter and he fought until the end.

The Freddie Steinmark Award stands tall in all its glory in Golden High School's front office and is given annually to the school with the best 4A league record in male or female varsity sports; the gleaming trophy serves as a reminder of Golden athletic success, and of Freddie Joe Steinmark.

Recently I had the privilege of interviewing Freddie's younger brother, Sammy Steinmark. Sammy delivered some of the most heartwarming words about his brother and gives a whole new meaning to this award. When I asked Sammy what this award meant in his words he said, "It's about excelling in something to do good for other people.

"Freddie always used to say that. 'You know, your success is never measured by how many how big your house is, or how thick your wallet is, if you drive a Mercedes Benz. It's not about the things you have, it's taking the talents that God gives you, and developing them to the utmost to help other people.' That's success. That was his definition of success." Freddie believed in dependability. He was a guy you could depend on for anything. He was a brother, not only to Sammy but to everyone else.

When Sammy visited Freddie in the hospital for the first time after his surgery, he didn't know what room number he was, but he did however know there would be lots of security outside. So the moment he saw the cops outside of a hospital room, he knew his brother had to be in it.

"So I looked down all the hallways, and I saw the cops and I said, that's gotta be it. So I came down and they stood up and they said, 'Can we help you?' And I said, 'Yeah, I'm looking for my brother.' And they said, 'Well, who's your brother?' And I said it's 'Freddie Steinmark. I bet that's his room.'"

Sammy said when he entered he jumped on the bed with Freddie because he didn't even have to worry about how Freddie would feel about him.

Freddie Steinmark was an excellent example of what it means to be an athlete, student, friend, and brother to all. The Steinmark Award shows how the Golden Community has succeeded not only in athletics but in reliability, compassion, and overall decency, as defined by Sammy. The award sits in the main office and can be viewed by anyone, and will continue to be a reminder of Freddie Steinmark's excellence, no matter what halls it finds home in.



Scan the QR code
to read the full
story!

How Hip is Rock?

By Miles Allen

This piece was written for debate

Photo of Miles Allen

Brrn Da-Da brnn, da-de-da-doo-da, da brnn da-da duun-da-da. That was an excerpt from popular nu metal band Korn, and it is but a fraction of their creativity and influence in '90s music.

Nu metal has always been a guilty pleasure of mine, and their unique sound and wacky mannerisms are part of their out-of-the-box appeal. As stated by Britannica, "Nu metal and the related genre rap metal represented a fusion of heavy metal instrumentation and hip-hop conventions such as rapped lyrics and 'turntabling.'"

This, at first, may be seen as a unique blend of two completely different genres, and musically that is true. However, the thematic journeys of both hip-hop and rock and roll are extremely similar in both structure throughout decades and in cultural influence in their shaping of the society at large.

To begin, both genres were originally established as forms of African-American expression within America. From the late 1800s into the '50s, the southern US had traditional American folk and European classical music come into contact with the newer music of African-

American culture, such as gospel and blues stemming from slavery and segregation. All of that would eventually lead to the introduction of country and rockabilly, which created the first rock songs.

Where rock had been popular and originated in the southern US, it was now starting to become a cultural staple in the UK. With Beatlemania and the British Invasion paving the way for new sounds and new groups to continue to innovate music, different parts of the states took their music and added onto the visions established. This created a culture of changing sounds and genres with an international sense of connection. Likewise, the New York and East Coast-based hip hop movement had begun to take hold in California, where rap group N.W.A. released their debut album "Straight Outta Compton" and solidified new sounds of the West Coast, similarly making a trend of all parts of the US creating unique regional variants of hip hop that worked to create off of one another. Not only that, but both genres were now expanding into talking about new subjects and imposing another part of youth culture, being political awareness, and activism.

From the folk rock icons and Vietnam War protest of the '60s to the Afrocentric movement and talks of societal inequity of the '90s, the issues of the times were to be perfectly discussed in detail with the music.

Now, given we are living in the 2020s, looking back at the past could give us some further clues as to what could happen to hip-hop. So, what happened to rock in the '90s?

Nirvana happened.

When they released "Nevermind" in 1991, every previous conception of rock had been thrown out the window. Glam metal had been replaced with grunge and the greater genre of alternative rock. Now, political upheaval wasn't as clear, but the undertones were definitely there and the new rebellious youth was more connected to these idols.

They wore casual clothes and talked about the struggles of just living, which was seen as a big inspiration to the youth in the '90s, making a continuation of a youth fed up with the old folks. The '90s were seen as a renaissance of rock, bringing in new ideas and a whole different feel that also helped contribute to the music culture side by side with '90s rap.

Will there be another Nirvana to change the game? I believe so, but like much of this history, the Nirvana of hip-hop may be something that we'll never expect.



Scan the QR code to read more!

What it is Like Being a Newcomer To Golden High School

By Ne'vaeha Brigman

Photos courtesy of Landace Doyle and Sofia Pelletier

Some people may think Golden High School is a bad school, but I can change your line of thinking. From my way of looking at it, I feel like it is a great community to be a part of.

The environment is helpful and kind. At first, I was a little terrified to start my first day in high school, and on top of that, I was super sick and didn't feel so well. But then I met the most joyful and nicest teacher ever. You will know who he is because he is always so loud in the hallway. He helped me around the school and introduced me to most of the teachers in the school.

That has never happened to me before most of the time at my old school. They would just give me the schedule and expect me to find my classes which is hard and confusing and when you walk into a classroom it's awkward and then they hit you with the "what's your name" and you say "I'm new here" because you were super nervous to talk or to look at anyone, and they say "Hey I'm new here".

I never got the joke like I was lowkey new there. This school is one of the best schools I've ever been to.

Golden is just filled with kind people; my first period was gym class and I was alone. This group of girls came up to me and asked questions

like, "Where are you from?" and "Are you new to Colorado?" Also, "What school did you come from?" That day I was so happy because I didn't expect that as a new person to the school, that some group of girls would talk to me. That made me feel welcomed to this school because they were all so helpful. I'm not going to lie, the school is really big and open so you might feel like all eyes are on you. That's how I felt on my first day but on the first day. Of course, all eyes would be on you because you're gorgeous and you should always keep your head held high.

Make a pact with yourself to keep pushing through the day and achieve things you have never done before. Make new friends and enjoy High School, live your life, and take some risks. High School is your only chance to

have fun and still be young because when you get older you're not going to enjoy the things like you used to. You will slowly fade away and become more distant from others and less energetic. I'm like that right now, less myself because I am adapting to this new school and trying to find where I fit in. My favorite part of the school is the people in it. The teachers are so considerate and full of hope that you can put your mind to anything you believe in. Stick with it because you are always wanted at Golden High School.



There Are No Sides to War Crimes

By Astrid Fabinski

Photos courtesy of Tasnim News Agency, under Creative Commons Attribution 4.0 International license

Disclaimer: While Hamas itself is anti-Semitic, criticisms of Israel's actions are not criticisms of Jewish people.

For more, watch Vox's video, "The Israel Palestine Conflict: a brief, simple history."



Since Hamas' October 7th attack on Israel, over 23,000 Palestinians have been killed, including over 6,000 children; Israel, on the other hand, has seen the deaths of around 1,200 Israelis occurring on the day of the attack, according to the Al-Jazeera live casualty tracker. There is an obvious disparity in death here, not only coming from Israel's \$22.2 billion annual military budget and support from the United States but also from the ideological war that comes along with the Israeli-Palestinian conflict. The media frenzy that followed the attack is not

necessarily new to a conflict like this. Still, the scale and severity of Israel's response and the behavior of news outlets that coincided represent a uniquely American perspective.

Israel, in the time since Hamas' original attack, has been a consistent perpetrator of mass war crimes, behavior that has occurred throughout its history. While the Hamas attack was itself a war crime, Israel's response of ordering mass indiscriminate bombings that have displaced over 1.5 million citizens, siege, and the detainment and censorship of journalists are not an adequate nor justified counter. The Israel Defense Forces' response is reflective of America's response to Al-Qaeda's September 11, 2001 attack on New York, with mass indiscriminate bombings killing thousands of civilians abroad and through the way these mass killings were justified.

The principle of "they attacked us, we attack them" is incredibly dangerous, especially when those with the far stronger military deem their enemy, including the civilians in enemy territory, "human animals." The U.S. and Israel have both defended their attacks by maintaining that the enemy attackers are evil, their attacks unreasonable and unfounded. The word that's always used to describe the enemies of the U.S. or to describe Palestinian fighters is "terrorist," and although it is true that 9/11 and 10/7 were both attacks enacted to kill and induce terror, falling under the United Nations terrorism definition, this term doesn't really mean anything.

On top of there being no internationally agreed-upon definition for the word, an attack used to induce terror is just a summary of war. Are Israel's bombings and evacuation orders not to induce terror, to displace and kill Palestinian civilians? Is the U.S. a terrorist nation for its drone strike campaign, or when it dropped the most powerful bombs ever used in combat on civilians twice in Japan? Most people would say, "No, these are developed nations, engaging in righteous warfare, only killing civilians as collateral." However, when a nation bombs a city because it is harboring the enemy, it deliberately kills the civilians within.

Warfare often justifies these deliberate killings, and while Hamas is absolutely a murderous organization, it is not uniquely evil. Its methods of warfare are just as much "terrorism" as that of America's or Israel's. Even though it could be argued that Palestine's high death count is a result of the subversive militant nature of Hamas, we shouldn't allow a country that actively bombs in locations where it knows civilians are to justify itself through claims that there may have been 'terrorists.' The descriptor of terror is only used to maintain violence, to uphold Israel's claim to morality in its mass killings.

Keeping Palestine rubble will only justify the Palestinian hatred of Israeli forces, escalating violence and maintaining Palestine's refugee nature while further establishing radical right-wing groups like Hamas in the political structure of the nation. It is essential for the survival of both Israel and Palestine that the fighting stops, and the propaganda that justifies the death of civilians, no matter on the side of Hamas or the side of Israel, is recognized as exactly that: Propaganda. A war propagated on the death of civilians and false justification of said killings should not be fought, which is precisely why there must be an immediate ceasefire.



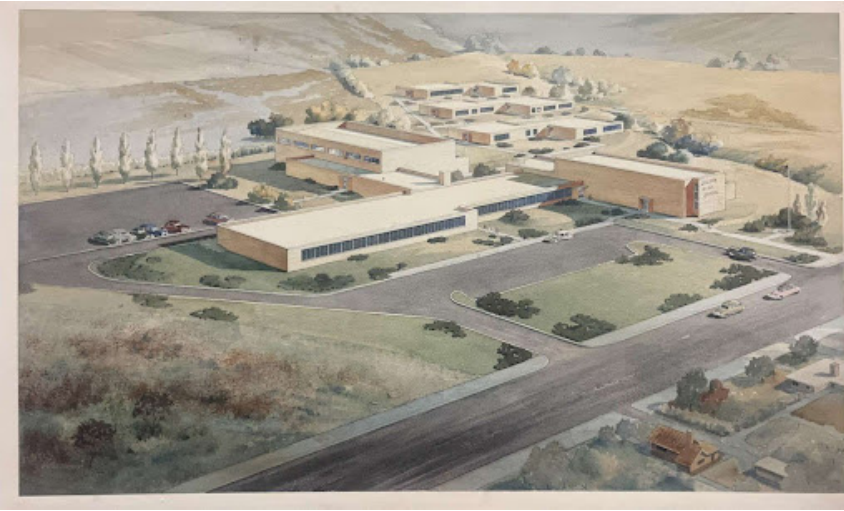
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Golden High's Complicated Parking Situation

By Mario Dalcanele-Csapo and Shaylin Moxley

Images were provided by Assistant Principal Hal Templeton.

The painting was created by V. Mac Gilchrist



In 2008, Golden High School underwent a complete transformation and so did its parking lot. On paper, the new layout had more spots and would be a large improvement. However, over the last 15 years, it's mainly been a source of frustration for many students, staff, members of the administration and parents. In an effort to improve the situation, we've reached out to people from school administration, from the district, and from other schools. Here is what we found.

First and foremost, the school is working with the city to improve the situation. We spoke to

Principal John Graham, who told us that while he can't reveal any specifics, he is currently talking with the city's government to find solutions.

We also talked with Mitch, who says he's been trying to convince the city to let the school use 24th Street for more parking. He believes doing so would solve the majority of the issues that will provide sufficient parking spaces for students. This seems to be the consensus within the staff, as we heard the same idea from Mike Metz, part of the school's security department. He was adamant that he was on the students side with this issue, and given the immense amount of tickets he has to give out, it's easy to see why.

Since 2014, the security staff have given out no less than 200 tickets per year, even during the pandemic, peaking at 798 tickets in 2019. Metz says, however, that this is not the fault of students, and that the lack of sufficient space means many students have no choice but to park in reserved or nonexistent spots.

It is clear that Golden High School's staff cares a lot about this issue, but what do students have to say? In a informal survey taken last year on the topic of the parking lot, 56 percent of students gave a 3 or above on a 1-5 scale about how dangerous people felt the lot was. Some feel this is because many students walk in the middle of the lanes to get to their cars, which may be why the majority of students say it takes more than 15 minutes to leave the parking lot. With this information in our hands we decided to talk to Hal Templeton, who is passionate about resolving the issues with the parking lot and giving appropriate solutions.

He understands and sympathizes with the students and teachers that need to leave right after school to pick up their kids or siblings, and highlights that there are not enough spots for everybody. Additionally, as a result of the large number of people attempting to leave at once, many students have been involved in accidents, but a lack of cameras means there isn't much way to determine who was at fault which makes dealing with insurance very difficult. We do advise people to take caution while driving to avoid accidents.

All these problems together make for a serious issue on GHS' hands, but at least we can take comfort in knowing that the school is hard at work trying to help aid the students and staff with parking lot problems.



The Golden Girl

By Rowan Watkins

Photos courtesy of Lindsey Horan

Just 11 years ago, Golden High School (GHS) was home to a girl named Lindsey Horan. That girl is now a woman who is considered one of the best soccer players in the world.

At the time, no one knew how much she would change women's soccer. Horan grew up in Golden and played club soccer in the area for 12 years. Horan's family surrounded her with support even when she was just a young 5-year-old girl playing in the local grassroots league (a league focused on activities for different sports of all ages).

"When I was younger, I didn't do many things outside of soccer. I went to school sometimes and I played soccer and I had a few friends on my club team and stuff, playing my school friends, but it's not like I went to the parties or I went to any school events. Nothing like that. And I think that was fun and well back then because I was working to be where I am today."

Outside of soccer, she loves Chipotle, her dog Ferguson, watching movies, and hiking when she comes back home to Golden. She played for Colorado Rush in 2012 while attending GHS. Instead of playing for Golden's women's soccer team she and her coaches decided that she would just play for her club team rather than playing for both.

When she was playing youth soccer her team played in a league named the Olympic Development Program (ODP) but over the years the youth soccer systems have become harder for players to navigate. She talks about the difference when she states "It's really difficult now because there's so many different forms of recruitment and evaluation and there's different tournaments. It is impossible for national team coaches or regional team coaches to go and see these players. They could be the best players in their respective age groups or clubs. But you know what? Where do you go and watch them?"

Although many fans would have loved to see her represent Golden, playing for Rush gave her opportunities to play against some of the best players in the country. During what would have been her spring season with GHS, she played with the boys club team.

"All I cared about was playing and training, and it wasn't about sleep or nutrition or anything like that."

When she was younger, Horan spent any minute she could playing, watching, thinking, or talking about soccer.

"I do try to go back to the Rush and I try to see the girls and the coaches." Linsey Horan with her fiancé Tyler Heaps

Horan became one of the most talented soccer players this world has ever seen because she bet on herself and trained day in and day out to get to where she is today.

After turning down the scholarship, she boldly decided to move to Paris to play for the Paris-Saint Germain first team. At 18, Horan signed a six-figure deal with Paris Saint-Germain making her one of the youngest women to sign an agreement of its caliber. The deal with PSG also made her the only American women's soccer player to skip college and go straight to a competitive women's league. Deciding to skip college and not participate in collegiate soccer or academics wasn't something people expected from Horan, partly because she didn't know a word of French, and partly because she was only 18. Although her path may have been unconventional, it helped her become one of the most versatile players the soccer world has ever seen.

After experiencing the club's dynamic, both clubs decided to restructure the deal to create a permanent transfer and contract with her playing there until 2026. The club has dominated the French Women's League (French Division 1 Feminine) for the past couple of seasons, as well as the Champions League. The club itself won four consecutive Champions League titles (2016-2020) with Horan being a part of the latest championship. Just last



season the team further proved their dominance by winning the Coupe de France Feminine for the tenth time (A cup tournament with the top French women's club). It is safe to say Horan is in one of the best clubs in Europe and is finally in a club where she is challenged and able to develop further as a player and person. She has already brought lots of attention to the French women's league and will surely continue to put on a show with her new teammates.

Horan was first called up to the US national team during the team's March camp in 2013. She has played in more than 130 games for her country, and just this past summer she captained the team in the 2023 Australian New Zealand Women's World Cup. Since beginning her time with the national team, she has been working towards being named captain. This past year at the World Cup she was named the USWNT 18th captain in the history of the federation. To be named captain is to be given the biggest honor possible in soccer.

I think of myself as someone that can help other girls on the team. I think I have a decent head on my shoulders and I am very intuitive in that way where I think I know what people need at certain times. And I think that's characteristic of a captain," she said.

Being named captain gives you more authority but also names you as the leader and someone to look up to. In Horan's case, she proved to be a trustworthy and reliable teammate and is known for making the people around her more comfortable, giving them the space to be creative on and off the field.

“And it's taking on a lot and it's making me a better person, a better player, better teammate. . . it is one of the most honorable things I've ever been a part of.”

When playing for the USWNT, she plays more defensively and becomes more of a playmaker instead of always being in the play. She connects the ball and is the center of all communication on the field. Although the team didn't get past the round of 16, she still made progress in creating a connection between the new young



players and the veterans on the team. Horan is and has been a key factor for a long time and hopefully will continue to be a fundamental aspect of the team's success.

Horan is one of, if not the, most versatile defensive midfielders the game has ever seen. Her style of play has always been fast-changing, which is one of her most desirable characteristics and has always been prominent in her style of play. Seeing someone who went to GHS and grew up in the same city that I am in, succeed in every way possible gives me hope and the motivation to believe that having dedication and discipline will pay off.

In 2017, Lindsey Horan donated her 2017 USWNT jersey to the Golden History Museum. Horan will become even more important to the team because Legends Megan Rapinoe and Julie Ertz have both retired during this past September camp.

Many young kids and teenagers dream of becoming professional athletes, but not many believe they can once they grow up. When she was younger she received a lot of backlash for her decision to go pro so early. Since she trusted herself and her decision, she was able to start her journey into becoming one of the most influential women's soccer players.

“I feel like everything I do got me to where I am. So I wouldn't want to do anything different.” She is an example of how betting on yourself and focusing on your path can get you to the highest level of success in any aspect of your life, whether that's soccer, sports, family, or your career.

To read more, scan the QR code!



Demon Artists: Maggie Toohill, Miles Bromfield

By Jayden Bates-Bland

When walking through the halls of GHS it is a guarantee that you will see art hanging on the walls, and there are always names attached to the pieces, but never faces of the artists. Here are two of the more recent pieces in the hallways, and the artists behind them.



One painting that you may have noticed is a black and white pitbull surrounded by flowers. This was a painting created by Maggie Toohill which she named “Pitty and Posies.” When asked about her inspiration for this painting, Maggie stated,

“I painted one of our friends dogs who was originally one of our foster dogs, her name is Juju, and she was in our rescue for about a year before we had her as our foster dog and she got adopted. And the reason she wasn’t adopted for so long was because she is a pitbull so that’s what I wanted to do the piece about. Pitbulls have such a bad rep in society when they’re actually really sweet dogs. So I did the portrait of the dog in black and white to show society’s view of them and then I put the flowers and colors around her to represent what the dogs are actually like.”

Maggie claims that she is “in it for the dogs” and they are her main inspiration for art. Someday she hopes that she will be able to do dog portraits for a living but she will start out in the business of design and figure it out from there. But one thing is for certain, we are excited to see what else she will put out this year.

Another student in AP art, Miles Bromfield, has a piece that really stands out as it is a fish in an astronaut suit which he named “Astronaut Fish.” When asked about the inspiration for this piece, Miles stated,

“I had that phrase ‘a fish out of water’ on my mind, and I was thinking that people in space is the most out of water you can get. So I thought it would be a fun play on that to put a fish in a space suit.”

Miles says that he enjoys doing art and just thinks that it is something really fun, so moving forward even if he doesn’t do anything with it professionally, he will continue to keep it as a hobby. Hopefully, he will produce more obscure and fun paintings in the future so we can continue to appreciate his unique art.

Do you want to see your art featured in the Golden Trident? Please submit it by scanning the QR code and filling out a form!



The Ethics of Artificial Intelligence

By Morgan Cranford

With ever-advancing technology becoming more and more available in our society, there are certain problems that arise and ethical discussions that need to be had. In recent years, there have been so many technological breakthroughs and with that comes a lot of different reactions. Lots of people are supportive of the newest cutting edge technology, but there are also lots who fear what these advances could bring. We've seen the debates already that this progress has brought about. From May 2 to September 27, 2023, the Writers Guild of America (WGA) was on strike regarding a plethora of problems, one being the role that artificial intelligence will have in production in the future. The WGA feared that eventually, if left unchecked, AI could replace the real human writers involved in producing television and movies. This is just one example of hesitance around the development of artificial intelligence and what that would mean for the future of humanity.

There is an important distinction to be made between true artificial intelligence and machine learning. We tend to call anything that can respond in conversational ways AI, but as we stand now, machine learning is as advanced as we've gotten. True AI is technology that mimics the way humans think, act, and behave. It can perform complex tasks like learning, reasoning, and analyzing certain information. Machine learning (ML) on the other hand is still very advanced technology, but it doesn't have the capability to actively learn like AI theoretically could. ML uses a set of algorithms to predict or respond to things in ways that seem almost human. It is important to note that we do not have true artificial intelligence because machines do not have the intelligence of humans. They may know more as they have access to all the information on the internet, but it will take a lot for machines to reach the emotional or creative intelligence that humans have. Emotional intelligence is something that will probably remain unique to humans for the foreseeable future as that type of intellectual capacity is incredibly hard to replicate. Unless technology can reach the point where it is able to evolve of its own accord, we won't have accomplished true AI.



One example of this incredible machine learning that is often referred to as AI is Sophia (pictured above). Sophia is a robot created by a Hong Kong-based company called Hanson Robotics. Its face looks human but it is still clearly robotic. The machine is truly amazing. It has 62 different facial and neck expressions, can answer questions and have conversations with humans with incredible accuracy. Sophia has spoken at the United Nations for AI and sustainable development. It's amazing how far humanity has come in terms of technology and in such a short amount of time.

We've started to implement artificial intelligence into different areas of science. Recently there has been a big debate around the topic of AI and neuroscience. Companies have started to develop that specialize in using AI to improve human cognitive abilities. Most notably, there is a company called Neuralink that was created by Elon Musk in 2016. The goal of the company is to develop brain-computer interfaces by inserting tiny wires thinner than human hair into the brain. According to a Tweet from Elon Musk, "The device is implanted flush with the skull and charges wirelessly, so you look and feel totally normal." But looking and feeling totally normal isn't what most people are concerned about. There are so many ethical qualms that people have when considering what products like Neuralink could mean.



Scan to read more!

All of this technical progression is really exciting in a lot of ways. It is something that could mean great change for our society in a positive way or a negative way. New technology can be really scary and dangerous so we have to control it. Things like Neuralink and Sophia push the boundaries we have set so we need to be constantly adapting.

A Striking New Opportunity

By Channing Bruce

Photos courtesy of Jayden Bates-Bland



Football, soccer, lacrosse, and now bowling. It's Golden High School's first year ever having a bowling team. Madison Webb is a new biology teacher and the coach of the bowling team. Webb participated in bowling in high school as a means to get more involved in her school community. Joining the bowling team allowed her to win scholarships that helped through college, and allowed her to socialize with kids in her school.

Being her first year at Golden High, starting an activity was a great way to get integrated in the school community. Webb asked Hal Templeton, our school activities director, if they could start the bowling team next year. Yet, just so,

conveniently the Colorado High School Bowling Foundation had dropped off a flier asking for bowlers to join right away. Webb contacted the foundation and now she oversees the Golden team!

Since Golden unfortunately closed down their bowling alley and replaced it with the Natural Grocers, the team practices at Bowlero Bowling Alley in Wheat Ridge on Mondays and Wednesdays. There are four sets of teams of five people each, meaning our entire team has 20 bowlers.

The deadline has passed for enrollment this year, but Webb says that around the end of September 2024, she will be announcing a meeting in which anyone can join. "You don't have to be a good bowler, you don't have to have any equipment." Fees are \$224 for the entire season and it isn't a capped sport, meaning there isn't a limitation on the amount of people who can join. If you still feel intimidated, you don't have to worry about being placed against better bowlers. You play placement matches, you receive your average points, and you are put in a "similar playing field." Meaning you are placed within your set skill range.

A big issue is that bowling is not a CHSAA (Colorado High Schools Activities Association) sanctioned sport, so it is hard to get financial aid. But there are talks of getting more funding for clubs and activities, meaning there is potential for financial aid.

Malachi Ortegon, a sophomore on the bowling team, talked about his experience playing so far. "It's pretty interesting. At the beginning I didn't really know how to bowl, and now from Mrs. Webb and the coaches, I know how to work through it and the form." He also says that the environment is very positive and that his peers are very nice and understanding towards each other, stating "[There's] no bullying, no trash talking." Another upside is that it is more relaxed and lenient compared to other sports. When asked about the food and drinks served at Bowlero, Ortegon stated "We buy pizzas and we all share it, it's fun to eat and play a sport at the same time." Ortegon recommends this sport to someone who wants to try something new and learn a new skill. On his final note, he strongly encourages those who are interested to join.

"It's just a really cool place to get involved, it's a lifetime sport, so you start as a terrible bowler and then you get progressively better, and that's a skill you can hang on for the rest of your life."

-Madison Webb

To those who are interested in joining, registration starts mid-September next year. You can contact Mrs. Webb by email with madison.webb@gmail.com Welcome the new bowling team!

A New Pillow: Textbooks Don't Teach, They Cradle

By Astrid Fabinski and Nyah Marquez-Dean



George Orwell, in his novel 1984, powerfully illustrates the critical need for a just teaching of history, stating that “Who controls the past controls the future. Who controls the present controls the past.” When Orwell said this, he was imagining a world where the government entirely manipulates the public's perception of the past; however, when imagined in a more subtle context, when history becomes slowly poisoned and removed from its pedestal in society, it becomes all the more terrifying.

High school history courses suck, having been defined by and structured around textbooks for centuries. The modern history class

doesn't give students what they need; they are as unengaging as the books they're based on and are in desperate need of reform.

The way most textbooks are formatted, as one long, information-dense block of text, discourages many students from even attempting to learn anything from them, especially when textbook reading is primarily assigned as homework. Students are provided with very little incentive to read and absorb the material in a textbook, being taught not by an engaging instructor in a space full of their peers, but solely by words printed on a page, alone in their own rooms.

The textbook does do one thing very well; it helps supplement a teacher's work with a pre-written assignment with no effort whatsoever required from the teacher, other than the grading of a surface level assignment that proves a student read it, or, more likely, got the answers from a friend. On the surface, the textbook provides an accessible and simple way for teachers to present incredibly complicated history; but, when students are not being engaged by their curriculum, they do not learn, and textbooks are great at being non-engaging. They offer information as fact, not allowing students to analyze information on their own accord. This entirely removes any autonomy the student may have had over their education, dulling down their experience from processing, analyzing, and writing to simply memorizing. The textbook, while making education easier, has made students dumber.

As information becomes more and more easily accessible to every student, merely pointing students in the direction of a credible source is not an adequate method of teaching, especially when textbooks are not actually guaranteed to be entirely credible, often reflecting the biases of their authors and regions. As education continues to advance and adapt to the modern student, teaching should move away from archaic methods like textbooks to more relevant and culturally significant resources. It's 2023, why are we teaching in the same ways we were in the 50's?

When a class is structured around a textbook, teachers often evaluate their students' “knowledge” in a multiple-choice format of “reading checks,” which, more than anything else, encourage short-term memorization over genuine learning. Textbooks leave no room for actual thinking, basing everything around a solidly right or wrong answer. Students do not practice analysis, they are not engaged with any of the material they are provided with, and they forget the content they are “taught” incredibly quickly.

If we follow the trend of giving kids dumbed down and disengaging history lessons, we will surely be doomed to a world that is apathetic to the past. Hopefully, teachers who truly have a passion for their craft will find ways to mix engaging and thought provoking lessons with, if necessary, supplemental evidence from textbooks. Teacher to student interactions are the most essential parts of a healthy classroom, and we are optimistic that teachers will come to appreciate this.



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The Importance of Pronouns in Schools

By Jayden Bates-Bland

For many years now, pronouns have been a topic of discussion, especially when it comes to the concept of pronouns in a school setting. Many children are coming forward at young ages and identifying as trans-gender or non-binary and while there has been a lot of progress with how these people are treated, and respected, there is still so much more that needs to be done.

Golden High School is a very progressive school, and as someone who identifies as non-binary and uses they/them pronouns I feel very fortunate to be in a school where I can be open about that. Still, I see issues with how our school is going about this conversation.

All students deserve to be respected and seen in their classes, especially by their teachers who are some of the only adult figures outside of their parents that they interact with. While it can feel uncomfortable to ask a student about their pronouns, or even for a student to come forward and share their pronouns with their teacher and class, we need to make it normalized so this discomfort can go away. Making the effort to ask and respect all students' pronouns is extremely important because if you are to simply assume, this can be damaging to the students view of themselves, and can also harm the relationship between the student and their teacher, or feelings towards teachers as a whole.

Some simple ways to do this are by creating name tags with the students name and pronouns on the first day. Not only so that everyone knows each other, but also so everyone, including cis students, are sharing their pronouns at the same time so that no one is being singled out. You can also create a google form that includes the students pronouns in the form so that it doesn't even need to be shared with the class and you can just start incorporating it as if it is no big deal, which it isn't. And there are some cases where teachers will forget to ask, or be unsure of how to ask, and in these situations it is so simple to just pull a student to the side and ask them privately, or even just send an email so that people know that you care and you want to respect them.

There are also many occasions where the language that is used is very much geared towards conventional pronouns and identifications. Very frequently teachers will use the term "ladies and gentlemen", "boy and girls" or some other variation, which can make students who do not identify with either of those terms feel left out, or as if they are not being addressed with the same respect as some of their cis peers. While this may seem like something small, it can make a big difference to students to use more inclusive language. Some examples being, "everyone" or "people" when addressing the whole class, or, if you are someone who chooses to be more fun with your addresses, you can use phrases such as "ladies, gentlemen, and gentlefolk" or "all ye who attend my class."

Something important to understand though is that there will always be mistakes. There will always be times where someone will accidentally use the wrong pronouns, or maybe even the wrong name. And while that can be or feel terrible, it is just a reality of the situation, and we need to make it acceptable to make mistakes. However, it is also incredibly important that those mistakes are addressed immediately with a correction. It doesn't necessarily need to be something of great focus, it just needs to be something that is acknowledged as a mistake. For example, if a teacher misgenders a student, they can simply correct it immediately, and add in an apology if they feel it necessary, which it isn't always. It can seem easy to just think to yourself that you will fix it next time, but if you don't address it immediately, people don't know that you understand that you messed up. And also, if you don't correct yourself it can become easy to continuously make the same mistake again which further hurts the situation.



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One of Golden's Favorite Art Teachers

By Evy Goff and Lilly Phillips

One of the most beloved teachers at Golden High School, Tim Miller, teaches not only AP but art classes for everyone. Miller teaches beginning, intermediate, and advanced art. He brings passion into his art and into his teaching.

Miller has always had an interest in art. From a very young age, he has enjoyed drawing and creating art. He said, "Even from third grade on I was constantly drawing, just sketching and everything, so I knew I was really gonna enjoy art." Miller shows his passion for art when he describes it.



After he got out of college was when he decided that he really wanted to have an artistic career. So he went to art school at the Colorado Institute of Art, and after that all his jobs involved art. This is including the last job he had before deciding to teach, which was a graphic designer and illustrator. However, he wanted to do something more engaging, such as teaching art, which is where his time at Golden High School begins.

Miller did his student teaching here at Golden, and after meeting the students and staff he decided to stay, and now he's been here for 21 years. He loves this school and the environment here, he says "I just feel like Golden's one of the better schools in the whole district. Just the setting where we are at." He explained in his interview that he has been able to get to know not only the teachers, but the students as well.

While Miller loves teaching art, he also loves doing art himself, he says that some of his favorite types of art are loose realism, and he says he likes portraits and landscapes, which is what a lot of his own art pieces are. Miller puts his passions into art; when he is outside doing his favorite hobbies he is also getting inspiration for creating art.

He is really good at checking in with his students and helping them improve their technique as well as the overall idea of the piece. A lot of students have said he's improved their work as an artist. He values the diversity of Golden and all students' different ideas that go into their art. Miller has seen many students excel in his classes, and they can use the portfolios they create to get college credits and even get into some colleges if they want to pursue art.

"That's what's fun about teaching, you get to see them grow and get all these awards."

Miller gives his students constructive criticism and feedback on their work to help them get better and teaches many different techniques. He loves seeing the art that is created in his room and is interested in seeing how the piece develops as the students work.



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