MOTTO
NEWS FROM THE TTO DEPARTMENT
SUMMER EDITION 2021
CONTENTS

FOREWORD

YEAR 1

India: TTO Theme Day with MYP2
Facebook in Ancient Rome: History
Medieval Village: History
Spring Watch reporters: Biology
Burcht transformed: Art
Matilda: English TTO
Jungle: Art

YEAR 2

Letters to William Wilberforce: History
2C acting skills: Drama
Evolution: Biology
Poetry: English TTO
Non-Western pattern design: Art
Masks with powers: Art

YEAR 3

Resuscitation: Biology
Ideal City: Art
Klimt-inspired artworks: Art
To Kill a Mockingbird: English TTO
Anti-discrimination: English TTO with MYP3

UPPER SCHOOL

Music & Racial Politics: 4V CKV
Odyssey: 4V KCV
Research projects: 4V I & T
Fairy tales retold: 4V TTO English
Anatomy of a Scene: 5 IB
IB exam results: 6 IB

EXTRA NEWS

Into the Bookstore: MUSICAL
Farewell: departing TTO pupils and teachers

FRONT COVER: Ezinne Oguorie B1A
From the TTO Co-ordinators’ Desk

As the 25th year of TTO at the RLW draws to a close we can reflect on another successful year of TTO. Even a pandemic cannot slow us down and we would like to thank the team for maintaining so many of our important activities.

First of all, we are delighted to inform you that the Senior TTO cohort have all passed their IB English A: Language and Literature Paper 1 and Individual Oral, maintaining the RLW/TTO tradition of 100% success for every student! On behalf of the TTO team, I would like to thank Ms Stout and Ms Haasnoot. Through your hard work, determination and dedication, Year 6 IB have successfully completed an incredibly challenging – due to Corona-learning – two years.

Another enterprise that highlights the diverse activities that the TTO department offered this year was the school musical. Despite the adversity of the pandemic, the musical played to a full house over two days and was a tremendous success. Thank you Mrs van Leeuwen and Ms Haasnoot for writing a brilliant script, and a standing ovation to our talented young stars at the RLW.

In the past few months TTO has completed two successful activities with ISW. In English TTO, G3a read To Kill a Mockingbird. Using this novel as a starting point, the Year 3 TTO and MYP3 students – in small groups – prepared and wrote mini lessons based on anti-discrimination for MYP1. I understand that apart from the valuable learning experience for TTO and MYP, some new friendships have been formed as well.

Furthermore, on Wednesday the 9th of June, Year 1 TTO and MYP 2 celebrated the 2nd annual TTO-MYP Theme Day. The Theme Day aims to develop a sense of global awareness and citizenship. This year the theme was India and on a perfect June day – the sun shining brightly – the TTO/ISW students collaborated on activities based on India. The highlight was a treasure hunt in the beautiful woods bordering the school. Thank you, ISW, for sharing these activities with us.

Reading this edition of the MOTTO, I am reminded why long ago I felt that a permanent record of our student work was indispensable. I am sure that, like me, you will be impressed by how original, innovative and creative our students are.

The past two years have unfortunately been challenging for everyone. For TTO we have done our best to maintain all the activities that we would normally do. And I think that you will agree as you read this edition that the TTO Team and students have achieved some remarkable endeavors in the past few months. It is truly a privilege to teach our young and talented students.

Finally, we are very sad to say farewell to Mr Visser. PE is a pivotal TTO subject and Mr Visser’s collaboration and assistance has been invaluable. He will be sadly missed and we all wish him well on his next adventure.

The TTO team would like to wish you all a relaxing and safe summer.

Mrs van Otterloo
THEME DAY

Every year the TTO department holds a theme day for its year 1TTO pupils. The purpose is for pupils to work together researching various aspects of a culture and presenting their findings and then having a fun afternoon of competitions and workshops. This year 1TTO teamed up with MYP2 to enhance the learning experiences across the two departments.

TTO & MYP Theme Day – Celebrating India

On Wednesday 9th June 2021, the Year 1 TTO and the MYP 2 students enjoyed the Theme Day, a day in which they celebrate the fact that we are all global citizens and learn more about one specific country. This year’s theme was India.

In mixed group, the Year 1 TTO and the MYP 2 students enjoyed an active afternoon where they completed an India-themed treasure hunt, Gond Art, a quiz on the history and geography of India as well as a game of cricket.

The afternoon was successful and it was great to see the Year 1 TTO and MYP 2 students working together with bright smiles on their faces.

Luckily, this was not just an observation made by the teachers. Read the following comments by Year 1 TTO and MYP 2 students to see how they felt about this day:

*I really enjoyed the Indian theme day, especially the treasure hunt because it was very fun and competitive. The idea of working with the TTO students was also very creative. My teammates were funny and cool.* – Ahmad Akhdar, MYP2B

*I really enjoyed the Theme Day! The MYP students were really nice and very smart. My favourite activity was the treasure hunt. It was fun!* – Hugo Beetsma, 1A

*I really enjoyed this year’s theme day. Working with the TTO students was an amazing experience. We did great group work and they were extremely friendly.* – Manuela Campos, MYP2A

*The theme day was really fun and I enjoyed it. I especially liked the treasure hunt. I also really liked the MYP kids. They were really nice!* – Sophie de Geus, 1A

*I liked the activities very much and enjoyed working with the TTO kids. I also made friends with them.* – Sparsh Murge, MYP2B
I thought it was a very nice day! I liked the treasure hunt the most, because I love to explore. The MYP students were very kind. – Babette Hulsman, 1A

I enjoyed and loved working with my team. We were all active and participated equally. The activities were also extremely entertaining. My favourite was the treasure hunt. – Tejashree Varthi, MYP2A

I liked the TTO theme day, because I had a lot of fun meeting new people and doing new things. I especially enjoyed playing cricket and the treasure hunt, because you really got to work as a team and get to know each other better. – Kyla de Boer, 1B
The India-themed quiz:
The Treasure Hunt in the woods
Here are two examples of drawings made during the Gond art workshop. Everyone did a really good job given they only had 25 minutes! It was not an easy task to find some ‘winners’. The 5 winning drawings were taken home to be coloured in.

Left: Louise Hoekstra and Right: Jana d’Engelbronner, both of 1B.
The best Treasure Hunt group: Luite de Boo, Mick Achterberg, Olivier Sanders and Naman Redkar.

The best Teamwork group: Teju Varthi, Emilie Steenbakker, Sophie de Geus and Anne-Linde Kuipers.

The individual Gond Art winners. Toon Leijen, Olivier Sanders, Jana d'Engelbronner, Louise Hoekstra and Nidhi Atre.
HISTORY

Year 1TTO learned about Ancient Rome and had fun creating Facebook accounts for some well-known figures from that era.

The above Facebook page was created by Louise Hoekstra of B1B.

On the following pages Coen Moorrees of 1B has created an extensive account for Gaius Julius Caesar.
Account info:
Name: Gaius Julius Caesar
Works as: Dictator (48 BC)
Location: Egypt

Basic info:
Relationship: Cleopatra V | | Philophator
Hometown: Rome, Italy
Birth date: 12 July 100 BC

Personal info:
Suffers from: Epilepsy
Father: Gaius Julius Caesar
Mother: Aurelia Cotta
Sisters: Julia Minor and Julia Major
Wives: Cornelia (84-69 BC), Pompeia (67-61 BC) and Calpurnia (69-now)
Children: Julia (83 BC), Caesarion (47 BC) and Gaius Julius Caesar Octavianus (???).

My friends: Marcus Licinius Crassus, Marcus Junius Brutus

My groups: 0
Same friends: 0
Same groups: 0

Most popular post:
Ruling my empire!
#fun #dictator4life
Ruling my empire!
#fun #dictator4life

Beautiful art!
#art #beautiful #amazing

Going to a lovely workday!
#fun #work #dictator4life #nevergiveup #relax #dictatoreveryday #thebestemperor

Just came back from work!
Hello everybody and welcome to my facebook page. On this page you can find a lot of interesting facts about me. And at the end you can find a timeline of my life.

My history:
I am a Roman general and I won all battles and wars and I am known as the best military commander and strategist of the whole Roman empire.

My best achievement was made during the second Punic War. I defeated the Great Hannibal at the Battle of Zama (Tunisia). Because of this victory I received the nickname: Africanus.

This was a certain revenge for me personally as my father and uncle were killed by Hannibal’s brother, Hasdrubal Barca at the Battle of the Upper Baetis, who I fought first in 209 BC.

I refused honoring titles such as Consul for life and Dictator.

About me:
I was born in 236 BC (183 BC †). Ancient Historians (Livy & Polybios) calculated my birth year based on certain events in my life occurred. It could also be that I was born in 235 BC.

I am happily married to Aemilia Paulla and she is an important role model for many young Roman Woman. I have two daughters: both named Cornelia and I have two sons Publius and Lucius.

My father was the Great Publius Cornelius Scipio from the Cornelii patrician families, who had a very important position in the Roman Republic.

My great-grandfather, and grandfather have been consuls and high politicians.
HISTORY

In Year 1 History, students worked in groups to produce these wonderful posters. Some even have three-dimensional aspects, but all show the structures in Medieval society, giving a good impression of how people lived in that era.

Lots of little details. Well done 1A and 1B for such well-made posters!

Ezinne Oguorie, Anne-Linda Kuipers, Rutger Koster and Merlijn Faas. B1A.
Max Damhuis, Lotte de Hoogh, Liselotte van ‘t Veer, Coen Moorrees and Andrik van der Made. B1B.

Roosmarijn Gelderblom, Sophie van Ede, Julia ten Cate and Louise Hoekstra. 1B.
BIOLOGY

Class B1b went to the park and pond next to school to discover signs of spring, and reported on these. Below is their assignment:

Spring is the season when nature bursts back into life in an explosion of sight, sound and colour.

You are a reporter for the BBC’s Springwatch, and you are going to write an article in which you invite your readers to get out and explore, using their senses to discover spring.

Fietje Vincente:

Dear readers,

Spring is the time of the year that makes everybody happy because nature awakens and birds are preparing their nests for new offspring. Trees are turning green and newly born lambs will make their first steps on earth. Spring leaves winter behind, no wonder everybody is in a fresh mood. I would love to invite all our readers to get out and explore. Let your senses discover spring while I will take you on a journey to four of the top spring flowers.
Andrik van der Made:

The Peppermint plant

Now I had grouped up with my other friend Githesh. I could hear the faint noise of the rivers water flowing. It was very nice and calm. Our teacher Miss. O. Herne. Which was also walking around had found a mint plant. She was letting everyone have a smell and it smelled wonderful. It was a very refreshing smell. After that I found a different peppermint plant, so i decided to have a taste. I took a bite and it tasted just like toothpaste. There was only a slight difference in the taste and the texture of course.

A cute little frog

It was almost time to go but I still wanted to find one of the little frogs. Eventually I found one and picked it up. It was very small and cute. It was jumping in my hands and i could fell his/her little hands and feet on my hands. It jumped up my arm and it tickled. Then I put it back where i got it and headed off back to the gate.

Jana d’Engelbronner

Flowers

The flowers are blooming. They have bright and beautiful colors. Everywhere you look are tons of flowers. All sorts of flowers and you can see one of the flowers at the picture next to this text. In spring there are a lot of flowers. Some of the flowers smell really nice others smell kinda weird.

Birds

The birds are flying. The birds are also whistling. I hear all sorts of bird whistling. I smell bird poop and i am telling you it is not a good smell. The birds that i saw do not have bright colors, they are grey.

Roosmarijn Gelderblom

In the forest, there are a lot of senses. You hear birds chirping, creaking branches and leaves under your shoes. Your ears pick up the sounds. Birds often chirp to protect their territory. But as soon as the days get longer during the spring, you can hear the males singing more often. Birds chirp differently when looking for a mate and when protecting their territory. So birds are chirping more to communicate remotely.
Sophie van Ede

Next to the path were many flowers, last week they weren’t so bright as now. I picked a flower and smelled it. Mmm smells fruity and sweet. I also touched the leaves of the flower. They were soft and the stem from the flower was a little bit harder but you still could bend it. Hey! what’s that? I grabbed the flower and smelled on it. Mint! I knew it. It smells cool and fresh and of course like mint! I cleaned the leave with some water and did it in my mouth. Mmm exactly what I imagined it tasted like. Mint, cool and fresh

Julie Arbouw

Typical for spring is that there is more green to be seen. Plants and trees need a lot of natural light to grow. Because the days get longer in spring, there is also more light, so that all flowers, plants and trees start to grow again. Crocuses and daffodils are in bloom, leaves are growing on the trees and the grass is getting longer and greener.
Roméo Lefebvre

Do you hear?

Before building their nest, the birds have to find a partner: spring is breeding season!! Close your eyes, open wide your ears and listen to their enchanting singing. Maybe you can recognize some of them? Each has a unique voice and way of singing. And now, lay down on the grass, here, among the flowers: bzz, bzz, here are some bees, buzzing when busy collecting pollen.

Patryk Cichon

In spring we think about all the animals, flowers, plants, trees. But the main thing that actually changes is the temperature and weather. In the early spring it could there is a possible chance that it could still be cold and rainy. But eventually it will become warmer and even hot!
Sometimes it’s like you can feel the sun rays.
Yes it really can be that warm!

Casper de Beijer

What a wonderful afternoon to be in the forest. I notice that it is very quiet. The wind softly blows through the trees. I hear the singing birds and even can hear the bee. With my nose, I smell the flowers. It smells like spring: the smell of new life. I feel my muscles relax and the stress flows out of my body.

I hope that I have convinced you all to get up from the couch and to go outside. A wonderful world is waiting for you!
Due to the Covid-19 restrictions, the Leiden Project Week could not go ahead.

That did not stop Ms ter Haar and her 1A and 1B classes transforming one of Leiden’s famous landmarks, the Burcht, into a backdrop for some stunning graffiti-art and Pop Art style make-overs!

Above left: Mick Achterberg 1A. Above right: Sophie van Ede. 1B
Zoia Frigerio 1B

Louise Hoekstra 1B
ENGLISH TTO

While reading the book Matilda in English TTO, pupils also had to think about Matilda’s powers and then consider what powers they would like to possess.

Matilda report - Vérène van der Putten -B1A

Hello I am Vérène van der Putten from B1A and this is my report about the book Matilda.

1.) First i am going to start with a short summary.
2.) Then i will talk about why Matilda get this power.
3.) After that i’ll tell what i think about the book.

1.) Short summary.
Once upon a time there was a girl named Matilda. Her parents are called Mr and Mrs Wormwood. And her brother is called Michael. When Matilda is one and a half she already could give perfect speeches. And when she was three she read the newspapers and magazines. She could read fast and well so she wanted to read books. But the only book she had was a cooking book from her mother. So she asked her father to buy her a book. But of course he said no because he doesn’t read books, he only watches the tv. Matilda went to the library to read books. After reading all the books, she wanted to go to school. At school she met: the lovely and kind teacher Miss. Honey, the very mean and hated by everyone Miss. Trunchbull and classmates like Nigel or Lavender. Miss. Trunchbull’s punishments were very mean, like grabbing a girl by the braids and throwing her around. She was also mean to
Matilda because Miss. Trunchbull blamed her for something she didn't do. That made Matilda very angry and then she got a power. Her power was that she could make objects move with her eyes, she could even make them fly. Then Matilda heard the story from Miss. Honey. Miss. Honey's aunt was Miss. Trunchbull? And Miss. Honey's parents died? Miss. Trunchbull should take care of Miss. Honey but actually Miss. Honey did all the chores. And Miss. Trunchbull stole Miss. Honey's house? Matilda had a plan: she was going to make a piece of chalk fly with her eyes and write on the chalkboard that miss. Trunchbull must give back the house to Miss. Honey. Miss. Trunchbull shock and ran away. And she never came back. Now Miss. Honey lived in the house. But then Matilda's father planned to move to Spain because he did illegal work. But Matilda didn't want to go to Spain. So she lived with Miss. Honey.

2.) Matilda's power

I think Matilda gets this power because she is very smart and she can read books very well. And she hates Miss. Trunchbull so much that she gets this power. And I think she loses the power because Miss. Trunchbull ran away, so Matilda had no hate anymore. She is still very smart but i think it is because of the hate that she loses it. And that is why i think she loses her power.

3.) What do I think?

I like the book. I am also glad that I read it because it is a nice story which is realistic but also fantasy. I would like to have a power and that would be that I can stop the time and then do what i want and nobody can stop me but i would also like to stop the time but that i can chose if someone is on pause or not, so i can do fun things with my friends while other people are on pause. Or I would like to be very flexible.
Matilda

Short summary
Matilda is a small girl who is very clever, when she was born her parents didn’t take care of her. They thought the television was more important. When Matilda was very young her father would go to his work, her mother would go to the bingo club and her older brother would go to school. Matilda was all by herself, that’s how she learned how to take care of herself. That is not the only thing Matilda was very good in. When she was only four she would go to the library all by herself, and she would read very difficult books. When Matilda got a little bit older, her parents were very mean to her. Then her father told her something what he shouldn’t have told her. He said that if a person was mean they would get a punishment. So every time Matilda’s parents were mean she would punish them. The first time was when Matilda’s father didn’t let her read a book. She got very angry so she decided to put superglue in her fathers hat so he couldn’t get it off anymore.

When Matilda was 6 years old her parents had forgotten to sign her up for school, that’s why she went a little bit late for her age. At her school there was a horrible headmistress called ‘The Trunchbull’. She would punish the kids with horrible things. Matilda decides to do something to make her leave forever. Then Matilda discovers that she has special powers, but she can’t control them yet. Will she succeed to make The Trunchbull leave forever?

Why did she get her power? And why does she lose her power?
Matilda was a very smart child. She had taught herself how to read. When she went to school she found it very easy. She could already make very hard sums. So she got very bored in class, while all the other kids were learning. So Matilda’s teacher miss honey went to the headmistress to place her in a higher grade. The headmistress didn’t really like Matilda, because her father sold the headmistress a broken car. So Matilda was not allowed to go to a higher grade. Every week The Trunchbull came to look how the class was doing, and if miss Honey was teaching them well. But every time a student had a wrong answer The Trunchbull got very angry. One day her classmate Lavender had brought a salamander like animal to school. When she noticed The Trunchbull was coming to their class, she put the animal in a jar of water for The Trunchbull. After that The Trunchbull tested the class, but then she got thirsty. She filled a glass of water for her to drink, but she didn’t notice that the animal also came along. She drank the water with the salamander, and when she found out she instantly blamed Matilda. Matilda got very angry and then she could suddenly move things with her eyes. But it did cost a lot of effort. When she was done she was very pale, and looked a bit sick. So I think she got the power because her brain didn’t learn anything new, so her brain started to use other parts as well.

In the end of the story Matilda loses her power. I think it is because when The Trunchbull left she got placed in a higher class. So she was learning all sorts of new things. So the part of her brain that had special powers was very busy. And that part then lost the special power.

My opinion
In my opinion this book is very good, because there are a lot of funny parts, for example when Matilda punished her parents. And it is also a very original and good story. I also think the book was written in a very good way, because the text is not too hard to
understand but he also uses some harder words which you can find the meaning of in the text. So you understand the book, and you also learn new words.

**Powers?**
If I could choose I would really want to have special powers, because you can do really cool things! And the power I would choose is flying or teleportation. Flying because you are really high up in the sky, and you could get everywhere really quick. Teleportation because you can be everywhere very fast, and you don’t really have to worry about being late and missing important things.

Frederieke Spruijt 1B

---

**Book report “Matilda”, by Victor Roos 1A**

**Summary:**
Matilda is an extremely clever little girl. She started reading books at a very young age and soon reads difficult books, she borrows at the library by herself.

Matilda learns all by herself. Her father is a dishonest car salesman and her mother only cares about watching TV. They are not interested in Matilda at all.

When she starts at school she has a very kind teacher, Miss Honey, but a horrible principle Mrs. Trunchbull. School is very easy for Matilda.

The book describes various adventures of Matilda. For example she discovers she has the power to throw things over by focusing strongly on them.

Her teacher Miss Honey lives in a tiny house surrounded by trees. She explains to Matilda her parents died when she was young, leaving her in the care of her cruel aunt. This terrible aunt takes most of Miss Honey’s salary, so she can’t afford to live anywhere but this little house.

Miss Honey reveals this aunt is actually Miss Trunchbull.

Matilda comes up with a plan to get get back at Miss Trunchbull by using her special power. When Miss Trunchbull comes to class one day, Matilda makes the chalk move on its own and write a mysterious message to “Agatha” (Miss Trunchbull). Miss Trunchbull actually believes this message comes from her deceased brother Magnus (Miss Honey’s father). She panics and disappears completely.

The will of Magnus shows up, and reveals his house and savings actually belong to Miss Honey. She moves into the house, and Matilda is a frequent visitor. Also Matilda is promoted to the highest class, where her mind has to work hard for the first time. She then loses her mysterious powers.

One day Matilda comes home seeing her parents and brother in complete panic, packing the car to move to Spain. Her father has been caught for selling stolen cars. Matilda doesn’t want to come with them, and Miss Honey offers she can stay and live with her. Matilda’s parents agree to the plan, and that is how the book ends.
Why I think Matilda gets this power:
Matilda has the power to make things move by themselves because she has a very powerful brain. At first Matilda had not much that made her brain work in class because everything was very easy for her. Therefore Matilda’s powerful brain could not release its energy. Once Matilda goes to a higher class, she needs all her mental energy to keep up. For the first time her brain is really busy. As a consequence Matilda loses her special power.

My opinion about the book:
I think the book is funny, exciting and its a beautiful story. I also think this book is nice for younger kids. I enjoyed reading this book and loved the end!

I would like to have the superpower of teleporting. I think that would be chill because sometimes I can be lazy and I don’t have the motivation to move 😊

Matilda Assignment.
By Lotte de Hoogh 1B

From the start of her birth, she was paid no attention to, her name is Matilda. Matilda grew up in a decent house with one brother and both her awful biological parents. They lived in a house in a neighborhood with a library of about 10 blocks away. Matilda’s dad, Mr. Wormwood was the owner of the car dealership Wormwood Motors. He sold used, old cars but made them look like they were nearly new. Matilda’s mom, Ms. Wormwood didn’t work all she did all day was watch mindless soaps on the tv or play bingo all day long. Matilda’s brother went to school and sometimes helped at their dad’s work.

Matilda was a very clever little girl, she had brown hair and a great sense of style at her young age. But maybe clever wasn’t the right word in this case... Matilda was home alone most of the day and so she was left to do all the things a normal 3-year-old girl couldn’t do all by herself. She would make her own hot chocolate, soup, get dressed and even give herself her own baths. By the age of three she could even read. When everyone had left the house Matilda would sneakily go to the local library on her own. By the time she was four she had read every single child’s book there was to read in the local library. Matilda was late to starting school, her parents did not care about her education. She was sent to the Crunchem Hall Primary School after a lot of begging. It was terrible, dark, scary and the principle... don’t even get my started. Matilda’s teacher was called Miss Honey she immediately noticed that Matilda was way smarter than everyone. Miss Honey’s life wasn’t so good. When she was young both her parents died and was left to live with her dad’s
sister. As soon as she was able to get a bit of money and a little house she moved out. She moved into the little cottage in the woods where she still lives. It’s very small and she barely has any money or furniture. Matilda wasn’t that normal she had the ability to move objects using her eyes. She was at school when suddenly she tipped over a glass. She couldn’t believe it. She was shocked and at the same time excited to be able to do this. She had a power. Matilda had practiced and practiced, she used a cigarette. One afternoon she had practiced enough to try and make the chalk write on the board in class… it worked. It had been a look period of time. She was very unhappy at home because of her parents. Miss Honey decided that she would want to adopt Matilda. They had developed a strong bond and Matilda really wanted to live with her. Matilda moved in with Miss Honey. Matilda also lost her powers. She no longer needed them Miss Honey noted and that she was strong enough now. (500 words)

Questions:

- Why do you think Matilda gets this power? And why does she lose the power in the end?

I think Matilda gains her power to be stronger in life. She was a sweet girl to people she liked and was very intelligent. I think she was gifted the power to protect her and her friends. She loses her power at the end because she no longer needs it. She is now strong standing in life and has the ability to protect herself without her powers.

- What did you think of the story? Would you like to have a superpower? If so, which one? If not, why not?

If I had the ability to choose a superpower, I would want the power to investigate the future. This is because I like to know what’s ahead for me. Think about a test coming up, if I can investigate the future, I can see what went wrong and what I need to work better on. Or if I’m having an argument with someone I can check if it’s worth solving it or if it’s better to leave them knowing what they will do in the future.
Summary of the story.
This story starts with a young girl named Matilda. She is an absolute genius and could read books since she was only three years old. You would think every parent wanted such a child, but Matilda's parents were different: they thought it was a waste of time to read. They absolutely loved the television. Matilda's father illegally sold second-hand cars. Matilda also had an older brother, but he wasn't the smartest. Matilda herself got her books from the library because her parents didn't want to give her anything.

After several years of suffering from her parents, Matilda was finally allowed to go to school. She made new friends and discovered that her teacher named Miss Honey was very nice, but the principal, Miss Trunchbull, was a monster. One day at school Miss Trunchbull came to teach Matilda's class but got very angry! Someone had put a newt in her drink! She blamed Matilda for this. Matilda got so angry that she threw the drinking of Miss Trunchbull over Miss Trunchbull with her mind (telekinesis).

Now that Matilda had discovered this new power, she wanted to make things right for Miss Honey. Miss Trunchbull had stolen Miss Honey’s house and Miss Honey was too poor to start a lawsuit. Matilda made a plan to scare Miss Trunchbull away: If Matilda would manage to scare her with scary texts on the board, she would run away. Luckily, this plan worked, but then Matilda’s father was discovered with fraud and wanted to flee to Spain. Luckily Miss Honey wanted to adopt Matilda and her parents agreed.

My theory about Matilda’s power.
I think Matilda developed her power because she was ignored by her parents and when she finally went to school principal Miss Trunchbull was very mean to her. Because nobody really cared about Matilda she developed a sort of power.

The reason why I think Matilda lost her powers was because she realized that Miss Honey actually loved Matilda and adopted her. She then finally felt true happiness and didn’t need her angry powers anymore.

My opinion and super power.
I think this book is very well written because suddenly very exciting things happen. As an example all of the sudden Matilda gets special powers and then I want to keep reading. If I could choose a super power it would be…. Being able to transform into animals. Because you actually have multiple powers. You can transform into an eagle to fly, into a fish to breath underwater or into a cheetah to run very fast.
ART

It is summer! And 1TTO have put us in the summery mood with these gorgeous and happy jungle paintings. We may still not be allowed to travel to many tropical places abroad, but at least with these paintings, we can dream......

Roosmarijn Gelderblom. B1B

Front cover: Ezinne Oguorie. B1A
Honored mister Wilberforce,

I take my feather and ink to write to you about your delightful plans, ideas and achievements about the abolishing of slave trade. I couldn’t have agreed more to your twelve resolutions to abolish slave trade in Britain. I especially concur with your movements because of three reasons. First of all, the story of Olaudah Equiano changed my kind of mindset about the way slaves were treated. The explanations of the Triangular trade also affected my way of thinking and lastly, I think that the Sugar Boycott is an exceedingly good idea.

The first reason that I support your bill, is because I have read the story of Olaudah Equiano. Till a couple of weeks ago it has never come to my knowledge how awfully the slaves are being treated. They are being handled like animals or objects instead of being treated like the rest of the people in human society in which they undoubtedly belong. A certain amount of time has passed since I had received Olaudah Equiano’s book with his personal signature in it. Many things that I have read about touched me. For instance, the fact that he was kidnapped when he was only eleven years old. Such a young boy should be free, playing outside with friends and not having the need to worry about what the rest of his life will be like. Furthermore, he had to buy his own freedom in 1766 and that should not be accepted like it is an everyday thing.

To follow what has just been stated, the Triangular trade event really shocked me. I have seen the drawings of the ships that the slaves were put in. Slave trade has obviously excited for many years, yet the Triangular Slave Trade is nothing like the past. With this transaction, lots of money was made in a brutal way. On the ships, the slaves were treated nothing like humans. Each and every detail about the chains that are used to tie them up, the much too small places they were positioned in and the explanation of the fact that they were only allowed to be on the deck of the ship once a day or sometimes not even once, honestly makes me feel sick

Lastly, I absolutely think that the Sugar Boycott is an exceedingly good idea. I believe that this is an unbelievably smart plan to make the slaves not work so hard anymore in the West Indies. The slaves who work at these farms are being treated horribly, like it has been stated before. This movement proved your power. You and
your team showed how much impact you have on our empire. By telling the people to stop buying sugar produced by the slaves in the West Indies, you ensured that 300,000 people stopped buying sugar and you finally made the numbers of sales drop. The fact that you could convince so many folks to stop buying sugar is beyond brilliant. Another reason for me to support and respect this idea is because you also had interaction with women. We don’t have the right to vote, but by taking action against slavery, our voices can be heard like the voices of our husbands. So many people agreed to this idea and because of you, the politicians and businesspeople could no longer ignore our will.

I find your work incredible. You have a lot of impact on our society and with so many people that don’t agree with your ideas, you seem to convince thousands of people anyway. When you were speaking about ‘people’ and everyone in the House of Commons was surprised that you called slaves humans, you showed your insight of the slave trade in the British empire. I never knew how the slaves were treated, but by writing this letter I must let you know that now that I do know how they are treated, I absolutely support all of your ideas and decisions on how to abolish slave trade in the Britain.

I have the honor to keep supporting and embracing your ideas.

Sincerely yours,

Florentine van Acker

Honored Sir,

I take my pen in hand to write this favor to you. My sincere apologies that I did not write this favor sooner.

I hope everything is going alright with you and your family. I pray your health problems have resolved.

I am deeply sorry that your bill to abolish slave trade did not completely pass through the House of Lords. Please don’t give up on it, you are so close to success. You can always try again.

I have a few thoughts that I would like to share with you if you allow me. Please keep them in mind for your next speech.
I have heard that slave trade is the most inefficient and most costly labor that could be used. Just think about it, if you are a slave trader you first have to borrow or buy a ship or multiple ships. Then you need crew members and supplies. Still later you have sail all the way to Africa to buy or trade slaves. You then need to transport the slaves to the colonies, where they make products like sugar, tobacco and cotton. During this journey many of these slaves will die of disease, starvation, dehydration, suicide, abuse etc. When they finally arrive at their destination, they will make products that will then need to be shipped to Europe. This whole journey takes several months, it depends on the weather. It appears to me that this way of producing goods is simply not effective. A more efficient way of producing sugar for example would be to pay non-slaved workers in India. I am convinced that they can make a superior product for a lower price. Don’t you agree that the House of Lords will be willing to listen to this economic argumentation?

Another important reason why slave trade should be abolished, is because slaves indeed have lost their freedom and their human dignity. Personally, I believe that we should not treat our fellow humans as property. All humans should be able to lead their lives in freedom and shape their own lives. The same is true for the poor workers in our own country by the way. I have noticed that working conditions in the factories are very poor. This should also be resolved, don’t you agree.

Thirdly, God created everyone equal and slavery breaks the rules of the Ten Commandments. This is why slavery should be stopped. I have had many reflections on this issue. I know that you also are a man of faith. I hope that your faith will give you the strength to continue this important work for the better of our society.

So, my advice to you would be the following: I would not stop until you have successfully passed a law to abolish slavery. For your next speech, keep in mind that slave trade is a most inefficient and costly labor. Even the House of Lords should understand that this practice should not be allowed to continue. So many slaves die. These innocent people deserve to have freedom as all humans do. Indeed, has not God created men to be equal?

I highly respect all your efforts in this matter,
Faithfully yours,
Sir Lukas Christopher Alexander.
March 17th, 1805
Chester, Wales, Great Britain

Honoured Sir Wilberforce,
I take my pen in hand to write to you, expressing my highest support regarding your bill to abolish the slave trade. I fully encourage your bill for many reasons. Firstly, you and I both know that it is and will ever be wrong in the eyes of God to treat a fellow human being as dirt. Man should be free to roam the Earth and live his life. Man is not owned by others of his species, nor should he be locked up to do everything that is told to him. Another human being should not be controlled so brutally and abusively; no matter who, no matter where from.

We should not forcefully make other human beings work so we can have our silks, riches, habiliments, and aliments. Instead, we should treat them equally and promote equality to everyone we are capable of. Secondarily, I think the blasphemous journey taken these humans must endure is outrageous. The people are carried over sea along with twice the number of humans of which is allowed. They must lay down in spaces four feet long and eight inches wide. They are left for left weeks to lay in their own bodily waste and blood from maltreatment. If they perhaps fall ill from the food and being handled as if animals, their anus is stuffed with knotted rope to hide the dysentery.

Once they reach the plantation, they are branded with a hot iron to testify that they belong to man. This circles back to my first reason to support thee. They are even chained to the ship to stop them from throwing themselves overboard. This suicidal manner in itself tells us more than we need to know about these people and how terribly they are treated. It shows us that these people would rather end their own life than keep living the one they have been given; because the one they have been given is too painful to tolerate.

Including the Christian mindset of treating everyone as equals no matter who, there is one last reason your bill should be passed. This is one that is far more economical. By abolishing the slave trade, we are making it so crackers cannot continue with their disgusting line of business because there are no new slaves to replace the rest. This leads to a lower salary, which causes the slave owner to be incapable of providing for and owning the slaves. This means the slave owner must set the people free. Now, we pay people a salary to work on the plantations, and give these people their freedom, break times, and a way of treatment that is the same to how you would treat any other human. In the meantime, there are newly freed humans who need to live. These people need to pay to live, for in today’s world, you must pay for food, housing, and extra taxes. So, the newly freed people find a job. They work on the plantations, however fairly now: with payment, humanly working hours and human treatment. Now we still have workers on the plantations, but they are paying the country to live. In the long run this will boost the economy. This will appeal to many officials and high ranking persons. Accordingly, it is mutually beneficial for everyone. In the end, no matter how advantageous to you, or how much money they are paid, no human deserves to be treated as these humans are. These are the reasons I will thoroughly support you and your bill and will stick to it until it is passed.

Faithfully, Your supporter, Livia Munk
I take my pen in hand to write to you, Mr. Wilberforce, a letter to discuss our journey to abolish the slave trade.

First I want to congratulate you on your impressive achievements. You have inspired many people, including myself. Your strength is admirable for me and all of our people, Mr. Wilberforce.

I heard about a petition going around. I looked further into it and it came to my knowledge that the petition was against slavery and it was going to the House of Commons. I immediately wanted to sign it! I want to help people because every individual deserves human rights! I want to aid you, Mr. Wilberforce by spreading your words, by spreading the truth. You have inspired me and many others greatly, Mr. Wilberforce and I think many more will follow.

I want to aid you on your journey to abolish this awful slave trade. That people are being cramped on a slave ship, shipped away from their home, their family. It hurts me deeply. They are being mistreated and put into horrible situations. They are used as tools for our dirty work. This has to change! It disappoints me that this is the world we live in and many people are not even aware of the awful things happening. Everyone deserves a chance at life and I believe you, Mr. Wilberforce are able to give people that chance.

To inform myself about slavery I decided to read Mr. Equiano’s book, “The Interesting Narrative of the Life of Olaudah Equiano”. I was speechless. I had no idea that slavery was this horrible thing that made people inhuman and all this is caused by other humans! We have to inform more people about slavery and more and more people will agree with your ideas Mr. Wilberforce.

I own a small business with a printing press, it could help to spread the truth to more people and I also have a lot of connections with multiple newspapers and publishers, that could further help us to inform and spread your ideas to our people. I could inform the people about your actions and how we see innocent people as tools called “slaves” and how they are treated. More and more people will follow you on your journey just like myself. People have to know the truth, they deserve to know it and the consequences their actions have. If we inform people where for example their sugar is produced and how people are treated who work on the plantations, less people will buy sugar and this will interfere with the production!

I hope Mr. Wilberforce, that together with our people we can abolish the slave trade and save many innocent people! If people know the truth they will definitely agree with your ideas, Mr. Wilberforce. Every time when I wake I think of our world, it makes me sad but aware of our situation. I want to wake up by feeling pride towards our people. I want everyone to be equal regardless of ethnicity. I want to achieve a world where everyone can live in peace without fear of others and I really do believe that this is the first step to achieving that. You gave me hope for our future, Mr. Wilberforce.

-Laulani Ramanna
30 Hyde Park Gardens
Honoured Sir Wilberforce,

I am James Thompson. I take my pen in hand to inform you about the situation on the slave trade ships. I have worked on the Amacree for five years, this ship has made ten slave trade voyages so far. I have attended six of those until I came to realisation that it is truly horrible how the slaves are being treated. During my last voyage it finally hit me, this is no way of treating a human being. I didn’t want to be a part of that any longer. At first I thought quitting my job would be the best I could possibly do, but that didn’t satisfy me at all, knowing that individuals just like us are still being captured and taken against their will.

I have been following your work for the last four years and know that you and other abolitionists like Thomas Clarkson are trying your hardest to abolish slave trade by convincing more members of the parliament. So far they haven’t shown much compassion and that’s why I decided to write you about the situation on the slave trade ships. Of course you’re already aware that the way slaves are being treated is unacceptable, but I believe my dreadful stories can be used to convince not only the parliament, but when spread, also the people. They will hopefully have a bigger influence on the government. I would be most grateful if you would try to use the following arguments that support the abolition of slavery in your campaign, in which I describe how slaves are being treated.

First of all, according to the Christian faith, every human being should be respected and perceived equally. This of course also includes African slaves. The people should know that multiple members from the parliament deny this because they prioritise their wealth over equality. This makes them unfaithful to god. And I’m sure the people would argue that those who disobey god shouldn’t have an important position in the politics.

Secondly, the way slaves are being treated during the long journey to America is awful. The things I used to be a part of are disgusting and no person ever deserves to go through that. Slaves are being crammed into pour ventilated and lit rooms, we were being ordered to chain them below decks with little to no moving space and we only were allowed to let them out on the deck once a day, just so they wouldn’t get sick or too weak to work, because then they would be worthless to us. Still tons of slaves died during the journey.

Finally, it is very hard on the slaves physically, but mentally it must be even worse; their lives are being decided for them, they are being separated from their family and are being taken to an unknown fate in America. They are forced to dedicate their lives to working for others with nothing in return. The government makes it seem like they believe that all humans were created to be equal, until money plays a role.

In conclusion, I sincerely hope these views will help you during your campaign and protests against slavery, overall I am utmost thankful that people like you are carrying out their voice and speak up for others. My prayers are often with you and I am convinced that one day you’ll be able to abolish slavery.

I am beyond grateful that you gave me your time by reading this letter. If you require any further information, please don’t hesitate to contact me.

In gratitude, James Thompson.
The class created an own country, a fictional one, which was the only safe country left on earth.

The group that entered were refugees that wanted to live in the new country.

In order to be accepted, the refugees had to follow a set of weird and harsh rules, and they had to prove themselves worthy of the country.
BIOLOGY

2B had an assignment on evolution.
They could choose one of the following three formats to express the theme of Evolution.

1. You are a journalist for a local newspaper in a small town. Folk in your town either belong to the old families, who have been living in the place for generations, and who mostly have a strong Christian faith; or they belong to the ‘newcomers’, who came in when a research lab was built for a biochemical company. A Darwin Debate is taking place in the town hall, and you are send to report on it.
Write the article to your newspaper on this meeting between Darwinists and Creationists

2. Imagine you are the young Darwin. You are sailing on the HMS Beagle. You keep a diary, in which you put down all your impressions and thoughts about the places you visit.
Write the entries to his diary that Darwin might have written when visiting the Galapagos islands.

3. You are a palaeontologist digging in the Utah desert or the Great Rift Valley in Africa. One day at the dig, the team and you come across a fossil of a completely new species. It is an exciting find, it might be the remains of a so-called missing link.
Write the speech you are going to give to a class of 13-14 year olds, explaining the find and its importance if it is indeed a ‘missing link’.
1833

Dear diary, I am on the HMS Beagle, sitting in my hammock in the cabin of the ship. We are heading to the Galapagos islands as we just left the coast of south America. I hated the study medicine which my dad wanted me to do, there was too much blood and I did not learn a lot at all. So I was very happy when I got an invitation to join this ship. In the British university I learned a lot and gained interest in animals and plants. I wanted to be a naturalist.

16 September 1835

Dear diary, yesterday we were expecting another long day on the sea but we were coming closer to some islands on the map called the Galapagos. We were not sure exactly where they were located but after some sailing we found the islands. The islands were still far away and we could only see a deserted and isolated place. Today we spent time sailing closer to it and we saw a lot of animals on the island through our binoculars that we did not recognise also some new fish species.

17 September 1835

Today we went ashore on an island called Sant-Cristobal. The Beagle anchored in a bay on the south of the island, I was amazed by the volcanic and cratered island and looked at the lava flows and thought about how these were formed. I also found very special birds, which I understand are called Galapagos mockingbirds, I also saw giant tortoises, desert plants and some reptiles.

Niek Kunkels 2Bg  Darwin’s Diary assignment

October 10th 1835

Today we sailed to San Cristobal. The island wasn’t as beautiful as Floreana but nevertheless it was full of plants. The best part of the island was that there were no bugs or mosquitos! What would the finch eat I wondered, I was quick to find out that the finch on this island was vegetarian it ate plants. We will sail out to sea in two days. It was a privilege staying here.

October 14th 1835

On the ship I have been wondering how all the finches could have different beaks and are still part of the same species. I had this crazy idea that all of the finches start of as one and then slowly very slowly change to suit their environment best. I know it’s very weird but it’s my best shot at explaining it.
Hello everyone. My name is Nicole Krabben and I am a palaeontologist. A palaeontologist is a scientist who studies fossils. A palaeontologist tries to figure out how ancient things were by studying fossils. As a palaeontologist you spend a lot of time digging and searching for fossils, because they are not always as easy to find. Sometimes you don’t find something interesting for a long time.

But a week ago we might have found a missing link. A missing link is a non-scientific term for a transitional fossil. It is used in the media for example, for any new transitional form. Me and my group of palaeontologists went to the Great Rift Valley, this is where we found a huge fossil while digging. It was quite big and we are now looking for more fossils around that area. We are hoping we can find more fossils, because if we find more fossils we can probably figure out to which animal it belongs.

Voices Everywhere

The newspaper of all perspectives

The Evolutionary Dispute

Today we are in the small village of Suldmen a small village on the countryside of Northumberland, England. A few years ago the quiet village was shaken when a new biochemical company called BioTech stationed in the village. It was a quiet village in which every knows each other but that changed when new young families came into the village. New people from other cultures and beliefs. The traditional families that lived in Suldmen were shocked: what happened to their old village?

There is especially one topic both sides cannot agree on: evolution. The mayor of the city organised a debate in the townhall to hopefully settle the dispute.

I was in the townhall during the debate and I am reporting it so let's dive into the debate.
The hall slowly filled with people. Villagers and the people of the lab. The mayor organised two sides in the hall. On both sides there are chairs. The villagers sit down on the right side and the lab people on the left side. The mayor sits on a podium in front.

‘BioTech, why do you support the evolution theory?’ A small man with dark hair steps forward. ‘We believe in the evolution theory because of multiple things. If you look at chimpanzees for instance you see, and this is proven, that we share 96%. This can only be clarified, like how two people share a lot of genes, by having a common ancestor. This means that from that ancestor a line of species has developed into humans and in chimps. For this evolution is proven.’

‘I object!’ A middle-aged white male stepped up from the Creationists’ side. ‘You talk about a common ancestor between humans and apes, but can you name the species? No! So how do you prove that it has existed? You simply can’t! The evolution theory is one big speculation! A speculation by the devil! God created men kind’.

Approving noises came from behind him. A woman with dark curly hair stepped up. ‘You talk of proof, but there is no proof of the existence of God!’ ‘The Bible is proof of His existence,’ said a woman in behind the hall that stepped up. Someone replied to her: ‘The Bible is one big story book that someone has written down years ago. He made everything up and this book has nothing to do with God’ ‘He spread the word of God and God doesn’t lie!’

A man with blond hair from the BioTech side stood up. ‘I have an idea. You say that we support the devil.’ ‘Exactly! God knows what you are up to in that lab,’ someone shouted from the other crowd. ‘Let’s keep it respectful,’ the Mayor said nodding the man can continue. ‘What I tried to say is that you should come into our lab, and we will show you around so you can understand what we are doing.’ ‘That sound like a good idea,’ said the man who start talking on behalf of the villagers. ‘I hope that settles the depute for now,’ the mayor said. The hall was emptying and everyone went home.

Next week we will go with the villagers in the lab to continue this story. Thank you for reading and I will keep you updated. See you next week!

Mauringh van Beurden, April 2021, (edited) for Voices Everywhere
ENGLISH TTO

Year 2 English TTO have written poems as the final assessment task for the Poetry unit. The standard was extremely high. We hope you will enjoy reading some of them.

English TTO Poetry

From Lukas and Panagiotis

The Plea of the Bumblebee

I was sitting in a tree,

Drinking some tea,

Saw a bumblebee,

Seemed to look at me,

Making a plea.

I began walking,

He started stalking,

I started jogging,

He seemed to be talking,

And I stopped ignoring.
I thought it was weird,
Should I not be feared,
Tried to make it disappeared,
But he wanted to be heard,
Bumblebee persevered.

He said: ‘don’t forget,
We insects under threat,
The poison we get,
It’s worse as of yet,
You may come to regret.’

This creature so bright,
Of course he was right,
We should see the light,
And listen to this plight,
Make this alright.

(Annotated version)

The theme of our poem is Nature.
The type of poem that we used is rhymed.

The Plea of the Bumblebee <-- This sentence is a personification
I was sitting in a tree,
Drinking some tea,
Saw a bumblebee,
Seemed to look at me, <-- This sentence is a personification
Making a plea. <-- This sentence is a personification

I began walking,

He started stalking, <-- This sentence is a personification (also an alliteration)
I started jogging,

He seemed to be talking, <-- This sentence is a personification
And I stopped ignoring.

I thought it was weird,

Should I not be feared,

Tried to make it disappeared, <-- Tried to is an alliteration
But he wanted to be heard, <-- This sentence is a personification
Bumblebee persevered. <-- This sentence is a personification

He said: 'don’t forget,

We insects under threat,

The poison we get, <-- This whole stanza is imagery
It’s worse as of yet, <-- This sentence is a simile
You may come to regret.’

This creature so bright,

Of course he was right,

We should see the light, <-- This sentence is a metaphor
And listen to this plight,
Make this alright.
The world around me

I look up and see the tall trees
Beneath me frogs are jumping around
Above me are birds in the sky
Twigs and leaves covering the ground

Four five fantailed fish
Swimming under the surface
Flowers catching the sunshine
A deer looking for her mom nervous

Nature is growing all around me
Just like the world it never stops
Water floats into soft clouds
Beautiful as the sunset over the treetops

The sun is slowly sinking into the horizon
Animals are closing their eyes
For the next day to wake up
And enjoy the beauty of their lives

The world around me – annotated version

I look up and see the tall trees = personification
Beneath me frogs are jumping around
Above me are birds in the sky
Twigs and leaves covering the ground
Four five fantailed fish = alliteration
Swimming under the surface

Flowers catching the sunshine = personification
A deer looking for her mom nervous

Nature is growing all around me
Just like the world it never stops = simile
Water floats into soft clouds
Beautiful as the sunset over the treetops = simile

The sun is slowly sinking into the horizon = personification
Animals are closing their eyes
For the next day to wake up
And enjoy the beauty of their lives

Our rhyme scheme was:
A
B
C
B

Our theme was nature and how people can see the world. How the day begins and ends. And how animals life their lives.
About love and losing soulmates. 5 stages of grief
Nicole Krabben & Elena Poort 2b

Her.
It couldn't happen, my worst nightmare
I saw her so alive, breathing in and out
We had a life, it wasn't fair
All she did was sing, beautiful and loud
Us against the world, so brave with no doubt
Can't stop thinking, 'What if?'
Everything I did, was it all wrong?
These frustrating thoughts make every bone stiff
Punching every wall, when hearing her song
Can't forgive you for leaving me
Living without you, it feels so long
Hurting inside, even though you're free
Wanting to drown, deep down in the sea

On my own without my other soul
My heart has no color, lover or other
It's all dark, one black hole
She now has a new world to discover
Me and her as it seemed like dating
While mine has gotten smaller, needing to recover
Dear other half, I'm still waiting

'Whoosh!' The wind is crying
It feels like yesterday
When she was slowly dying
Nothing much left to say
Everyday I'm learning, I'm still trying
The roses on her stone, already cold like gray
While following the light, she's finding her way
Restarting my life, loving new souls
Maybe not her, but another individual
A loss in my life, with still a few holes
A new soulmate, only fictional
A new chapter, with different roles
A new time, everything still fixable
Reading the pages, but never reaching her goals
Annotated version:

(denial)
It couldn't happen, my worst nightmare - A
I saw her so alive, breathing in and out - B
We had a life, it wasn't fair - A
All she did was sing, beautiful and loud - B
Us against the world, so brave with no doubt - B → “Us against the world” The world
here is meant as the problems they go through together.

(anger)
Can't stop thinking, ‘What if?’ - A
Everything I did, was it all wrong? - B
These frustrating thoughts make every bone stiff - A
Punching every wall, when hearing her song - B
Can't forgive you for leaving me - C
Living without you, it feels so long - B
Hurting inside, even though you are free - C
Wanting to drown, deep down in the sea - C

(bargaining)
On my own without my other soul - A → “other soul” is referring to ‘her’.
My heart has no color, lover or other - B → This sentence sets up the mood. Really
sad and depressing.
It’s all dark, one black hole - A
She now has a new world to discover - B
Me and her as it seemed like dating - C → ‘Me and her as it seemed like dating.’
Everyone thought we were just dating, but we knew it was more than that, but we
were endgame.
While mine has gotten smaller, needing to recover - B
Dear other half, I’m still waiting - C → “other half” is referring to ‘her’.

(depression)
‘Whoosh!’ The wind is crying - A
It feels like yesterday - B
When she was slowly dying - A
Nothing much left to say - B
Everyday I’m learning, I’m still trying - A
The roses on her stone, already cold like gray - B
While following the light, she’s finding her way - B → The light is meant as the place
after death, heaven.

(acceptance)
Restarting my life, loving new souls - A
Maybe not her, but another individual - B
A loss in my life, with still a few holes - A → Here it says there are still holes in their
life, which is meant as sadness that’s still in their life.
A new soulmate, only fictional - B → Only fictional, which means their new ‘soulmate’
could only be in their imagination. They could never actually love someone else
again like they loved her.
A new chapter, with different roles - A → The new chapter is meant as a new life without her. The different roles are meant as the new people they’re going to meet.

A new time, everything still fixable - B
Reading the pages, but never reaching her goals - A

Explanation ‘Her.’ from the title:
The person in the poem is referring to ‘her’. ‘Her’ is described as this person’s soulmate and other half and is talking about dealing with the loss of her. Their feelings and how they cope with their loss. They are grieving and are going through the 5 stages of grief.

The 5 stages of grief:
Every stanza represents one stage of grief:
- Denial
- Anger
- Bargaining
- Depression
- Acceptance

- Alliteration
- Personification
- Simile
- Imagery
- Hyperbole
- Metaphor
- Symbolism
- Onomatopoeia
Looking out of the window, 
at the specks of water. 
Flowing down from the clouds, 
almost without a sound.

It makes me feel at peace, 
hearing the dripping rain. 
It sounds like a cat's paws, 
jumping without any flaws.

I wonder many things, 
while my worries fade away. 
It makes me want to fly, 
high up in the sky.

When I'm above the clouds, 
I see the shining sun 
and the fluffy cloud tops. 
Not the ones with grey drops.

When I descend back down, 
the rain greets me again. 
It feels soft on my skin, 
when I begin to tune back in.

I slowly close my eyes 
and take a deep breath. 
Before it all drifts away. 
On this one rainy day.

By: Bente Nowee and Ishani Awasthi
Looking out of the window, at the specks of water. Flowing down from the clouds, almost without a sound. It makes me feel at peace, hearing the dripping rain. It sounds like a cat’s paws, jumping without any flaws. I wonder many things, while my worries fade away. It makes me want to fly, high up in the sky. When I’m above the clouds, I see the shining sun and the fluffy cloud tops. Not the ones with grey drops. When I descend back down, the rain greets me again. It feels soft on my skin, when I begin to tune back in.

I slowly close my eyes and take a deep breath. Before it all drifts away. On this one rainy day.

Stanza 3,4 and the first line of 5 – Symbolism for daydreaming
In those stanzas the poem is basically explaining what it feels like to “drift away” or start dreaming.

**Analysis of poem:**

Theme = rain and daydreaming

The theme of this poem is made clear by the descriptions of rain and the trip that the character makes in the sky/their dream.

Repeating words:

Clouds – Are repeated because clouds are a symbol of light and feathery flight. Which is what we are going for with the daydreaming theme. Like you are floating away like a soft cloud.

Rain – Repeated because we are writing a poem about rainy days.

Mood = dreamy

The mood is dreamy, because the character is talking about things that are only possible in their imagination, and thus not in the real world.

Rhythm = There isn’t a really specific rhythm as every line does not have the same syllable count, but most sentences have the rhythm:

ba-dum, ba-dum, ba-dum.

Example:

Loo-king-out-the-win-dow.

Type of poem:

Rhymed poem (rhyme scheme: A-B-C-C)

Punctuation = This poem has commas and full stops. This serves a purpose, because it makes the reader read the poem slower which allows them to think about the poem carefully while reading it. It also allows the dreamy mood to get conveyed, with the poem being slow-paced.
Poem breakdown:

Stanza 1 = Talks about how we perceive rain.
Stanza 2 = Rain being something familiar like a cat, and thus making you feel at ease.
Stanza 3 = Thoughts while it’s raining / beginning of a daydream.
Stanza 4 = The daydream / trip to high up in the sky.
Stanza 5 = The moment when you realize that you are coming back to reality.
Stanza 6 = Trying to treasure the fun memories before reality hits.

This poem is about a person who is at home while it is raining. Instead of seeing rain as something negative, they think it is positive as they feel comfortable and at ease hearing the rain fall on the ground. This moment of peacefulness makes them forget all their worries. Due to this they think about the most bizarre things; they want to fly. This is the start of their daydream. In their daydream they fly and float through the sky and see the sun shining brightly. This is a precious moment that they later will want to cherish forever. When the daydream is over, they start to “descend”, and realize that they were dreaming. But before they “wake up” from their dream they think about the good time once more, before the memory drifts away.

Poem by Niels van der Sterren and Quirijn de Rooij 2B

There is a creator and saver of all life,
who most definitely doesn't have a knife.
It serves as a home for many,
as you don't have to pay a penny.
We must protect this being at any cost,
as more of them are being lost.
Of course we are talking about the mighty tree, who gives air to me. The individual as strong as an ox, for nature they are the building blocks. Generating oxygen daily, although they are standing almost stalely.

There are many who live in it, many of which will benefit. For example the squirrels and the bees. These will not be displeased. This tree is a home for them, all of the animals living in its stem.

But we must not stop planting they, who we will want to have stay. Growing the ingredients to life on planet earth, We have to make these saplings worth. So let's come together to salvage the savers of life, harbouring most of the planet's wildlife.

These trees help us daily, just like the honey bee. They are being cut down by us, even though they are harmless. We use them for different things, for example tools and buildings.
The tree’s outreaching branches,
flowing waves is to what it matches.
It’s roots spreading passionately,
intertwining almost magically.
The look of the tree is pleasant,
for the eyes they are the present.

Annotated version

Stanza 1
There is a creator and saver of all life,
This line talks about the tree and how all other life forms rely on plants.
who most definitely doesn't have a knife.
This line talks about how the tree never hurts anyone.
It serves as a home for many,
Here it means that the tree often houses many sorts of animals.
as you don't have to pay a penny.
This line talks about how animals often just use the tree without benefiting the tree in any way.
We must protect this being at any cost,
Here it talks about how the tree is important to many animals because it produces oxygen allowing us to live.
as more of them are being lost.
This line talks about the deforestation happening all over the world causing many species to go extinct and less oxygen being produced.

Stanza 2
Of course we are talking about the mighty tree,
Here it makes clear that we are talking about the tree
who gives air to me.
This line talks about the fact that trees produce oxygen.
The individual as strong as an ox,
Here it talks about the strength of a tree.
for nature they are the building blocks.
This line talks about the food chain and how it all starts at plants (for example a tree).
Generating oxygen daily,
This line talks about how trees make oxygen and that all animals need it to survive.
although they are standing almost stalely.
Here it talks about how trees are unable to move.

Stanza 3

There are many who live in it,
Here we talk about how animals live in trees.
many of which will benefit.
This line is about how animals benefit from trees.
For example the squirrels and the bees.
This line talks about which animals profit from trees.
These will not be displeased.
These animals must have a house.
This tree is a home for them,
This line talks about how trees are homes for these animals.
all of the animals living in its stem.
How animals live in the stems of trees.

Stanza 4

But we must not stop planting they,
This line is about how we should keep planting trees.
who we will want to have stay.
This line is about how we must keep trees.
Growing the ingredients to life on planet earth,
This line has personification making the seeds real ingredients.
We have to make these saplings worth.
This line is about how we should make saplings grow regularly.
So let's come together to salvage the savers of life,
This line is about how the people on earth should save trees.
harbouring most of the planet's wildlife.
The trees habiting a lot of animals.

Stanza 5

These trees help us daily,
This line talks about how trees help us a lot. They get us food by being at the bottom of the food chain and generate oxygen for us.
just like the honey bee.
Here it talks about how honey bees also help us by pollinating all kinds of plants and helping them reproduce.
They are being cut down by us,
Here it talks about how we cut down trees for wood which we use for a lot of things like furniture.
even though they are harmless.
This line talks about how trees are harmless.
We use them for different things,
Here it talks about the uses for trees.
for example tools and buildings.
Here it is talking about the uses of wood. We use wood for things like furniture, tools and houses.

Stanza 6

The tree’s outreaching branches,
This line has personification making the branches look big.
flowing waves is to what it matches.
This line has a metaphor comparing the branches to the waves.
It’s roots spreading passionately,
This line is again a personification as it uses the verb passionately which is usually used for people and not branches
intertwining almost magically.
This line is about the branches crossing under the ground
The look of the tree is pleasant,
This line talks about how the sight of the tree is nice
for the eyes they are the present.
This line talks about how trees look good
Loneliness

(free verse)

You were there, sitting next to me,
Quiet as always.
Not being spoken to, and not saying a word.
It hurt.
It still hurts me so awfully.
Why didn’t you tell me you were suffering,?
Why didn’t you let me help you?
Help you get rid of the pain,
Rid of the million small broken pieces inside you. (metaphor)
Your eyes that held the universe inside. (metaphor)
Millions of stars dancing inside. (personification)
Why did you leave me?

The way how your long fingers folded over mine,
how your hands softly brushed over my sensitive skin leaving a tingling (onomatopoeia) feeling behind.
You told me that we were destined.
That you and I were soulmates, created by the universe. (personification)
But were you also destined to leave?
You said that the universe had a plan for everyone.
But was this a plan the universe created, (personification) or was it your own.
If we were destined, does this mean that I’m also meant to leave soon?
Why did it have to be you?
Billions of people on this earth and yet you were the one to leave. (Hyperbole)
Would it have been better if we never met at all?

By Dorsa Farsi. 2C
Some people don't realise heaven is under our feet as well as over our head.
The beautiful smell of the grass with dew in the sunny morning, the warm
sunshine that falls onto the earth crust, the stark white clouds are floating
above us, so calm and peaceful.
Some people can’t see what the pretty nature can mean to us.

When you wake up and birds are having fun,
The sunshine already finds its way through the air,
What I love when I'm outside to run,
Is the sun that shines on my skin and my hair,
All our pleasures of life come true by the sun.

Walking in the sand is like a déjá vu.
You look behind you in the sand.
The footprints of your shoe.
U can't change your old command.
But the future is in your hands.

The ocean is a bath full of tears, Tears of God.
Deep underneath the tears is life,
A spark of hope within the calamity.
You can cry in the ocean, and hide there.
Think in silence and refresh your sanity.
The ground where we live on, is the earth's jacket,
The ground has mountains with high tops and deep holes,
The earth with her ground, is one big packet,
All the animals living in the ground are animals with happy souls,
The protection of the creatures on the earth, that's one of the ground's goals.

Don't forget that the delights to feel your bare feet and the wind long to play with your hair. The curly grass, so light as a feather.
It looks calm and ready.
An empty mind is a mind full of thoughts.
Watching the clouds float across the sky, it’s by no mean a waste of time.
War through a child’s eye

When children fight adults stop them
   Make peace they say
      Figure it out
      Shake hands
      And be friends

Why couldn't they then do that too
   Like in World War 2
   So many innocent people died
While the government didn't even cried
   You are like a number in their eye

   The citizens wanted to make peace
No, no the country had to increase
   As if that would make them proud
      Like the screaming sound
   Of people being killed and tortured

   People not daring to go outside
While the president was on the safe side
   Being afraid of dead
Scared that a bullet will go through his head
   And will bring him to his grave

   Hearing gun shots everywhere in the air
   wouldn't it just be easier to care
   To think, isn't there a better way
A way in where we can all be okay
Without carrying fear on our shoulders
If you ask me
No they disagree
No one can stop them anyway
If they want a war in May
And at the end we say "War is over we won!"
But look around you you're the only one.

Made by, Chara Tsaroucha 2B

Annotated version
Theme: war
Type of poem: rhymed
Title: War through a childs eye
Similes
Rhymed parts a & b
Used End Rhyme, Feminine Rhyme, Masculine Rhyme, Close Rhyme, Caesura in lines 9-10 & 26-27 and Enjambent in the rest of the lines, Rhythm and I also used symbolism and Imagery.

(Symbolism)

1. When children fight adults stop them
2. Make peace they say
3. Figure it out
4. Shake hands
5. And be friends

6. Why couldn't they then do that too (also a)
7. Like in World War 2 (a pun) (also a)
8. So many innocent people died
9. While the government didn't even (cried) cared
10. (You are like a number in their eye) if you die there si only to them one less person to fight for them

11. The citizens wanted to make peace
12. No, no the country had to increase
13. As if that would make them proud) happy and think that they succeeded in there life
14. Like the screaming sound
15. Of people being killed and tortured

16. People not daring to go outside
17. While the presiden was on the safe side
18. Being afraid of dead
19. S cared that a bullet will go through his head
20. And will bring him to his grave

20. Hearing gun shots everywhere in the air all the time
21. Wouldn't it just be easier to care
22. To think, isn't there a better way
23. A way in where we can all be okay

24. Without carrying fear on our shoulders not walking around in the city and being scared that it could be your last day

25. If you ask me
26. No they disagree
27. No one can stop them anyway
28. If they want a war in May whenever they want
29. And at the end we say "War is over we won!"
30. But look around you you're the only one. Everyone you loved has died so why would you celebrate (scream) if you didn't won something from this war only lost
Thijs Poelman & Sem Somi. Class 2C.

Their poetry task was written before the Dutch team had been knocked out 😞

**European Championship 2020**

The game,
the rush,
the Orange blush.
The sponsorship
with its videoclip.

The wave,
the cheer,
the Orange beer.
People adore,
the Lions roar

The players,
the field,
no time to yield.
The goal
penetrates everyone’s soul.

The win,
the brave,
the Orange wave.
The enlightenment
of the excitement.

The jump for joy
as we begin
for the final win
The Dutch dream,
our nations Orange team.

**Annotations**

We chose the soccer theme because it’s something that can get everyone excited. And it’s happening now. We used capitals for the words Orange and Lion to emphasize our Dutch team. When trying to rhyme it was hard to find a rhyme word for lion so we had to pack it into a different context, while trying to say the same thing.
The same thing was for the word goal, we looked up rhyme words and found the word soul. That was something we could use.
We tried our best to use the requirements asked in point 5.

**Symbolism**: Orange and Lion (both symbolic for the Netherlands and the Dutch team).

**Imagery**: Lions roar (it’s not a real lion roaring. It symbolizes the Dutch team and its cheering supporters).

**Hyperbole**: The Dutch Dream (It’s not everyone’s Dutch dream).

**Personification**: The enlightenment of the excitement (the excitement cannot really be enlightenment, but it brings some air to the phrase).
The goal penetrates everyone’s soul ( a goal cannot penetrate everyone’s soul).
ART

Non-Western cultures and patterns typical of those cultures. That was the starting point for 2TTO Design project.

Here are some mood boards on which you will see a variety of cultures and continents represented.

They made up their own pattern designs inspired by those from their chosen non-Western culture and then added their pattern designs onto a product.
Chrisje Klein, ZC, shows off her own pattern designs on mobile phone cases.
Carolina van Kempen. 2C
Above: Magali van Vollenhoven 2B. Below: Dorsa Farsi. 2C.
ART

2TTO researched masks from different cultures which had functions. Then looked at super heroes and heroines and their powers. They then had to make a mask that would give them a particular power or protect them against something.

On the next few pages are just a few examples of some clever ideas.

Thijs Poelman of 2C handed in a very original PowerPoint with lots of research and interesting ideas in it. Here is a summary of his work and ideas:

**My Water Mask**

- Inspired by the previous medicine men.
  - My own water mask.
  - Including protective potions and protective spells.
  - The different shades of water/blue

**My idea**

I wanted to make my own Dutch version of a water protection mask.

It should protect us from:

- Rising sea water levels
- Flooding
- Polluted and toxic water (it has the power to clean water with magic potions).
- Tsunami’s
- This mask protects us with everything that has to do with water. In any form: gas, liquid or ice. That it may never run out.
Carolina van Kempen’s (2C) work in progress from sketches, to process of making, to the final mask:

My sketch, chosen from three that I did.

Step 1. I cut-out my mask design in a thin piece of a cardboard and then I took a thick piece of cardboard and glued it underneath my mask so it wouldn't be as floppy.

Step 2. I painted my mask. I first painted the side of the sun by using/mixing the colours yellow, orange, red and white, then I just brushed the different colours on. On the side of the moon I used/mixed the colours blue, purple and white, then brushed it on. After that I let it dry.

Step 3. I brought different coloured string and beads to use after the paint had dried. I then added the string and the beads on the sun and the moon. I added it on the sides, eyebrows and the mouth. The last thing I did was take a paint brush and paint to use as the handle of my mask.
The power of my mask:

The power of my mask is that it has the ability to change time. That’s why I call it "Mother Time" because it has the ability to go back in to the past and to go in to the future. There is one problem though, if you use it too often or go to the same time too often you will destroy the timeline. So everything that then has happened in the past or what is going to happen in the future gets wiped away and changed.

Sophie Dijkstra, 2C.

The mask that I created is the control mask. With this mask the person who is wearing it can control other people's minds. They will be able to read minds, make people do things and get things for themselves.

The antennas at each corner of the mask also protect everyone from covid-19. They spray out a certain perfume and once it is smelled by a living being, it will not be able to get the virus.
This is a very sunny mask. The mask protects you against bad weather and gives you power to cycle to school very fast. The mouth eats rainy clouds (the mouth is an upside cloud). The head catches thunder and wind and the middle is the god of the sun (the right head shows wind, and the left head shows thunder). The ears absorb sunshine and gives you energy to cycle very fast. The eyes focus you on cycling very fast. (It is a bicyclist.)

Floris de Koning of 2C deserves a prize for this amazing mask, combining creativity and technological ideas. A future TU Delft student in the making!
Jasmijn Bierens, 2C, also takes us step by step through two sketches to the final outcome.

Sketch: ‘**Butterfly**’. This mask is a butterfly. Colourful and happy was what I was going for. I also wanted texture in my mask.

Sketch: ‘**Gala**’. This mask would come handy if you were going to a mask gala. The mask includes beautiful feathers, glitter fabric and plastic diamonds.

My mask is a butterfly. It is made from carton. Painted and decorated with feathers, pearls and rhinestone stickers.

My mask gives you the power to live for ever, because the butterfly stands for the immortal soul.
Above: Duarte Batenburg. Below: Marcel Sutedja and Laulani Ramanna - all three of 2A
BIOLOGY

3TTO and Resuscitation. In the last edition of the MOTTO, we saw 3TTO learning from the “Held” app; used as guidance for the correct procedures during resuscitation. Continuing from this they got an assignment to include the correct CPR drill in a story. They chose the form and content (poem, reported interview, story, etc). Originality was appreciated.

The first example is by Roni Çiftçi of A3A, and he certainly throws us an attention-grabber!

The year is 2089. It has been 68 years since the facemasks took over. Only a small part of the human resistance is left, hiding from the invasion. After years of hard work, they are finally ready to carry out their plan. It is simple: one cyborg with an Austrian accent will go back in time to the year 2021 in an attempt to stop a mutated facemask from suffocating and taking over its human host. That cyborg’s name is Connor Patrick Robinson, and if he can stop the mutated facemask, then he will prevent the spread of the facemask army.
As Robinson set foot in the time machine, he heard an explosion. The facemasks had arrived. Robinson tried to help, but the scientists had already turned on the machine. And as he faded away, he could see hundreds of masks swarming around his friends’ faces. Before he disappeared, he yelled: “I’ll be bahk!”

It was midnight in Chicago, and for the first time in years, it was quiet. At least, until a man came falling from the sky. At an enormous speed, Robinson came down, until he finally landed on the pavement. People were gathering around him slowly, asking if he was okay. He jumped up when he saw them all wearing facemasks until he realized that the mutation hadn’t taken place yet. He calmed down and asked what year they were in. “2021”, one confused stranger answered. “IT WOAHKED!”, Robinson yelled as he ran away. “now I need to find ze fuhst victim ahnd destroy his mahsk”, he thought to himself. He grabbed the note that had been given to him by one of the resistance scientists. “223 Eastwood street”, it said.

After a few minutes, he arrived at the apartment. He kicked the door open without hesitation. Inside he saw a man on the ground with a face mask clamping onto his face. “Ahh you okay?”, he asked. When he heard no response, he lifted the man’s chin back. He leaned over and started calling for the man while gently pulling his shoulders. When that didn’t work, he used a sensor in his robotic arm to sense if the man was breathing, which he wasn’t. He had been trained for this.

First, he called 911 and exclaimed: “send ahn ambulahnce to 223 Eastwood street, ziss mahn is dying!” Then, he started with chest compressions. He straightened his arms and put his hands over each other. His robotic arms compressed perfectly paced at 100 compressions per minute. After each set of 30 compressions, he was supposed to start with rescue breaths. But the mask stood in the way. He had one chance to perfectly shoot at it, but he knew that if he missed, the host would die and the mask would take over and start the invasion. Carefully he aimed his needle gun and shot with as much precision as possible.

Hesitantly, he moved towards the man to check if he had survived, and when the man jumped up and started breathing again, Robinson knew that he had succeeded. Confused, the man asked what happened. Robinson answered: “you hahd a heaht ahttaheck, stay heah if you want to live. ahn ambulahnce is coming. I must go now, but zank you.” “Thank you for what?” He never got an answer. Robinson had already travelled back to the future as the sirens of an ambulance could be heard from the distance.

The end
**Song: Don’t waste a life**

Made by: Lidwine Hofstra G3A

Verse:
One day I was walking down the street,
Saw something that wasn't very neat.
A man collapsing on the floor,
Laying on his back I wasn't sure.
I looked around left and right,
There was no traffic on each side.
My heart was racing I felt numb,
Scared to death over what would come.

Pre-chorus:
And I thought.....

Chorus:
Don't waste a life,
Give the man a chance to thrive.
Don't waste a life,
Help the man with his strife.

Verse:
Finally there I shook his shoulder,
In comparison with me he was a lot older.
Even though there was no traffic, I placed him on the sidewalk,
Where it was safe instead of the crosswalk.
No reply he was unconscious,
My stomach turned I was nauseous.
I called for help and look around,
A man came up to me someone out of town.
I called 112 told them the situation,
And I didn't forget to tell the location.
The man from town he helped me,
Ran towards the building with an AED.

Pre-Chorus:
And I thought.....

Chorus:
Don't waste a life,
Give the man a chance to thrive.
Don't waste a life,
Help the man with his strife.

Verse:
Still laying there I checked his breathing,
Tilted his head, lifting his chin, disbelieving.
No air was coming out of his mouth or nose,
I stood there thinking and then I froze.
But I knew what to do put my hand on the middle of his chest,
With the right timing of 'Staying alive' in my head.
30 times I repeated compressions over and over,
Thinking of what came next, I needed a clover.

Still not breathing I tilted his head,
Lifted his chin frightened to death.
I closed his nose breathed air in to his,
Mouth 2 times this was my analyses.
After this I repeated compressions like before,
Because he wasn't breathing that, I was sure.

Pre-Chorus
And I thought.....

Chorus:
Don't waste a life,
Give the man a chance to thrive.
Don't waste a life,
Help the man with his strife.

Verse:
Finally, the man from town returned to me,
He came there holding an AED.
Putting the sticker on his bare chest,
I stepped away pushed the button and did the rest.

After some time, I saw the rescue,
The professionals took over and said thank you.

So-o-o-o......
don't waste a life,
Give the man a chance to thrive.
Don't waste a life,
Help the man with his strife.

Verse is played on the ukulele with the song: Dumb ways to die by Ollie McGill
FADE IN:

BUSY AMSTERDAM STREET – DAY

Voices can be heard, and a moderate amount of people are walking by.

DISOLVE TO:

CAFÉ NEXT TO CANAL – TERRACE – DAY

Two people are having a chat over some coffee.

NIELS, in his late 30’s, scruffy and somewhat unkempt hair, unfit and a bit chubby.

NIELS
So, how’s life been in this crazy world we’ve been living in?

JAN, average height, but has a good BMI, he goes for jogs every morning so is reasonably fit, but only good at running.

JAN
It’s been alright if you ask me, I miss going out more often, apart from rare meetings with my close friends like this one. My wife’s birthday is coming up, you got any ideas for what I should buy?
Niels leans back in his chair as he thinks.

NIELS
Well, you can’t go to many stores nowadays, not without appointment that is. You could always order something online. How about something on the more practical side?

Niels leans back his chair too far, and he tips over into the canal behind him.

Niels
OH SHI-

Niels falls into the canal with an audible splash. He slowly sinks into the water and starts to drown. A few seconds later a tourist boat close by stops near where Niels fell in, and one of the people on the boat dives in to go after Niels. A bit later both people come back up, and Niels is placed on the walkway of the tourist boat.

The tourist boat then goes to the side as to not disturb traffic.

One of the tourists asks the dumbfounded people to make space around Niels and looks for any other traffic nearby.

HAELLT, was passing through Amsterdam to visit some relatives, decided to go sightseeing while he was there.

HAELLT
Make way, move, MOVE! Time is precious
here! And someone call 112! Now quiet,
I have to hear any signs of breathing

Haellt shakes Niels’ shoulders, and asks if he was okay. After no response he lifts Niels’ chin with two fingers, and checks for his breathing, he can hear short, barely audible gasps.

HAELLT

Somebody get an AED, and quick!

Jan rushes to get an AED and Haellt starts the first set of thirty chest compressions and can be heard softly humming Stayin’ Alive. After thirty compressions, he lifts Niels’ chin with two fingers again, and Haellt closes Niels’ nose. Haellt takes in a deep breath and blows air into Niels’ lungs, he does this a second time and then begins with compressions again. At around 10 compressions, the AED arrives. Haellt presses the middle button on the AED.

AED VOICE

Place the pads in the area depicted on them. Analysing heartrate.

Administering shock. Continue chest compressions.

An ambulance arrives, and they place Niels in the ambulance. Everyone slowly dissipates from the crowd.

AMSTERDAM - DAY

DISSOLVE TO:

A newspaper is circling around, the front page has a picture of Niels recovering, and it is about Haellt, who soon left Amsterdam, who is now hailed as a mysterious hero in Amsterdam.

BY: EDLAN BOENDER G3A
**Ideal City.** Delayed from before January, by the lockdown, A3A finally finished their utopian Ideal Cities just on time before test week! A frantic flurry of activity: duct tape, glue guns and fancy lights!

**Klimt.** The artist Gustav Klimt’s painting style was the inspiration point for 3TTO. Because of lockdown A3A had to do this as a photo-edited artwork, which was a real success as they are very skilled in editing! G3A and A3B started this assignment before lockdown as a painting project and have recently had the chance to finish it off. Hence the variety of media you see.

For the photo-edited version, pupils were encouraged to incorporate own choices of abstract paintings in and around the figure.

More A3B and G3A painted artworks inspired by Klimt’s style.

Left: Morris Nouwens. A3B

Below: Eleanor Luijks A3B. Right: Teddy van Pelt A3B
ENGLISH TTO

The themes in the classic book *To Kill a Mockingbird* resonate still in our contemporary world. This has been shown through a creative writing exercise whereby 3TTO pupils connect and compare racism from the period of this book to another book, song or film of their choice.

**Creative writing assignment**

The bigger picture (Lil baby) x To kill a mocking bird

**Introduction:**

Racism, heavy topic. In this essay I am going to focus on how my chosen song deals with the issue of race and I am going to explain what happens and how my work is connected to what I have read in *To Kill A Mockingbird*. Please do remember that some things are and will stay my opinion on racism and discrimination.

**Content:**

My chosen song is 'The bigger picture' by Lil Baby a black famous United States civilian known by his viral songs; We paid, Drip too hard, Grace etc., Is about racism towards black people in all kinds of forms. It is made after the death of George Floyd, a black men brutally killed by a police officer 25th may 2020. After he was killed people had enough of police brutality against black people and started a movement Black Lives Matter. In short, BLM. Millions of people joined this movement by making their profile picture on social media the logo of Black Lives Matter or by making songs and videos of it. Lil baby made a song about it, he made his song really detailed also about the racist things he experienced from the police to the education system.

How does my song deal with the issue of race? The song is mainly about how black people are treated different by white people.

In his song he raps: 'It’s bigger than black and white, It’s a problem with the whole way of life. There has been set a standard and if you do not meet that standard, you are getting discriminated. What I mean by that is, if you are going to the local toyshop and you want to buy a doll for your daughter’s birthday. Guess what colour those dolls are. White. Your kid is only playing with white kid characters, so when she goes to school and she sees a black child, she has no idea that black people exist and therefore It is harder to accept the person. Do I think shops should offer black dolls to buy? No I certainly do not, shops can do what they want. I do not want to focus just on black people getting discriminated, I want to focus on everyone outside of
that standard. E.g. fat people (people who are getting body shamed), people with other religions, people who are not feeling comfortable inside their own body. Some people will not accept those people and never will. People cannot be changed, you can only change yourself.

"Every coloured person aren’t dumb and all whites not racist." United States of America, Manhattan, 9/11/2001. The most cruel day in history of the USA also known as the twin tower attack or 9/11 Osama Bin Laden (deceased) was the leader of a terrorist group out of the middle east. They were the ones behind 9/11. Because of that and the currently active terrorist group ISIS there is now an enormous hatred towards muslim people and people out of the middle east. People are taking a small portion of a race and compare them to all. In Dutch that is called: Over één kam scheren. This is happening in TKAMB. Tom Robinson an innocent black men falsely accused of rape. Just because most criminals were black at that time does not mean you can point your anger towards an innocent man. Not everyone is the same, so do not shave everyone over one comb very broken English speaking. People with more power than civilians and having this mindset is horrible. At this point you could call those people corrupt, people like policemen and government people have power and could use this. Some policemen are really cruel like the officer who killed George Floyd but, not all policemen are like this. Do not compare a small portion of a group of people to all.

“I can’t lie like I don’t rap about killing and dope, but I am telling my youngins to vote.” Educating the youth about other cultures and teaching them to accept people out of the standard to make a new standard is the most important step to reducing racism. Teenagers are the future of this world and they are really powerful because of social media. Their reach is huge. Teenagers can vote on the government in a few years. They can choose not to vote for presidents who do not accept people for who they are like Donald Trump. TV series kid watch are getting more mixed, there are overweight people becoming models, People with Down Syndrome are shown in commercials. There is huge progress in efforts against racism and discrimination to lower the amount of racists in the future.

**Conclusion:**

When we start to accept we start to live. Everyone is being discriminated for something, it can be your big nose, your skin colour or your religion. This will always occur because some people will never learn to accept. Educating the youth is the most important step to reducing the amount of racists in the future.

_Wesley Joao Antonio A3A._
Always Guilty

Introduction:

In this essay I will be discussing the similarities between The Green Mile by Stephen King and How to Kill a Mockingbird by Harper Lee. I will especially be looking at the two wrongly convicted prisoners, Tom Robinson, the man blamed for raping Mayella Ewell from How to Kill a Mockingbird and John Coffey, the death row inmate from The Green Mile. Their sad stories are similar in many ways and shockingly reflect our society when it comes to racism and racial profiling. I will also discuss in which ways we see racism in the real world and potential solutions.

Paragraph 1

How to Kill a Mockingbird written by Harper Lee is a story following Scout Finch a sympathetic, bright, young girl. She has an older brother Jem Finch and a good friend named Dill Harris. Her Father Atticus Finch is a respected lawyer in the town Maycomb. The story begins when Atticus is given the difficult task of defending Tom Robbinson accused of raping Mayella Ewell. The Finch family become a victim of relentless bullying, being called horrible names and disliked by the community only for defending a black man. Atticus is doubtful of his innocence at first and so too is Scout. But as they get to know Tom Robbinson it becomes clear to them that Tom might be innocent. When in court, this becomes even more evident, the Ewells contradict themselves over and over, they never called a doctor after the incident and when Atticus makes the observation that Mr. Ewell writes with is left hand, he is certain that Tom Robbinson is innocent of the crime. As Mayella was beaten by a left-handed person and Tom´s left arm was injured at the time of the trial and when he was caught meaning that he couldn´t have beaten her. In a final stand Atticus presents all his damming evidence to the Jury and the Judge and although it is clear to all most everyone, Tom Robinson is still sentenced to death to calm down the Maycomb citizens. One day Atticus comes home with horrible news. Tom Robinson was killed by the public for allegedly trying to escape. Here ends the main conflict of the story.

The Green Mile takes place in 1935 in the Green Mile prison. We follow Paul Edgecomb, a death row officer. When the prisoner John Coffey comes to the prison most are horrified by his massive size, he had been accused of killing and raping two young girls. However, throughout the movie, Paul and the other officers starts to realize that a man like John would be incapable committing any crime. Percy on the other hand is also a guard at the Green Mile prison, however unlike Paul he is cruel and unsympathetic and is only interested in the suffering of others. Halfway through the story, it is revealed that John has supernatural powers. Paul suffered of an offal bladder infection before John came to the prison, which John heals by only touching him, he is also able to resurrect Del's mouse which Percy had mercilessly killed, and he saves the wardens wife from a horrible brain tumour. He is also
able to feel others pain as demonstrated during Del's execution. When Del was being prepared for death by electric shock, Percy doesn't wetting the sponge, causing Del to horrifiedly suffer and it causes John to feel this same pain. Wild Bill is another prisoner at the Green Mile, he is by all defections mentally insane. He troughs excrement at officers and laughs when others suffer. Later in the story John takes control of Percy by using his powers and uses Percy as a vessel to kill Wild Bill. John reveals that Wild Bill was the true perpetrator. It was he who had raped and killed the two girls and he had tried to save them from Bill. However, it is too late for a retrial, it becomes John's time to walk the mile, and sit in the electric chair. The story ends with John's death.

These two stories have a lot in common, like the time they take place, during the 1930ies, the fact that they both take place in the US and some other minor similarities. But there are three main similarities, in both stories we see some people who are able to look past skin colour. In the Green Mile this is Paul and most of his colleges who can see John for who he actually is. In How to Kill a Mockingbird this is the Finch family, to whom it becomes clear that Tom never committed the crime and is only on trial for the colour of his skin. Another big similarity is Percy and the Maycomb citizens. Percy is a cruel and ruthless person with no regards for others, and all though this isn't as extreme in How to Kill a Mockingbird we still see the same elements present in the townsfolk of Maycomb. Both Percy and the Maycomb citizens want to see the defendants' dead, no matter whether they were guilty or not. The final and biggest similarity are the defendants, both John and Tom are kind and loving people with an Afro-American background. Neither of them would ever consider committing a crime, however, both are immediately guilty in the public's eye because of being black. John is only seen after the two girls were killed with no further evidence and Tom is only guilty because Bob Ewell says so, and both are sentenced to death as a result and it is this that is more real than we like to think.

Paragraph 2

Sadly, the elements we see in How to Kill a Mockingbird and the Green Mile aren’t works of fiction, they are based on what we see in the real world. Statistics show a horrible trend that Afro-Americans are still victims of racism and racial profiling by police officers and Judges. In 2016 Afro-Americans where 27% of all people arrested. However, they only make up 13% of the American population meaning that they are overrepresented when it comes to arreastations, but that is far from it. They are also 5.9 times more likely to scented to jail compared to an Anglo-American and as a result make up 38% of the entire American prison population. Furthermore, Afro-Americans make up 72% of all death row inmates in Maryland, 63% in Pennsylvania and 46% in Alabama. In 88% of the cases that led to a death sentence for an Afro-American, involved a white victim, something we also see in both the stories. All these percentage are well above 13% meaning that something is clearly wrong.

Wistfully, not all people have the fortune of being trailed, some are just shot on the spot. In 2020 Afro-Americans were 30% of all people killed by police in the US. So clearly this is not something we left behind us in the past. 6 days ago, marked the commemoration of George Floyd's death (assuming this is read on the 31 of May). He was an Afro-American and was the spark that brought back this topic. He was choked to death by a police officer for
the suspicion of counterfeiting a 20$ bill. This suspicion wasn't yet confirmed, and George Floyed had noted the officer several times that he was restricting his breathing, but the officer never loosened his grip, killing George Floyed as a result.

This isn't to say that Afro-Americans are the only once arrested, incarcerated or killed by police officers. The point is that the statistics all overrepresent Afro-Americans in some way. Meaning that there is either something wrong with the crime rate or the justice system. Although 25% of all crimes are according to statistics committed by Afro-Americans, there is a problem with that percentage. As mentioned, Afro-Americans are arrested a lot more than Anglo-Americans, meaning that Anglo-Americans can get away with quite a bit more. Making this percentage is unreliable. So, the problem lies mostly our justice system.

**Paragraph 3**

So, if the problem is the racial profiling, meaning that a person is judged by their skin colour, that is the factor we have to eliminate, we must blind the judges. What I mean by blinding the judges is never showing the face of the convicted. The judges are only given the information they need, the crime that was committed, how they were caught and further evidence. If such a system could be introduced, court systems would be a lot more fair.

To deal with the arresting and shooting problem you could send police officers of the same ethnicity to patrol the areas where people of that ethnicity live. An Afro-American officer would patrol Afro-American neighbourhoods and wise versa. Obviously, this isn't a perfect solution for places like Manhattan or central LA but it would certainly help and prevent the horrible injustices we see now.

**Conclusion**

In conclusion there are several similarities between The Green Mile and How to Kill a Mockingbird. In both stories we see the sympathetic few who are able to look past skin colour and see someone for who they are. We see the ignoring of important evidence, the public's racist mentality and their dislike of people who are different. Both Tom and John experience the hate they get for a crime they never committed. This ignorance, racemise and racial profiling are not fiction but are very real and very relevant. As mentioned, Afro-Americans are still 27% of all people arrested by police officers. And although they only make up 13% of the American population, they make up 38% of the American prison population. The only way to solve this offal stain in our society is by making the Juges blind. The easiest solution is only showing them the hard facts and evidence, never showing the face of the victim or offender no matter their race or background. If these simple changes can be made our world could truly be a place free of racial profiling and innocents behind bars.
Fried Green Tomatoes at the Whistle Stop Cafe and To Kill a Mockingbird

This essay considers the thematic similarities between two novels, which also later were made into movies: Fried Green Tomatoes at the Whistle Stop Café by Fannie Flag and To Kill a Mockingbird by Harper Lee.

Both of the novels are set in the deep south of the United States during the late 1900’s when racism was flourishing. To Kill a Mockingbird is a novel about a black man (Tom Robinson) being falsely accused of rape by a white girl’s father (Bob Ewell). There is only one lawyer willing to defend Robinson, Atticus Finch, a white man and father of Jem and Scout. Fried Green Tomatoes is the name of the dish for which the Whistle Stop Café is known. That café is owned by Idgie and Ruth, who serve people whatever the colour of their skin. Many people aren’t happy about that, including Ruth’s abusive husband, who causes trouble for them and is later killed. Idgie is the main suspect and must go to court.

These two storylines seem so different but yet are very alike. In both novels there is a white person who goes against all norms of apartheid and helps black people, instead of having hatred for, and wanting to hurt, them. You see minorities getting help from the majorities.

In both of the books the main characters faced a problem where a black person needed help. In To Kill a Mockingbird, Tom Robinson was falsely accused of rape by a
white man whose daughter was allegedly attacked and who went along with the story her father had come up with to save face. Atticus Finch, a white lawyer, was the only one willing to defend Tom Robinson with his case in court. Therefore, Atticus was called a “N-word lover”. It was unusual for a white man to help a black man, especially in Alabama during the 1920’s In Fried Green Tomatoes a group of white men also caused trouble for a black man. “Big George” as they called him was being lynched in front of the Whistle Stop Café by members of the white supremacist group KKK, to scare Idgie and Ruth because one of the members had been to the café earlier in the week and saw Idgie serving black people. Idgie went out and confronted them and made them stop, for which she would later also face consequences, such as being called a “N-word lover”, just like Atticus, and having her own café vandalized.

“One of ‘em was here the other day for something, seen you sellin’ food to coloureds. They decided to come back, shake you up a little bit.” is what Grady said to Idgie.

Back then, it wasn’t acceptable to serve black and white people in the same setting, so usually the black people would be seated on benches outside or in a totally different cafe. However, Idgie and Ruth allowed them to be seated inside on the same comfortable chairs at the same nice tables as the whites. They had to serve them in the back of the café though to avoid any possible conflict. This is another similarity of To Kill a Mockingbird as you see the same segregation in the movie whereby the black people had to stand on the upper floor of the courtroom whereas the white people were comfortably seated on the lower floor, far from the people of colour. The exact same thing as in Fried Green Tomatoes, when Idgie had to go to court and the black and white people were once again separated.

Another similarity between the two novels is that there is a white man who ends up being different than assumed. In To Kill a Mockingbird, Boo Radley was first seen as a figure of fear and mystery for Jem, Scout and Dill, representing an unknown person that could possibly be violent, insane and wild. In Fried Green Tomatoes, Reverend Scroggins was assumed to be an extreme racist just like most of the middle-aged men in those times, especially given he was an old-fashioned reverend. These men were pictured as the antagonists until the end of both novels. Boo Radley finally appears in person to protect Jem and Scout who were being attacked by Bob Ewell because their father had defended Tom Robinson in court against the allegations of raping his daughter. Boo saved Jem and Scout and brought them home safely even though they had feared him for years. Against all expectations Boo ends up being shown as a frightened man, scared to walk home by himself at night. Just like in Fried Green Tomatoes where the Reverend is first seen as an antagonist on the side of Bob Ewell, but turns out actually defending Idgie in her case and confirming (even though it was a
lie!) her side of the story. Idgie was just as surprised by Reverend Scroggins coming to her aid as Jem and Scout were when Boo Radley saved them.

In To Kill a Mockingbird, Calpurnia, a black woman, lives with Atticus and his family. Calpurnia cleans, cooks, does the washing and such household activities. In Fried Green Tomatoes, Idgie and Ruth live together. Sipsey, also a black woman, comes over, though she doesn’t live with them unlike Calpurnia, and does their cleaning in the house. Sipsey also does the washing up and cleaning in their restaurant and Big George, a black man as well, does the cooking for all the restaurant guests as well as for Idgie and Ruth. In both of the novels the white people aren’t seen doing any of these activities. Sipsey, Calpurnia and Big George are treated as though they should fear the whites and work for them without question. Though Idgie, Ruth and Atticus treat them well, this is not the case for most of their visitors and restaurant guests.

This essay looked to find thematic similarities between the two novels stated in the introduction and analyse these. Such similarities include the setting of the books, which are both in the deep south in the 1920’s, and racial segregation between the black and white people who must, according to the law, be separated in environments such as cafes, court rooms and neighbourhoods. Not only did people of colour have to be separated from the whites, but they were also treated differently and taught to fear the white race. The justice system did in fact not do them justice at all for most judges took the side of the white person regardless of guilt. Whites were the employers and blacks were the employees, not only in businesses such as restaurants but also in domestic settings like personal cleaners and cooks. Whilst in the introduction this essay explains that at first sight the stories of the two novels seem to have nothing to do with each other, major thematic similarities between the two such as racism, friendship and segregation play a large role in understanding why they are so alike. I believe that Idgie and Atticus both had a more modern mindset about equality and racism than the rest and why those two characters made the novels so interesting to read because of their different way of thinking about the minorities from the perspective of members of the majority.

Eleanor Luijkx. G3A. 16/05/2021
On Tuesday 25th and Wednesday 26th June, mixed groups of MYP3 and G3a students gave mini-lessons to MYP1 on the subject of anti-discrimination. The mini-lessons were part of the MYP English Language and Literature unit, ‘Is it true that you are what you read?’ and the 3TTO unit on *To Kill a Mockingbird*.

The final lessons were delivered to MYP1 and led to some very lively debate amongst our new ‘teachers’ and their young students. It was heartening to see how well MYP3 and G3a coped with the challenges of working together online and interesting to listen to their views and see how they approached delivering a lesson.

Some student reflections on their experience of the project:

**Cheyenne Gracias**

MYP3 doesn’t often interact with the Dutch side of the school, but this was a great starting point. I believe it was challenging at first since because no-one knew each other, but with each class, things improved, and we worked as a nice team. MYP and 3TTO operate in different ways, which caused some friction, but we were able to resolve it via discussions and compromises. One group member didn’t want to talk as much, so she assisted with the PowerPoint and gathered additional information. Amy and I had no trouble talking, so we decided to focus on the presentation and learn the information well so that we could teach but Tygo also prepared a few slides so that he could participate in everything. We were a good team because we played to our strengths and assisted each other with our flaws. This was a fantastic opportunity overall.

**Nura Mustapha**

During the class it was fun talking to MYP1 and it was also good to work with the Dutch students and working with them was fun. During the lesson, my co-workers and I enjoyed it. I think during the lesson the MYP1 enjoyed it and they also asked a lot of questions which was fun. It was nice to teach the MYP1 about racism and struggles that are going on in people’s daily lives.
4V CKV – Art & Cultural History

4TTO atheneum, in a variety of creative means, expressed the assignment *Racial Politics Expessed Through Music*.

Below Eline Nederlof created her own magazine and some articles that could be found within it. *ARE & BE* being a take on R&B. Of course!
FREEDOM THROUGH MUSIC

Expression of emotion. When expressing your emotions you let people know why you're sad, angry or happy. You can let go of the situation faster and move on. But what if this is a very big obstacle or no one around you wants to listen. This is very common and the solution? Music. People express their emotions through music all the time. It's a way of reaching people and showing that they are not alone. And expressing racial politics through music has always been an important part of music for many people. Racial politics can be found in music daily but also from 200 years ago. When slavery was still legal, slaves would sing rhythmic songs to make a long hard working day somewhat bearable and to express their emotions. Even though slavery was abolished, coloured people were still put into boxes. They were different and therefore did not have the same rights as Caucasians. This is of course and will always be wrong because the colour of someone's skin does not define who they are. Yet coloured people still get judged. And when no one around you listens when expressing your feelings, there will always be music to help get the message across.

These messages can be found in different genres of music. African-Americans are known for bringing these messages across in their own way of rhythms such as the blues, soul, jazz and R&B. All these communities want the world to know how serious racism is and that they are as important as everyone else. However, these messages are being overthrown by white artists. These white artists are free to latch on, and later discard these genres of music. This is bad because white artists don't understand the struggle coloured artists go through. They don't have the same message to convey and therefore can make the genre mainstream. Of course, we cannot keep artists from producing music they choose to produce, but they shouldn't be taking such a big platform away. A platform where musicians can safely express themselves. Racism isn't past tense but with platforms such as music and BLM it might be soon.
EQUALITY IS WALKING WITHOUT INTUITION

RACISM THROUGH H.E.R. EYES

“These wounds sink deeper than the bullet, your entitled hands could ever reach” H.E.R. says in her most recent song “I can’t breathe”, a strong response against police brutality. H.E.R. uses her platform to shine a light on racism, as she, like many others, has also experienced racism first-hand. H.E.R., also known as Gabriella Wilson, is a very laid back woman. She uses her platform to spread messages for what she stands for, thus her name H.E.R. (having everything revealed). However, this name can be quite ironic as she also stays somewhat anonymous by wearing sunglasses and keeping a low profile. “I reveal who I am and my stories and my emotions, and music is an outlet for me. But it’s all revealed through my music and my message. Even though I don’t show my face and I don’t tell people who I am or more about me. It’s—really, you get to know who I am in my music,” she explained in a radio show interview.

As a young girl, Gabriella was already in the spotlight. She performed on the Today show and was one of the finalists on a Disney radio show. So even though she was in the spotlight for a while, she became popular in 2018. Gabriella not only won four GRAMMYs but she also recently won an Oscar for Best Original Number: “Fight For You.”

The song “Fight For You” was written for Judas and the Black Messiah, a film biography of black panther leader Fred Hampton. The BPP was founded in 1966 by two college students and were particularly against police brutality but also addressed food injustice and community health clinics. The film tells the story of how and why the FBI assassinated Fred Hampton (Daniel Kaluuya) the leader of the Black Panther Party.

“Fight For You” is one of many songs in the soundtrack produced for Judas and the Black Messiah, but why did Shaka King, director of Judas and the Black Messiah want H.E.R. to write the end credit song? In an interview for variety, King says “versatility in musicianship, soul, artistic and personal integrity. She’s a throwback.”.

King was right and H.E.R. came through with a beautiful song. A song that connects the past to the present. In the first verse, this comparison is already established. H.E.R. sings: All the smoke in the air, feel the hate when they stare. This smoke references the chaos in the 1960s and the chaos from the past year during the BLM protests. And the hate that never went away, whether it is the 1960s or 2021.
The music video “Fight For You” starts off with the police killing another BPP member right when H.E.R. says “It gets too bitter to taste”. The video fast-forwards to fifty years later. The first clips show a shoemaker who has been part of the BPP. He asks his daughter, who is being played by H.E.R., to drop off some of his shoes. While delivering the shoes we get to see a few clips from the movie Judas and the Black Messiah. It shows us how children are learned to be revolutionary. When delivering her last shoe, we finally get to see what really is important about these shoes. On the sole there is a sentence: I am a revolutionary. The word gets around and everyone gathers at the shoe shop to celebrate. Sadly they were ratted out and the police raided the shop. During this violent removal, different clips are shown. Real clips from the BPP members but also clips from the movie.

You can hear Daniel Kaluuya, who plays Fred Hampton in Judas and the Black Messiah, saying: “Everybody has a different definition of what revolution really is, but the fight is all the same; being black in America”. The video fades out with a man chanting “I am a revolutionary” to the children, and they chant it back. The ending is a very important ending no one should miss. The policeman is washing his hands right after he shot the BPP member, shown at the very beginning of the video. He looks to his right to see his children looking at him. And that is the moment guilt floods in. He was wrong but he was too late. The video shows us how important this revolution was, with the use of real clips from the 70s. As Fred Hampton said: “You can kill a revolutionary but u can never kill the revolution”.

You can kill a revolutionary but you can never kill the revolution

-Fred Hampton
SUMMER REWIND
SUGGESTED BY ELINE NEDERLOF

Damage
H.E.R.

Gravity
Brent Faiyaz, DJ Dahi, Tyler, The Creator

Endless Summer
Jaden, Raury

Mystery Lady
Masego, Don Toliver

Amber
Unusual Derront

How Much Can A Heart Take
Lucky Daye, Yebba

Broken Clocks
SZA

Die For You
The Weeknd

First Bloom
Saint Mela
Childish Gambino opening us up to reality

Noor Wensveen 4v

Reporter: Hi my name is Noor Wensveen and I’m your reporter for the evening news, Its currently 8PM and I’m reporting live from New York. It’s the 7th of May 2018, 2 days after Donald Grover better known as Childish Gambino released his new song ‘This Is America’. In a few minutes we have the chance to speak to this artist who’s song was already on top of the top lists within a day. A song all about the wrongs of America, talking about the abuse of weapons, problems in politics and most of all racism. What makes these topics so interesting and attracting to people? And why did Gambino choose to write about them? We are soon to find out as I already see Donald Grover walking towards us.

Reporter: Hi Mr. Gambino, how are you today?

Childish Gambino: I’m better than ever, thank you for asking.

Reporter: I can imagine that, how does it feel waking up seeing your songs number one in America, and your videoclip having over 16 million views?

Childish Gambino: It feels great! Writing this song I already hoped my political message would be heard by people, but never did I expect this many people would engage with my song.

Reporter: So can you tell us about this political message you wanted to express in your song?

Childish Gambino: All of us know what racism is. Some may think that its behind us, that racism is gone since we abolished slavery and social segregation, but they are wrong. Racism is still very much alive. People need to be aware of that. People not getting the job they want, getting bullied or even arrested because of the color of their skin is a seriously big problem. A part of our society thinks its relevant to discriminate someone for the way they look. This is totally wrong just like the other things I sing about.

Reporter: Can you explain about the other things you sing about and think are wrong?

Childish Gambino: I will, it’s important for everybody to know what’s going on. In my song I give out the message that guns and violence in America and the fact that we deal with them as a part of entertainment, and it being a social accepted subject is wrong and dangerous. This environment is not where I want my kids to grow up in and you shouldn’t either.

Reporter: I agree and find it amazing that you are able to express these thoughts true your music! What is the music style u use and is it related or inspired to another music style, maybe from the past?

Childish Gambino: My music genre is hip hop, but you could say I was inspired by The Blues. For the people who don’t know about this music genre I will explain some more. The Blues is a music style inspired by slave songs. Slave songs where used by the slaves to express their
feelings of repression. The lyrics and the down/sad mood of The Blues reflected on the
racism faced by black Americans even after slavery was abolished. Blues musicians claim
that their music wasn’t protest music, but many people say you could see it as ‘hidden’
protest music. The African-American musicians felt like their opinion was worth less and
that they deserved equal rights. All of these emotions all led up from the discrimination in
those times where expressed in The Blues. By singing about examples of their discrimination
they make other people aware of how big the problem of racism actually is.

**Reporter:** So do you think your music relates to the ideas of The Blues?

**Childish Gambino:** Well in some ways I actually do think so. I also sing about problems in
Amerika where other people might be afraid to speak up about. My goal is to make people
aware of these problems and maybe even get people to stand up for themselves and let out
their emotions just like I do. I express my feelings true music just like the African Americans
of The Blues. If you look at it this way, would I call my music protest music? No. But would
other people see my song as a protest? Yes. My ideas, themes, moods and even lyrics could
all be seen as related to The Blues.

**Reporter:** That’s great! A connection to the history of America many people wouldn’t know
about. We’re slowly running out of time chatting about all your amazing thoughts and
expressions. But to end of this interview I would love to talk about your outstanding video.
Can you tell me your inspiration for this hugely spoken about video clip?

**Childish Gambino:** I think everybody who saw my video understands that its hard for me to
explain everything I did. In this 4 minute video I try to resemble Amerika. The clip is hard to
follow since a lot of things happen in one moment. Making it a very busy, controversial,
different and outstanding clip makes people remember it and its message faster. As you
already mentioned the video is well spoken about which is exactly what I wanted to happen.

**Reporter:** can you maybe give us a few examples on what you added in your video clip to
add to the message you want to give out.

**Childish Gambino:** In a big part of the video I’m dancing traditional African dances. While
I’m dancing there is allot happening in the background, like: Shootings, people getting
arrested and people running away. You could connect me dancing and ignoring the things
happening behind me as me using dance as a distraction of what is really happening, just
like people during the romanticism era. The pose of Jim Crow I imitate in the video has allot
of people speculating. Jim Crow was an imitation of a black slave played by a white man
making fun of ‘the stereotypes’ of black people. Of course this was wrong, but let’s not
forget these things still happen now a days. Lastly I also shoot at a choir singing typical
African American church songs. This might ‘eve scared or surprised people, but shootings
aren’t so rare in America which really needs to come to an end. All of these gestures and
many more add up to the message I want to create. If you found my video disturbing, scary
or exaggerating, than it may be time to open your eyes. All of these things and even worse
are happening in the USA right know, take my song as an example and start changing.
Reporter: I think we end of this interview perfectly with this beautiful words spoken out by Mr. Gambino, thank you very much for telling us all about your new song ‘This Is America’. I hope we will be able to talk to you a next time!

Childish Gambino: Thank you for having me, it had a great time!

Reporter: This was the evening news for today. We will be back for you tomorrow with our 7AM morning show presenting Ellen the generous and Dwayne Johnson. Have a great evening and go stream Childish Gambino, ‘This is America’.

Sydney Wilde and Kayleigh van Zyl made a film analysing the lyrics ‘Nothin New’ by the rapper artist 21 Savage.

Next, another piece of work in magazine format.

RACIAL POLITICS EXPRESSED THROUGH MUSIC
By Tristan Wijnmaalen, Jerry Wang and Victor Ruesink
MMM-Music Monthly Magazine
“I have a dream that one day little black boys and girls will be holding hands with little white boys and girls.” by Martin Luther King Jr. Racism is still ever so present in our world. With pretty recent events like the death of George Floyd and the following protests of Black Lives Matter activists the world still hasn’t gotten rid of the effects of slavery a few centuries ago. In the past these slaves couldn’t protest like the BLM activists because they would be punished or even killed if they did. One of the only ways they could express themselves against racism was by music. Some of the earliest songs made against racism are called Work Songs and Negro Spirituals. Work Songs are characterised by rhythm and repetition mimicking the repetitiveness and rhythm of their work. Negro Spirituals on the other hand are more religious with references to the Bible. In these songs the slaves would also sing clues on how to escape because the slave masters forbade talking but not singing. Luckily slavery was later abolished but that wasn’t the end to racism as we all know. Racial segregation lasted well into the 20th century till it finally was abolished in the early 1960s. Music was once again a way black people could express themselves. The slave songs from the past now influenced The Blues, a new music genre which was more downbeat to reflect the mood Black Americans faced because of discrimination. Towards the late 1950s people became more optimistic which would influence a new music genre called R & B (rhythm and blues). This music genre was fast paced which allowed for it to be more danceable. Nowadays even though there’s little to no racial segregation and slavery has been abolished there’s still a lot of racism. Musicians know music is one of the ways to inspire and convince people and so music is still being used to express racial politics. An example of this is:

Michael Jackson - Black Or White (Official Video - Shortened Version) - YouTube
The song “Black Or White” by famous pop artist Michael Jackson is a good example of how racism can be fought passively through music. The main message Michael Jackson was trying to spread with this song was that the color of your skin does not matter but people should instead focus on who you are inside. The lyrics clearly reflect on this message with lines such as “It don’t matter if you’re black or white” and “I’m not going to spend my life being a color” being the most prominent ones. The clip highlights different cultures from around the world which reflects the message of the song by showing us that it doesn’t matter where you come from or what the color of your skin is. The most important part of the clip has to be when Michael Jackson walks through the fire, about three quarters into the song, and sings “I ain’t scared of your brother, I ain’t scared of no sheets, I ain’t scared of nobody” with a clip of the Ku Klux Klan, an extreme-right organization, showing in the background. With “sheets” Michael Jackson means the members of the Ku Klux Klan who often wear white large white sheets over their heads. By singing this, Michael Jackson wants to show that this is not just about him but about everyone in the whole world.

Another important part is when Michael Jackson sings “Don’t tell me you agree with me, when I saw you kick dirt in my eye.” With this he wants to point out the many hypocrites who claim not to be racists while still discriminating people who have a different skin color or come from a different culture than them.

Even though racism is still prevalent in our current society, music provides a medium to express emotions of repression, or talk about ways to better the society. From the age of slavery to the age of science, music has helped black communities bear with the discrimination. Music has also helped people as a means of escape, literally and metaphorically. In the age of slavery, songs contained tips to escape to the north. Now, music provides an escape for people that are discriminated. No matter what the time, unless racism is totally exterminated, music will always express the repression of the discriminated.
4V KCV – Classical Art & Cultural History

4V Gymnasium students created unique artworks, made after reading a part of the Odyssey. They did a really good job expressing the symbolism through a variety of media and visual techniques, as can be seen from the few examples set out here.

- Lotte, Paul and Malou made a golden turtle out of garbage. It is symbolic for Odysseus: Odysseus returns to Ithaka after spending 20 years away from home (because of the Trojan war and all his adventures afterwards). This made Lotte, Paul and Malou think of turtles, because these animals always come back to the same place to lay their eggs: they always return 'home'. The garbage stands for garbage coming from the sea, that washes ashore, just like Odysseus comes to the shore of Ithaka, after spending years drifting at sea. They have made it golden, because Odysseus is a king.
- Floris Jan has made a painting of the sea and Ithaka, with the boat of the Phaeacians who returned Odysseus to Ithaka at last. The sun is rising behind the hills: this is symbolic for the new start Odysseus can make coming home.
- In the painting by Henriëtte and Sena we see Penelope looking out over the sea for Odysseus: she is longing for his return, and time plays tricks on her: hence the Dali-like Surrealist clock over her head.
- Mar has made a painting of a mask and a face, showing Odysseus who is hiding his true identity when he returns home, so he can ambush the Suitors who want to marry his wife Penelope.
- Mees has made a 3D print of Penelope sitting and mourning for her absent husband Odysseus. Ms van Rijn was amazed to see a 3D print for the first time, very well executed 😊

Wonderful!!!!

Lotte Tjebbes, Paul Wolters and Malou van der Heijden
Above: Floris Jan van Dijk. Below: Henriëtte Kettler and Sena Aras
Mar Stoel.

Mees Gunneman
Here are two examples of research papers written as their concluding project to I&T this year.

The context is they were required to research an aspect of socialisation that interests them and conduct primary and secondary research into how this aspect of socialisation has changed over time.

**Frederique de Jong, Isabel Heyster and Josephine de Boer**

**How the Socialization Agent (Social) Media changed over time**

Over the years, how we communicate has evolved immensely. Our technology improved, and is still continuing to do so, creating more data than the human race can comprehend. Our possibilities seem endless, but is it beneficial for our social environment? To explore differences in the process of socialization influenced by social media over time, primary and secondary research have been conducted. By using a questionnaire as primary research method, quantitative but also qualitative data was able to be gathered. However, secondary research involves using already collected data. For this method internet sources were utilized, which helped analyse the data obtained from the questionnaire and gave more insight on the topic. This socialization agent has developed rapidly in the past few years and it is interesting to see how much it affected and changed human social lives and skills. Technology dominates our daily life's nowadays and for this generation it is difficult, almost impossible for some, to imagine otherwise. However, previous generations most certainly can...

**Primary Research**

In order to investigate whether Media affects one's socialization process differently nowadays compared to previous years and to what extent, a questionnaire was created. Answered by people from different age groups, this primary research provided a broad spectrum of data. From the data a relation between age and media use was found. The participant's age and the amount of time he or she spends on social media has been taken into consideration, to be able to conclude whether the younger generation is affected more, less or the same amount as the previous generation. Based on the findings, the theory of mass media hugely effecting our attitudes and behaviour may be confirmed or contradicted.

Since age is an important factor in determining a relationship between media and a certain generation, the question: “What is your age group?” is a crucial part of the
primary research method. This clearly displayed what age groups were being dealt with and connected certain answers to certain generations.

*Chart 1*

The results harvested when asking the participants how many social media platforms they utilized showed no major contrasts. It can be concluded that older generations have adjusted and adapted to modern technology and new media.

*Chart 2*

Furthermore, it was questioned if a specific generation could be connected to a certain amount of screen time, or if age and screen time had no connection at all. However, the collected results do show the increase of media and technology use amongst society’s youngest members. It is a common fact that social media use amongst the young generation has become a more frequent occurring phenomenon and much more accessible throughout the years. In order to substantiate this statement another question regarding this was asked, namely at what age the participants owned their very first mobile phone. In contrast to chart 2, we do see a fierce difference between the older and younger generations with these two charts.

*Chart 3*  
*Chart 4*
Social media occupies our day to day lives, especially of those who are young. These charts show the excessive amount of media use amongst the youth. Furthermore, the charts indicate how ‘normal’ and accessible media and technology has become throughout the years. Whilst the younger participants owned their very first mobile phone between the age of 10 and 15, the older generations did not grow up with such gadgets.

The nineteen partakers were then asked three more questions. However, these questions gave the participants a chance to express their own opinion and enunciate their personal experiences with social media. To give them a chance to reflect on themselves. They were asked whether they personally feel as if social media influenced them, and their process of socialization.

The majority admitted answers like, “every now and then” and “sometimes” and some even fully admitted to being influenced whilst scrolling on the internet. Keeping up with the newest trends, sharing ideas, posting content and communicating with friends, all within reach.

Lastly, the participants could choose to answer an open-ended question. Due to this, qualitative data was able to be gathered as well. They were asked what aspect of their lives they felt like were influenced by social media.

Some answers of the younger questionnaire participants:

- my self image, insecurities, my style of clothes, humor etc
- clothes, self-steem, my opinion and things I like
- What I like, how I dress, what music I listen to
- mainly fashion
- Clothing and meme’s :)
Some answers of the older questionnaire participants:

| clothes, destinations holiday, interior decorating |
| Awareness increased About certain topics |
| Home interior, handy products |
| Linkedin, funda, news, my opinion and worldview |

The results harvested show a difference between social media’s relationship with teenagers and with grownups. Teenagers are way more focussed, and thus easier influenced, on subjects like appearance, clothing and music. Probably caused by a desire to become independent, develop a own sense of style, and maybe even based on trying to fit in or insecurities, which are all normal parts of adolescence. On the other hand, grownups/ older generations are more into practical matters, like home interior, household products and the current news.

**Secondary Research**

The findings from the questionnaire provided quite some data, however before any definite conclusion can be drawn, secondary research must be applied. For this, multiple internet sources were consulted.

Social media has pros and cons, just like most things in life. However, studies have found that social media one the main sources of body image issues and lowered self-esteem. A strong link between an increased risk for depression, cyberbullying, anxiety, loneliness, self-harm, and even suicidal thoughts and social media has been found too.

Surveys have shown that ninety percent of teens ages 13-17 use social media, while in 2000, the amount of teenage social media users was just around 73%, which is significantly less.

On average the daily social media usage of internet users worldwide amounted to 145 minutes per day, which is 2:25 hours. One of the most surprising things is that the figure has gone up by almost a full hour since 2012. This is an increase of 61% and something to be taken into serious consideration.

Furthermore it is estimated that the average amount of time spent on social media per lifetime currently stands at six years and eight months. To put it in perspective, comparatively, we would spend only a year and 11 months socializing, three years
and seven months eating and drinking, and one year and eight months doing housework!

**Conclusion**

Does social media affect one’s process of socialization nowadays differently in comparison to the precious generation. In conclusion, the answer to our research question is that no age group/generation is left unaffected by social media. However, social media has gradually become a very dominant factor and over the years more people have started using social media, and people started spending more time on social media. Due to the increase of social media use, the effects caused by social media occurred on a larger scale as well. The younger generation is probable to be more susceptible to peer pressure, low self-esteem and mental ill-health, anxiety, sleep problems, eating concerns, and suicide risk, than the previous generations. So, their process of socialization is indeed affected differently.

**What could have been executed better?**

If more participants would have answered the questionnaire, data could have been collected from an even broader spectrum, which would have made the collected data more accurate.

**Sources**


https://mentaaltbeter.nl/artikelen/het-effect-van-social-media-op-pubers/


https://theconversation.com/social-media-can-be-bad-for-youth-mental-health-but-there-are-ways-it-can-help-87613
Final Research I&T: Spain vs Holland; Education

By Noor Wensveen r1w 4v

For my final Research essay I immediately knew I wanted to compare Spain against the Netherlands. My mom is Spanish and my dad is Dutch. Growing up with one side of my family living in Spain, and the other in Holland, I got to experience cultural differences already from a young age. Without realizing I’ve learned how to act properly in each culture. Which is something I would like to research and talk about. For my socialization agent I chose school. I know that the Spanish school system is different than the one in the Netherlands, which I think is interesting to talk about. To learn more about these differences I chose to compare my Spanish to my Dutch family. By making a questionnaire in both languages, asking my family members to fill it in, I tried to get the best answers to use for my final research; ‘How do Spanish vs Dutch people differ, when looking at education’.

The subjects I focused on researching were: The importance of school, school prices, gender inequality, different school levels, and impact.

The importance of school
To start of researching how different people and especially the two different countries view the importance of school an education, I asked the following question. ‘On a scale from 1 to 10, how important do you find school/education?’

As you can see in the graph’s the answer didn’t defer from one and each other. I’m not surprised by this. Further in the report the differences between Spain and the Netherlands will show, but when talking about the importance they are on the same line. Small details will be different but the broad picture will be the same.

It is negotiable if the answer given to this question also depends on the social class you’re asking it. I would agree that some classes would think the importance of education is bigger than others. I personally think that my Spanish and Dutch family aren’t really different in that matter. You could say I’m researching the differences of Spain and Dutch middle class when looking at education.
School prices

When asking if school should be free the first difference came around. Almost 100% of my Spanish family agreed on school being free should be normal. My Dutch families opinion was divided. I think that this mainly comes from the price difference. A fully private school in Spain would probably cost you upwards of 700€ a month. These are prices most people can’t afford. It’s logical that many people will see this as unfair, everybody wants the best education for their children but not everyone is able to have a high enough income. In the Netherlands things are different. School and education are mostly financed by the government. Extra expenses are normal prices that most people are able to afford. When for some families this is not the case, the government offers financing help. Paying for extra education can for some Dutch people be seen as fair since education is offered so easily. There can be some understanding towards paying more for more expensive educational matters. Others don’t agree and think that every education should be free, this is also understandable since again not everybody will have the facilities to pay for extra expenses if they wanted to.

I asked my family to write a short answer on their opinion on paying extra money for education. They all elaborated on their yes/no-answer to the question if school should be free. Allot answered that it creates differences between children just because of the income off their parents and that that isn’t fair. Some Dutch family members explained that they think that paying extra money for education isn’t harmful. It’s one of the most important things in life and a little investment coming from the people being educated isn’t wrong.

Gender Inequality

I asked my family two questions referring to educational differences between boys and girls. ‘What are in your eyes studies for boys and studies for girls?’ and ‘should girls and boys be educated separately?’ Everybody answered cooperative to the separations of girls and boys. The answer is no. Many people answer that this would create a lag in social skills and experiences for later. Girls and boys should be educated together, that’s clear.

But when looking at different studies for boys or girls I found out the Spanish can be a bit more old fashioned. My Dutch family all agreed on every study being for everybody and gender doesn’t define if your capable or meant to be educated on something. My Spanish family on the other hand pointed out that they actually do find some studies more for men and others more for woman. This shows that in that aspect we in Holland have a more modernized mindset.

Different school levels

To research the idea of children being divided in different school levels I asked my family members if they thought this was fair. This is where the biggest difference between Spain
and The Netherlands occurred. The majority of my Dutch family answered yes and the majority of my Spanish family answered no. This is where my research gets interesting. What causes this difference in opinion?

The Spanish and Dutch school systems are different. In the Netherlands when you come from primary school you are immediately separated in different groups or even schools according to your educational abilities. This is just seen as normal. It’s negotiable if it’s fair to judge someone’s cleverness at such an early age, but it’s what were used to. The pie chart also shows that most Dutch people agree with the different levels of school. The Spanish school system doesn’t divide children into different levels. Until graduation everybody is educated fairly the same way (with a few exceptions). It depends on your final scores what your next educational or working step is. In the pie charts is shown that both countries mostly agree with their school system. In my opinion something in between would be best.

Impact
To finalize my research I asked what impact education had had on my family members life’s. This is quite a personal question that can be difficultly linked to the country you come from. I do find it really interesting to see the differences between the impact education had on certain people. Overall everybody agreed that education has brought them to be the person they are today. Whether you ask it to my dad who’s a successful business owner or my uncle who works as a butler, education is the key for what happens in your life and therefore has a great impact. In the Netherlands or in Spain, the education may be different but the importance is the same.

To conclude my final research pta I can happily say I answered my research question; ‘How do Spanish vs Dutch people differ, when looking at education’. By looking at different parts of education I found out and clearly showed, in what aspect the Dutch and Spanish defer. Which I think makes this research successful. A questionnaire was a very efficient way of conducting this research. It made it possible to reach a lot of people all at once but still get in-depth answers. By making one questionnaire in Dutch and translating it to Spanish I made sure both families were answering the same question. Since I speak both languages I could easily compare and contrast all of the answers and find their differences and similarities. My opinion is that this research method was very appropriate for my research question since I answered it exactly how I wanted. My research could always have been broader, I could
have investigated more aspects of education, asked more questions or researched more secondary sources. But overall I’m happy with my final product. Time management is clearly a thing I could work on, but I’m hoping my research project makes up for it. I didn’t find it difficult to investigate this subject. I actually know quite allot about it since I grow up in the Dutch educational system, but hear allot from my family growing up in the Spanish system. I did find it very interesting to dig deeper in to the actual differences. Of course I always notice how The Netherlands defers to Spain, but actually researching into it, I learned way more.

**Primary Research**

*Dutch Questionnaire:*
https://docs.google.com/forms/d/1VbwBGWNNivWYRu1fPWhtiyij2GYuw1aWRM_Clotlqa/edit

*Spanish Questionnaire:*
https://docs.google.com/forms/d/1EKG0RMbT2ykSnlooaWeYlWE10hw75nLooJ78q15hB2g/edit

**Secondary Research**

*Info about prices private school Spain:*
https://expatriates.stackexchange.com/questions/11297/price-ranges-for-private-schools-in-spain
4V TTO ENGLISH

4TTO students’ most recent assignment was to manipulate a fairy tale and create a new one highlighting a different culture or context. They were allowed to choose what they changed; for example, perhaps make the setting modern or ancient; change the text type to an interview or graphic novel; or even adjust elements such as gender, point of view or ending. They needed to write a “rationale” explaining their choices.

The following fairy tale is by Alessandra Lamb.

CINDERAMILTON

“'I need you to promise me you’ll treat your future wife better than your old man did,’” Rachael spoke to Alexander as she felt the weight of the strengthening struggle to survive on her shoulders. Alexander knew her words spoke true and that the departure of his father was a crime that had torn his heart, though in the moment his mind could not possibly be further from this thought, as he was seconds away from losing the woman who raised him. ‘’I promise that I’ll make you proud.’’

As the days passed, so did Alexander’s mum. Much time to grieve he did not have, as recruiting-ships to the US would be boarding within hours. New disasters struck after another, as storms arose and the sailors had little positive expectations. Young Alexander however, managed to get a grip on the tide as he had been raised by a merchant for a father, knowing traveling overseas like the back of his hand. ‘’That’s some unmatched talent you got there, son.’’ Alexander turned to the unfamiliar voice. ‘’Thank you, sir, my father taught me, not that it will get me anywhere though.’’ The man continued, ‘’You know what son, I’d like you on my crew. We fight for justice and take nothing less than it. And I-’’ Alexander cut him off after hearing the word justice and his decision was concluded, ‘’Lovely to make your acquaintance, general…?’’ ‘’Washington. George Washington,’’ the man replied.

Alexander had spent days in training with the general. There was nothing he wanted more than being a commander of a group of men he could bravely lead to victory. And general Washington gave him the opportunity to be closer to that than he had ever been before. Next to Alexander, there was another young intern named Aaron Burr, whom the general had picked up on before meeting Alexander. ‘’Hamilton! Burr! Allow me to introduce you to the beauty of New York City this swell day! Drinks are on me.’’ Following the general’s proposal Alexander and Aaron moved into town. Exceptionally enthusiastically showing the young men around town, suspiciously cloaked men sneak up behind them. A woman’s scream catches everyone’s attention. ‘’Give up the general or it will be hundreds of innocent!’’ One of the men screamed. A gun was pointed. Washington stepped forward, ‘’Do it.’’ The trigger got pulled. Within a split second several things occurred. Burr ran and hid behind the closest barrel and in that same second Alexander made a life-deciding choice. He made a run and sacrificed his life for George’s. Closing his eyes he stood in front of the general, as he heard the click of the revolver.

Seconds passed and he was frightened to open his eyes. ‘’Well done, son,’’ the general spoke. Confused, but well, Alexander got up and spoke: ‘’What just happened?! Why are you not
panicking??’’ ‘‘You just became my right hand man, that is what happened.’’ Alexander could do nothing but stare. ‘‘You made a sacrifice. You protected your general and therefore your country. That gun is a magic-revolver. It grants wealth and the feeling of accomplishment to those who remain loyal. Carry it on you and stick to it.’’ The general turns around, ‘‘As for you, Burr, I’d like a word.’’ Washington and Burr left the scene, leaving Hamilton astonished. This event definitely did not bring a better bond between Hamilton and Burr, but they would have to deal with it, since a new major occasion was coming up. The winter’s ball. Where the Schuyler sisters were the envy of all. ‘‘If you could marry a sister your rich, son,’’ Burr spoke. ‘‘Is it a question of ‘if’ Burr, or ‘which one’,’’ Hamilton joked.

Speaking true to the rumours, the Schuyler sisters sure were a sight to see. Due to being introduced as the general’s right hand man, the oldest sister of the three, Angelica, came over to Hamilton to welcome the newcomer. After hours of dancing and wealthy lords showing off, Angelica took Alexander to meet her younger sister Eliza. ‘‘Elisabeth Schuyler, It’s an honour,’’ Eliza spoke as Alexander kissed her hand.

The next few weeks consisted of a constant back and forth of letters from Hamilton to Eliza and vice versa. Until eventually a dinner invitation was added to the mail that gave Alexander the opportunity to ask Philip Schuyler for his daughter’s hand in marriage. And so the day came, after weeks of nerve-wrecking waiting.

Alexander’s growing position from intern to right hand man of the general really did him good in the persuasion of Philip as he obviously wanted a good future life for his daughters. An hour long conversation they had had when Alexander came out the room. Awaiting was his fiancé, ecstatic about the news.

A few months passed and Alexander got called in early by the general. ‘‘Hamilton, we will be leaving early morning tomorrow to fight for our country in Yorktown.’’ Alexander could not be more thrilled. This is what he had always been waiting for. A chance to prove himself and to fight for what is right.

Several weeks into the battle Hamilton gets into a heated argument with the general. ‘‘You cannot be this reckless in a time of war, Hamilton! You are putting millions of lives in danger with only a small chance of success!’’ The general seemed furious. Alexander fought back: ‘‘Sir, if you would just give me command over a small group of men I could-‘’ The general cut him off: ‘‘We cannot bare to lose you! Your wife needs you alive! Son, I need you al-’’ Hamilton interrupted: ‘‘CALL ME SON ONE MORE TIME, YOU ARE NOT MY-’’ ‘‘Go home, Alexander.’’ He could not disobey direct orders.

Upon arrival at home Alexander got a pleasant surprise. His wife greeted him with a belly the size of a watermelon. ‘‘Eliza! You should have told me!’’ Alexander sobbed. Eliza replied: ‘‘I wrote to the general a month ago. I begged him to send you home. You deserve a chance to meet you son!’’

‘‘Daddy, daddy look! Un, deux, trois, quatre, cinq, six, sept, huit, neuf!’’ ‘‘Bravo Philip! I cannot believe it has already been nine years! And your mother taught you so well!!!’’ Alexander spoke. Eliza walked in: ‘‘Alexander, love, would you mind taking a break to come celebrate downstairs?’’ Alexander replied: ‘‘I’ll be down in just a second, save my plate.’’ Alexander now being a proud father and a law graduate did not have any time to spare. He was writing
day and night like his life depended on it. Taking part in the new US constitution and writing
no less than 51 essays for it. While also being on his way to run for president, following the
footsteps of Washington. All this work-based time spending, caused for Alexander not to join
on a visit to Eliza’s father upstate over the summer, leaving him alone for weeks on end.

On one rainy evening Alexander got a knock on the door. To his surprise it was a female that
went by the name of Maria Reynolds. She got lost and robbed, so Hamilton offered her some
spare and walked her home safely. When being on the verge to leave, Maria grabs his hand and
asks him to stay. The temptations running through Alexander’s head are too many. ‘If you
insist.’ Three words that changed it all. One thing led to another and his loyalty to Eliza was
broken. And unfortunately this occasion did not occur in singularity. A deal was made to
restrict Maria from spreading the word for a vast compensation.

Even when Eliza and Philip returned after summer, the secret remained kept. But with the
colossal amounts of money being surrendered, things became suspicious. And the first person
to catch on was Burr. A man still jealous of Hamilton’s outcome, even after all these years.

‘Pops! You would not believe this speaker at school! He spoke bad about you and your whole
legacy! I doubt you would have let it slide and I was not about to! This will be my very first
duel…” a now 19-year old Philip spoke to his father. Alexander replied: ‘When the time
comes, fire your weapon in the air. To take a man’s life, that is something you can’t shake.
Take my guns, make me proud, son.’

The next day Philip arrived early across the river in Jersey. George Eacker, the other duellist,
was already positioned. The man in command shortly started the duel’s count to ten. ‘Fire your
weapon at the air,” Philip told himself. 1… 2… 3… 4… 5… 6… 7- An early, loud shot, able
to be heard from miles away had been fired.

Eliza was in tears for what seemed every minute of every day. The loss was of grave
significance to everyone.

Hamilton’s luck did not get better, as not long after this tragic event an article was in papers all
over the country. ‘Treasury department head, Alexander Hamilton, proven to have affair…”
Burr had done what caused another heartbreak for Eliza. For Hamilton this cost him his job,
his dignity and the love of his life. Eager to find Burr and confront him about his deed, Hamilton
heads into town. Burr tries to laugh it off, but the occurrence of a duel would be undeniable.

On the day it would all go down Hamilton leaves earlier than Eliza wakes to spare her the
goodbyes and heads over. ‘The duel will commence after we count to ten.’

1… He would never not take his own advice. 2… Fire your weapon in the air. 3… This could
put an end to the whole affair. 4… One more thought about Eliza. 5… One more for Philip.
6… Would this moment be the end? 7…And if so, should I step aside or let it be? 8… Fixing
his glasses. 9… Taking his aim. 10…-

Not saying those three words could have avoided it all. All his accomplishments went down
the drain when he broke the one and only promise he had to keep. ‘As long as you remain loyal.’

Eliza lived another 50 years. Spent most of them filled with tears.
RATIONALE

My adaption to a Cinderella story is obviously based on the story of Alexander Hamilton and specifically the musical form of his story. These event all take place in around the 1700’s. The moral of the story is not to take for granted what has been granted to you for free. The language I used was purposefully not children’s’, since despite it being a Cinderella story, I feel it goes way deeper and beyond the happily ever after. Most roles in my story have been gender swapped as oppose to the original Cinderella story. Hamilton is Cinderella. Washington is the helper. The magic is the enchanted revolver that granted Alexander his benefits. The prize is the wealthy lady, Elizabeth Schuyler-Hamilton. The role of the step-sisters in this story are ironically not filled by Eliza’s two sisters, but by Aaron Burr, a man with very similar ambitions to those of Hamilton, yet too unfortunate to reach them. Jealousy gets the best of him. Just like how Disney’s Cinderella made a sequel from the step-sister’s point of view, I feel Burr would make for a great main character in this story, because he too learns a lot of things along the way that are maybe less obvious. The culture of a time of war and the start of many political events influences the story by having those change the interests of the characters, which influences their relationship towards one another. Simply put, making the personal political. The characters and some of the events, like the winter’s ball, are historically accurate. Except, naturally, the magic in it, though Hamilton did actually end up dead with these wins and sins to his name.

(My story makes a lot more sense if one has seen the show, but I hope it I understandable even if one did not :))

The only work I cited from is from the musical ‘Hamilton – Lin Manuel Miranda – 2015.’
Once upon a time, there was this girl named Nova. Centuries later she would be described as queen, murderess, and the girl who did not keep her promises. Let me start this unusual story at the beginning, all the way back in the 19th century in France. In the garden of her stepmother’s mansion, we meet Nova. After her father had passed away, she was left with her stepsister Agatha and stepmother Mildred, who by now was remarried once again. It was on a sunny June morning when they found out that their future king Edmund had invited them to his castle at the Mont Saint-Michel. That was when Nova started to misbehave. She thought that she was destined to be the future queen and therefore wanted to eliminate her competition. Minutes later, her stepmother caught her ripping little Agatha’s dress to pieces. Nova always saw the worst in her stepfamily, and Mildred taking away her chance to go to the ball did not help. Nova was that type of girl that liked to strive for attention and pity, by saying how her parents’ death caused her to misbehave. This was a theory that might have been true, if it were not for the time when she was the one who caused someone’s death.

After her family had took off to the ball, Nova stumbled into the woods, which were located behind their garden, where she wished upon a star. Yet she did not necessarily wish for wealth or any such thing, but for revenge. She was raged at the fact that she missed her chance at wealth. Seconds into thinking how wealth might actually help her with the whole plan of revenge, a strange looking man called Magus appeared. He was wearing a bright green cloak which even seemed to glow. Nova was flabbergasted at first and quickly threw a punch in his face, after which he introduced himself as a fairy godfather. Nova was unimpressed and unbothered, and she just walked away from him, but then he started explaining how he had been observing her ever since her father was gone. At that point Nova was intrigued and then Magus proposed a wonderful offer. He held a long scroll in his hand, with golden handles. “Should you sign this parchment,” he explained, “you will receive the life you have always deserved. Not only does it give you the opportunity to meet prince Edmund this very night, but I guarantee you that you shall rule over this kingdom.” This was exactly what Nova wanted, but just when she was about to grab his scroll and a surprisingly black feather, he continued to explain his offer: “And that is not all, dear Nova. Should you accept this deal, I shall get rid of your darkness, every single black drop of it that has been poured onto your heart. And you cannot deny that there is none of it inside of you, because I know. As I was saying, your darkness shall get rid of, except for the nine months when you bear your first child, during which your darkness might take over for a bit. Because as you know, magic always comes with a prize. I suppose you forget about that
whole pregnancy thing. That is, because after those dark months, when your newborn child gets to start their life, yours will end.” It almost seemed as if he chuckled those last few words.

Nova was astonished about the last words that came out of Magus’ mouth. She thought to herself that if she just decided not to start a family with Edmund, she would be able to live. She could go her entire life living peacefully in wealth with prince Edmund, why would she ever need a baby? There still was this feeling inside of her, telling Nova not to do it, but then she grabbed the black feather, wrote her signature on the bottom of the contract and thereby closed the deal. It was at that moment, that something magical happened. All of a sudden, black crows arrived in the garden and started flying in circles around Nova. More and more arrived until all she could see were their black feathers around her. “Magus!” she screamed, “this is part of it, right?” But she heard no reply. Not a few seconds later the crows were gone, and it was as if they were never there. This counted the same for Magus, who appeared to have left with his birds. Nova could not care less about his whereabouts, because when she looked down, she saw that her black as pitch night gown had turned into a lovely white dress. Just as with the crows, she could feel that every bit of her darkness was now gone with the wind, and the only remaining thing was that one black feather she used to sign the contract with. No carriage or even a horse, just that one feather. Figuring there was no other way to get to the ball, she decided to swing the feather around in the air, and luckily for her, it worked.

That night was the turning point of Nova’s life. By the end of it, she had actually changed for the better and she had really fallen in love with Edmund. If you dared to hope for a charming romantic story, you ought to look somewhere else, because we are hopping over to one and a half years later. The new year had just started, and Nova could not be happier. When she woke up on a frosty morning, Edmund was out hunting with his brother. Nova had decided to spend her week on resting and taking care of herself. However, when she walked to her dresser and looked into the mirror, she was stunned from a certain object that was hanging in her hair. It was the black feather from the night of the ball, the one that changed Nova’s life for the better and gave her everything she could wish for. She decided to ignore it as it could mean no good and within a minute, she had tossed it from the tower. One week later, she rode her beautiful black horse to a large meadow where she had agreed to meet with her husband. When Edmund arrived after a successful week of hunting, he noticed something about Nova and asked her why she was wearing a black feather in her hair, as he thought it was an unusual color for this happy occasion. Nova turned blue and almost started crying from her nerves. Edmund, thinking it was because he had hurt her feelings, started to apologize and comfort Nova, making her feel even worse. She then wrenched the feather from her head, alongside a few of her hairs, and scurried away leaving Edmund bewildered.
That night, Nova looked at herself in the mirror and was thinking about how she was acting strangely dark that afternoon. She remembered how Magus explained that her darkness could only grow back once she was with child. She was too scared to even think about the idea, when at that moment, she felt something growing inside of her, or rather someone. And just as she feared, when the new year had begun, a new life was starting to grow. This new life meant the end of hers and she started panicking, when Edmund walked into the room. Slowly and carefully, as he was already disorientated, Nova explained everything about the night they met and the contract she had signed. She told him that it was not faith that had brought them together, but Magus’ contract. After she ended her story with the fact that she was going to die in a few months, Edmund was astonished and unable to look her in the eyes. This continues for days, leaving Nova shedding tears hours long, every day. At that moment she wondered how she could have accepted a deal where her future husband would have to live on without her, looking into the face of his dead lover’s child for the rest of his life. However, as a shock to Nova, Edmund returned to her. It showed how their love was truly theirs, and not created by the contract. They started searching for a solution where both Nova and their child would stay alive. At the end, they both came to one conclusion.

Having found out that there was still a bit of magic left in the black feather, Nova and Edmund used it to teleport both themselves and Magus to the woods behind Nova’s old garden, where it all began. Magus knew that there was only one possible scenario where he would see dear Nova again, yet he figured it would be next to Nova on her deathbed. Nova cut right to the chase and begged Magus if there was any possible scenario where both she and her child would get to live. “Sweet, sweet Nova,” Magus said in a gentle voice, “I knew this day would come. From the moment I laid my eyes on you, I knew you did not have it in you to keep your promises. I knew that you were so desperate for a bright future, you would even risk your own life at the very first opportunity. And I am not the only one who knows. Everyone knows, Nova. Why else would you think that I gave you this opportunity instead of any other pathetic girl? You should have thought it through, because as all of us, magic always comes with a prize.” Nova went down on her knees and kept on begging and begging. The only response she received was “Magic always comes with a prize, Nova.” By the tenth time, she could not take it anymore. She came up from the ground and thrusted Magus down a cliff with a resistant push. She whispered: “I guess you picked the wrong girl Magus. You should not have messed with me.” Magus was soon followed by a swarm of black crows, who blindly spiraled down the cliff. Nova and Edmund were both appalled from what had happened, but they knew it had to be done in order for them to live as a family. However, in the beginning of September, after Edmund had greeted little Flynn into the world, he had to say his goodbyes to his dear Nova. Nova was remembered as queen, murderess, and the girl who did not keep her promises. From that day, Edmund and Flynn would forever remember that magic always comes with a prize.
For 5IB, our students had to do a creative assignment where they closely examined a part of the movie, The Hate U Give, and create an “Anatomy of Scene” (like The New York Times does).

The film by Femke Pennings and Sofie van der Sterren was deemed an excellent piece of work by Ms Stout and Ms Haasnoot. Femke and Sofie explain with real clarity and sharp analysis, the variety of editing and other filmic choices which convey the intended meanings of the scene.
On Monday, 5 July, 2021, our May 2021 IB cohort heard that all 31 pupils passed their IB assessments and successfully earned both their Senior TTO as well as their IB English A: Language and Literature (SL) certificates!

For the 21st year in a row, RLW has had a 100% pass rate for the IB course. This is quite an accomplishment and we are very proud of our students and subject teachers! In this difficult time and with a brand new exam, we are very pleased with these results – especially as our students only took one of the Paper exams due to COVID-19. The Paper 1, a textual analysis of an unseen text, took place on Monday, 10 May, in the middle of the May Break, and counted a whopping 55%!

We wish to congratulate our students on an excellent job and look forward to welcoming them back in the fall (Friday, 8 October, at 16:00, in the Toneelzaal).

- Deb Stout, IB Coordinator
Photos of the May 2021 Cohort
(split into smaller groups as we still need to maintain some social-distance!):
On the 8th and 9th of July, the cast of the school musical – *Into the Bookstore* – gave three stunning performances of the show they had been rehearsing for in the past two years.

Initially, the musical was set to be performed in June 2020, however, due to COVID-19 the musical had to be postponed several times. It was thus all the more exciting to finally be able to perform in front of a live audience.

*Into the Bookstore* is set – surprise! – in a bookstore which bookworm Teuntje (Livia Munk, 2A) visits every Saturday. Her sister Juul (Isabel van Eps, V4) works there. When Juul leaves Teuntje behind after closing up the store, Freddie Mercury (Lara Pilouw, G3A) and Alice (Julia Lédé, G3A) step out of their books and Teuntje finds out what happens during a night at the bookstore.

Other characters in the show were:

- Minoes (Frederieke Smit, G3A)
- Dolf (Duarte Batenburg, 2A)
- Romeo Montague (Hidde Schuuring, V6)
- Mr Darcy (Pepijn Barsemia, H5)
- Bellatrix Lestrange (Anna de Niet, V4)
- Draco Malfoy (Paul Wolters, V4)
- Freek Vonk (Jetze van Sminia, V5)
- Wendy Darling (Laura Lédé, V4)
- Jamie Oliver (Niels Kooyman, 2A)
- Nigella Lawson (Manou Kooyman, V5)
- Tinkerbell (Noa Weiner, 2D)
- Katniss Everdeen (Julia de Visser, G3A)
- Queen of Hearts (Alessandra Lamb, V4)
- Willy Wonka (Amy Bernoski, G3A)
- Wally (Nicolaas van Koppen, A3A)
- Matilda/Customer 1 (Kyla de Boer)
- Annie/Customer 2 (Emilia Vocke)
After rehearsing for nearly two years – although on and off due to the lockdowns – we couldn’t wait to show our audience what the musical was all about. The show on Thursday afternoon – in front of roughly 120 people – was a huge success. The MYP students that came to see the show were incredibly involved and responded to everything that happened on stage: a shouted “animal abuse” when a stuffed animal was thrown on the stage and shocked “ooohs” and “aaahs” when two characters shared a kiss.

The shows on Thursday evening and Friday evening were equally amazing. The cast especially managed to surprise us on Friday, however. That show was – in our opinion – absolutely perfect and at the same time very emotional, because we had to say goodbye to the show and – most importantly – our cast.

We are incredibly proud of our all of our students and are grateful that they managed to tell the story that we wrote together so wonderfully!

Mrs van Leeuwen & Ms Haasnoot
FAREWELL

As we approach the last days of school for this academic year, for some TTO pupils and TTO teachers it will be their last days at the RLW.

To those TTO pupils leaving the Rijnlands, the TTO department would like to wish you all the very best and thank you all for being such wonderful participants of TTO during your time with us.

MR VISSER: the TTO department would like to thank you for all your support and enthusiasm over the years. We could always rely on you alongside the other PE teachers to help 100% at TTO activities. All those TTO Theme Days just wouldn’t have run so smoothly without your planning of the teams and schedules for the competitions.

Your TTO pupils will miss your great lessons. Pupils who knew you from year 5 ski trips will also have fun memories of you 😊

MR SERLIE: the TTO department thanks you for all your creative energy that you have put into the TTO drama lessons the last year. They have been a real learning experience for our pupils. We wish you all the best. You are a very talented dancer and actor – so let us know what you will be doing in the near future so we can follow your progress.
Last but certainly not least in this edition ...

Mrs van Otterloo will be stepping down as TTO Coordinator after seven years of guiding the TTO department. She has decided to concentrate her time and energy totally on teaching students as well as guiding new teachers coming to the school. She is a passionate and extremely knowledgeable TTO teacher in History and English TTO.

As TTO coordinator, Mrs van Otterloo has led the TTO department in maintaining the high standards of learning for our TTO pupils. She has always been full of creative learning ideas not just within her own subjects but also sharing her knowledge and helping other teachers in their role as subject teachers teaching in English. In all this she has been an inspiration!

She has implemented numerous improvements within the department since she took over its running. For example, under her leadership, the Public Speaking Contest has expanded and has now become fully integrated into the English TTO curriculum for Year 2 and 3 TTO. Other examples of her hard work are the TTO Theme Days for Year 1 TTO, the transformation from the London Trip to the Oxford Trip, the successful visitations by the NUFFIC Organisation and the expansion of the Exchange Programme.

The TTO Department, both teachers and pupils, would like to thank Mrs van Otterloo for always steering us in the right direction and for her commitment to the TTO Programme.

Mrs van Otterloo leaves the coordination of the department in the very capable hands of Ms Haasnoot, who has been co-coordinator for the last three years.

Have a wonderful summer everyone!