

MOTTO

MAGAZINE OF TTO
AUTUMN/WINTER EDITION 2021

BACKERSHAGENLAAN 5, 2243 AB WASSENAAR, WWW.RIJNLANDSLYCEUMWASSENAAR.NL



RIJNLANDS LYCEUM WASSENAAR
VRIJ, NIET STUURLOOS

CONTENTS

FORWARD

YEAR 1

Life: Biology

Autumnwatch: Biology

Letters to the Trunchbull: English TTO

Hunters & Farmers: History

Maps: Geography

Art folder design: Art

Classics Week: 1 Gymnasium TTO

YEAR 2

Voyages of Discovery: History

Day of the Languages

Modern art: Art

Little Victorians with Phileas Fogg: English TTO

Fan fiction: English TTO

Flatlands: Maths

YEAR 3

Perspective: Art

Semi-abstract sculpture: Art

Art analysis: Art

World War One Propaganda Posters & Phileas Fogg WWI - Pictures and Reflections: English TTO

UPPER SCHOOL

Architecture: 4V CKV

Photography workshop & Tragedy: 4V KCV

Anthropology: 4V I&T

Political cartoons: 5 IB

EXTRA NEWS

Junior TTO Graduation

Senior TTO Graduation



FRONT COVER

Autumn in the wood next to school.

By Mr van Bergen, Maths TTO teacher & photographer



From the TTO Coordinator's Desk

Dear TTO Students and Parents,

The first term of the 2021-2022 school year has ended and another lockdown has started. I think I speak for all of your teachers that we had hoped we would never have to go into lockdown again. It's a shame that we don't get to end 2021 on a high with all of you. I, for one, was looking forward to a week of Christmas celebrations.

Luckily, this MOTTO – the Magazine of TTO – is coming out just in time to showcase some of the amazing work you have completed over the first term. Not to mention, the Junior and Senior TTO Graduation, which took place in September and early October.

This edition of the MOTTO shows how much the Year 1 TTO students have already grown and learnt in their first months of bilingual education at the Rijnlands Lyceum Wassenaar. It is impressive to see that you can already create projects in a language that is not your first: English. Keep up the great work!

Year 2 TTO celebrated the Day of Languages this term and showed their artistry and creativity in Art, English TTO, History and Mathematics. The pages about Year 3 TTO similarly show our student's artistic talents and their ability to reflect on the work that they create, a very important skill to have as it allows you to look back on what you've learned and to take this newfound knowledge with you.

Furthermore, Year 4 TTO shows that they rightfully earned their Junior TTO Certificate in September through their work for CKV, KCV and I&T, while the 5 IB students wrote textual analysis essays on a political cartoon by the American cartoonist Liza Donnelly.

All in all, the work in this MOTTO is diverse, but it has one thing in common: it shows that you are all talented young people who like to take on a challenge. As the TTO Coordinator, I can't be prouder of all of the TTO students and I look forward to seeing all you will do and create in the next two terms.

A huge thank you to Ms Royle for creating the Magazine of TTO. We all know how much time and effort you put into documenting the students' work. We really appreciate all you do!

Have a lovely Christmas and a very happy 2022!

Warmest Wishes,

Miss Haasnoot
RLW TTO Coordinator

BIOLOGY 1 TTO

The students of B1D designed a poster for Chapter 1 *Part of Something Bigger*. There are 7 subjects based on the Characteristics of Life. The students were asked to connect different species to a characteristic of life.

Anna, Robin and Imogen designed a very appealing poster with lots of information about Sensitivity.

mole

Moles get a poor vision but make sense of hearing and touching. They use sensory hairs to know where they are and where to dig. They find their way through the sensitive whiskers and through the sensory nerves on the nose and side of it. It is so cold they move the skin away, if it is too hot more the water.

Shark

Sharks sense vibrations in the water. They know that a storm or a hurricane is coming. They hide in deeper water long before it they sense that their territory is invaded they attack. They have electro receptors on their head. Sharks can detect electrical fields of prey. If the water is too cold they move to warmer water and vice versa.

Bat

If they are cold, they wrap their wings around themselves to trap a layer of warm air. They use echolocation to fly in the dark. They use it to catch a prey and to avoid obstacles. If there is no food because it is too cold for insects, they have hibernation.

eagle

An eagle gets a strong sense, his sight. He can look around and protect his self when there is danger. He also can look for food very clear. He can feel gusts and he can fly with it. So he doesn't need to move his wings a lot. When he gets a need he is very dangerous. He attacks everything who come to close.

Sensitivity

If they are cold, they wrap their wings around themselves to trap a layer of warm air. They use echolocation to fly in the dark. They use it to catch a prey and to avoid obstacles. If there is no food because it is too cold for insects, they have hibernation.

Bat

Moles get a poor vision but make sense of hearing and touching. They use sensory hairs to know where they are and where to dig. They find their way through the sensitive whiskers and through the sensory nerves on the nose and side of it. It is so cold they move the skin away, if it is too hot more the water.

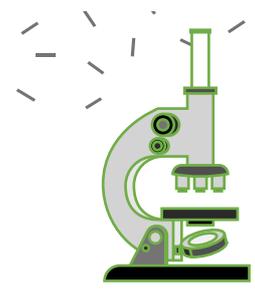
An eagle gets a strong sense, his sight. He can look around and protect his self when there is danger. He also can look for food very clear. He can feel gusts and he can fly with it. So he doesn't need to move his wings a lot. When he gets a need he is very dangerous. He attacks everything who come to close.

eagle

Sharks sense vibrations in the water. They know that a storm or a hurricane is coming. They hide in deeper water long before it they sense that their territory is invaded they attack. They have electro receptors on their head. Sharks can detect electrical fields of prey. If the water is too cold they move to warmer water and vice versa.

Shark

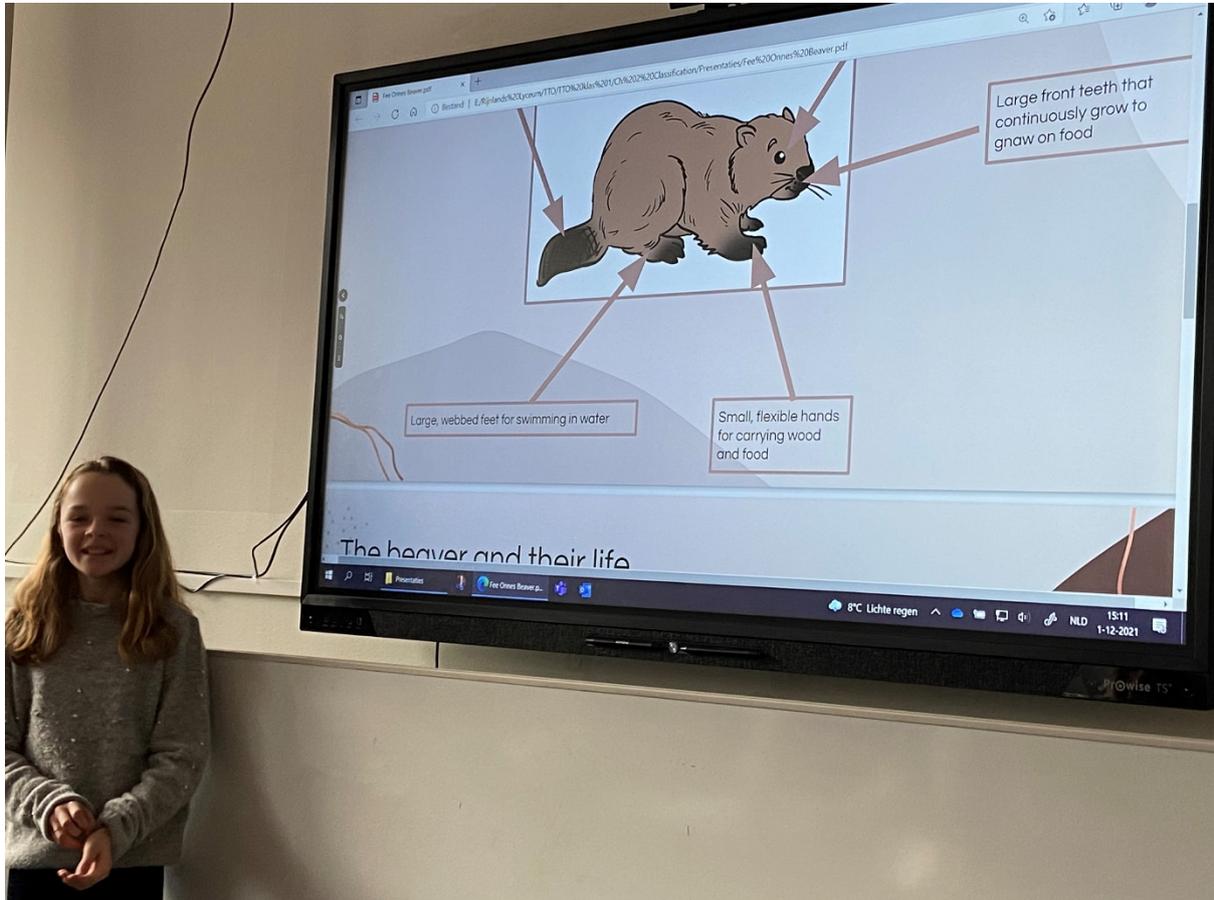
Next up for 1 TTO was learning about the *Classification of the 4 Kingdoms*. For the kingdom of bacteria, class B1D divided a bacterial plate in 4 quarters and inoculated the plate with a regular fingerprint, a fingerprint of washed hands, nothing (why would you use a quarter for “nothing”?) and a swab taken of a surface of choice. After incubation for 48 hours in a bacterial incubator, everybody looked at the bacterial growth and compared their results.



For the chapter *Classification*, the students of B1D also prepared a presentation about native Dutch wildlife.

Fee Onnes informed the class eloquently about the characteristics of the beaver.

Next lesson another student will introduce his or her subject.



Class B1b went for an excursion in the park Backershagen next to school to find inspiration for their Autumnwatch assignment



Assignment : AutumnWatch

In this assignment, we are taking on the AutumnWatch (BBC series) idea: you are going to report on the season's changes to the natural environment. Special attention this year to the toadstools in our woodlands. Report about them, and our walk, either as a reporter, as an apprentice to a mycologist, or another way you like.

Annelouke:

There are mushrooms that you can eat, such as the champignon or the porcini mushrooms. But there are also mushrooms that are poisonous. So you should never just eat a mushroom.

Elsa:

First thoughts: I saw this toadstool and was fascinated about the appearance of it. It was located on a humid tree with a little bit of moss. The toadstool looks very fragile and thin. Maybe it is also a different type because it doesn't have a stem.



After research: This mushroom has many names but I am going to call it waxy laccaria. The binomial name of the waxy laccaria is *Laccaria laccata*.

This mushroom is edible but it is very important to distinguish from potentially lethal small brown mushrooms.

Floris:

Hello, my name is Floris van Helden. I'm a reporter for SW. The S stands for story and the W stands for writer. Today I'm going to talk about how I walked in the woods. First I walked into the woods with my classmates. The wood was really wet, because it rained like one hour ago. There were a lot of leaves on the ground, because it is autumn and then the leaves fall off to prepare for the winter so in the winter there are no more leaves on the trees.

Florine:

In the lesson biology we went outside. We walked to the forest and we went there looking for mushrooms. We found a lot of mushrooms especially a lot together. I found it very interesting to look which mushrooms you can find there. It was also fun to take nice pictures of the mushrooms with the whole class.



Gabriel:

Welcome to the RLW show, I'm Gabriel Koppenol and this is one of the biggest nature programmes in the Netherlands. In this broadcast we are going to tell you the joke of the day, talk about fungi and what their uses are, and what exactly mycologists are.

Alright, let's begin the show with the joke of the day! - *drumroll* -

"why did the female mushroom like the male mushroom?"

"Because he was such a fungi!"

Jia:

A kind of orange-red small toadstool lying at the bottom of a tree. If I could give it a name I would say it was a fire-toadstool, because of its sharp ends and ruches.



Mathijs:

I saw on my walk through the woodlands the Shelf-Fungi. The tree was already dead because it was already cut in half. I don't know if the fungi killed the tree but I think it came later on the tree.



Renee:

NATURE IN AUTUMN / FALL



The weather in fall/ autumn begins to get colder and many plants stop making food. Autumn is the time when trees shed their leaves. The leaves change colour and there's less sunlight because the days are shorter. As known, autumn is amazing!

Zoë

As soon as autumn is mentioned, anyone would think of the cold weather and the falling, red, brown and yellow leaves. In American English, this period is even called 'fall'. As you walk around the leaves, the spores are located either between the gills or in the tubes on the underside of the mushroom's cap. In the two pictures below, I photographed the tubes and gills of two different species of mushrooms.



Roos:



My mushroom-experience

October and November are the perfect months for fungi. In the fall you can find the most mushrooms.

You can see them everywhere, especially when there is a lot of rain and wetness.

Therefore I joined the mushroom-tour in: Hartenkamp Wassenaar.

Mushroom kit:

- a phone (pictures)
- a mirror for looking under mushrooms
- a mushroom-card (identify mushrooms)
- a pen, notebook
- a magnifying glass



ENGLISH TTO

Year 1 TTO – Letter to the Trunchbull – English TTO

The Year 1 TTO students read *Matilda* in the first couple of months of secondary school. Quite the achievement, seeing as for many students this was possibly the first time they read a book in English altogether.

At the end of the unit, all students wrote a letter to the Trunchbull, the Headmistress of the school Matilda attends once her parents allow her to go to school. In their letter, the students could either complain to the Trunchbull about her teaching methods or they could praise her for disciplining their children so wonderfully.

The students wrote great letters and impressed their teachers with their sense of humour and their imagination.

The letters below were written by Varun Sathbai, Nanoe Kunkels and Dinand Monnink from class B1A!



Letter to the Trunchbull – Varun Sathbai

87 Balloon Lane
UK5 9AL
Worcestershire
The United Kingdom

Wednesday 10 November 2021

Crunchem Hall Primary
666 Devil's Road
TB13 DVL
Hammershire
The United Kingdom

Dear Ms Trunchbull,

I am sending this letter to you, because my son Friedrich Heinrich Hermann the 420th has told me about some strange incidents at the school, such as children being thrown out of the window and being put in a closet called "The Chokey".

As a parent I find that this is NOT a way to treat children, not to mention that all of this is ILLEGAL! I would like to mention a few terrible incidents in this letter.

1. According to my son, he was called into a room along with the whole school, and they watched you FORCEFULLY make a child named Bruce Bogtrotter eat chocolate cake.
2. In the second incident, you grabbed a girl by her pigtails during recess and threw her very far JUST BECAUSE YOU HATE PIGTAILS. If you didn't know, HURTING A CHILD IS ILLEGAL. You have broken the law MANY times.
3. And lastly, my son said that you have been blaming a girl named Matilda Wormwood for EVERYTHING just because her parents say that she is a terrible girl. If you could see for yourself, you could see that she is in fact a very nice, well-mannered, little girl. Her parents are total CROOKS, and her father is wanted THROUGHOUT ENGLAND.

I also find that a "Chokey" is illegal, my son says that children are locked up in this closet for HOURS. He says that the walls of it are covered with nails and glass shards.

I believe that you should be in JAIL, Ms Trunchbull, and I will see to it that you also end up there. I will send MI6 agents after you, and I will not rest until I see you behind bars.

Sincerely,
Sir Friedrich Heinrich Hermann the 419th, Worcestershire Police Force

Letter to the Trunchbull – Nanoe Kunkels, B1A

Mrs M.J. Thrripp
7 Karen Road
MJT 15 KRN
Hammershire

Miss A. Trunchbull
Crunchem Hall Primary
666 Devil's Road
TB 13 DVL
Hammershire

Dear Miss Trunchbull,

I am Mary-Jane Thrripp, a very respected community member. I am complaining about your outrageous behaviour swinging my daughter – MY PERFECT DAUGHTER! – by her beautiful pigtails. Now she cut them off and looks like a boy!

If you touch my angel one more time, I will take my children from this school. Drag you in front of a judge (my husband is a great lawyer). Get you fired from your job as headmistress and ban you from Hammershire. So, don't you think about hurting my babies ever again.

I have heard about your punishments and certainly about your chokey. I think it's fantastic that you punish annoying brats like that, but: if you punish my children, I will punish you! You can keep punishing those stupid rats, though. I completely agree with you, kids are awful. They play on your lawn they scream and shout. Kids ride their bike through the street with immense speed and nearly run you over. But I raised my children differently they only sit on the sofa, play tennis, read and do their homework. My children don't whine, shout or cry and they eat anything that is put in front of them without complaining. You should treat them with the utmost respect.

Miss Trunchbull I hope you will treat my angels with respect from now on. If so, I will send my fourth child to your school and I know how much more money that makes you.

Kind Regards,

Mary-Jane Thrripp

Letter to the Trunchbull – Armaan Monnink, B1A

25 Poppy lane
RL 0310
Hammershire
United Kingdom

November 10th, 2021

Crunchem Hall Primary School
666 Devils road
TB 13 DVL
Hammershire
United Kingdom



Dear Miss Trunchbull,

I am writing this letter because I understand that our daughter Hortensia causes a lot of trouble. We are ashamed that our daughter ruined both your chair and your expensive clothes. Of course, we will compensate for the damage.

Firstly, I would like to say sorry for this. We know that our daughter can be a real misbehaving, irritating stinging nettle. As parents we try to control her, but this turns out to be an impossible mission for us.

Therefore, we are very happy with your genius education. We are honoured that you take so much time to teach our child good manners. Your special method to lock Hortensia up in the Chokey is fantastic! Hortensia explained us that the interior of this special room is designed with spikes and handmade glass pieces to remind her of the wrong things that she did. We understand that you tried this treatment on her six times and we noticed the effect immediately: the weekend following these episodes, she was sweet and well-mannered and she ate less potato crisps.

As you might know, I am the Mayor of Hammershire. I love your outstanding education style and therefore I would like to fund Crunchem Hall in expanding the number of Chokeys. In this way more pupils can have the profits of your Chokey method.

Finally, I would like to declare you a honorary citizen of Hammershire because of your inspirational improvements in the education system of young children.

Yours sincerely,

Lord Frazier Plum Rose, Mayor of Hammershire

HISTORY 1 TTO



Here you can see group work in action. Just a little bit more spread out than usual, in light of social distancing!



The topic: **Hunters and Farmers.**

The posters shown on the next few pages represent how pupils investigated this topic. The lay-out and creative little details are fantastic!

STONEHENGE

What is the function?

Since the 1620s, the decade when Stonehenge was discovered, we have been slowly trying to discover more about the mystery Stonehenge. In who built it? How did they build it? Why? For hundreds of years we weren't able to answer these questions, however, with the technology that we have at hand right now, we might have a better chance at figuring it out. Unfortunately, since Stonehenge is so old, we will never know for sure why our ancestors built it. But we do have a clue from inspecting Stonehenge for years.

There is a lot of archaeological evidence that Stonehenge was used as a burial site for a part of its long history. However, many scholars believe that it had other functions. For example, they think that Stonehenge could have been used as a ceremonial site or a religious pilgrimage destination. It could have also been used as a final resting place for royalty or as a place to spiritually connect with distant ancestors. As you see, there are many theories therefore we won't ever know why Stonehenge was built. We won't even know for sure!

Historie of the Stone henge

In 2500 BC the Stonehenge was built. Actually the stones were put in place. The Stone henge is a large structure. Not only the stones, also the ditches around the big stones. The ditches are made 500 years before the stones were put in place. In 2200 BC the way through the Stone henge was built. It henge is a circular shaped structure made of earth. The Stone henge is the biggest henge. A large ditch with stones in the middle. The stones are placed in a horse shoe, around the horse shoe the stones stand in a circle.

The Stone henge was placed on a special place, a open landscape! It's special because in that time there was a lot of forest in England. Other places where better than this place so there need to be an other reason we still don't know. The way through the Stonehenge goes to the river. What support the idea that the stones come from far. The river goes also to the other henges in the surrounding. The Stonehenge is the largest.

MAP-

Stonehenge is located in the UK

StoneHenge

Stonehenge is a megalithic structure from the young stone age, located near the town of Amesbury in the English county of Wiltshire and about eight miles northwest of Salisbury. It was built between 2500 and 1700 BC. 300 years later it was heavily buried. The structure was rediscovered with care added in 1936.

How it was build

Merlin a wizard and a advisor of the king Arthur build Stonehenge. He used his magic to fly stones across the sea from Ireland. Then he put them in a circle. It was the ground in Ireland to make the place for roads.

Merlin

JOEP Vdz

The building of Stonehenge.

The building of Stonehenge was a difficult task. The stones were big and heavy, it was difficult to put them in the right place and fit the stones together. The builders had a special technique, putting holes and leaning down the sides to make them fit. Expert builders were involved who worked together to raise the big stones up. We are not sure why Stonehenge was build, the stones circles are in line with the sun. Some people say that it was a burial ground, we think people come there to remember their loved ones. It is a very nice invention for that period, we don't really know what the function actually was.

consercuion

Fee Onnes

Marina Tsaalbi, Fee Onnes, Anna Bolkenstein and Joep van der Zanden. 1D

Ötzi

How they discovered Ötzi

Around 13:30 pm on September 19, 1991, Erik and Helmut Simon from Tignes in Germany were descending from the local peak in the Riesgatch area of the Otzal Alps. They decided to take a shortcut off the beaten path because they didn't feel like walking any longer. So when they did this they noticed something brown sticking out of the ice so they decided to go there.

Beyond further inspection, the Simons discovered that it was a human corpse. Although they could see the top of the head, arms and back, the bottom of the torso was still covered in ice, but it didn't seem like he had been lying there for a long time.

The Simons took a picture and then reported their discovery of the mummy to the police.

At the time, however, the Simons and the authorities all thought the body belonged to a mountain man who had recently suffered a deadly accident.

Who was Ötzi?

Ötzi was in a village with other hunters. One day they were attacked by enemies. The survivors fled into the forests for safety, but it kept getting colder and colder, even so cold that Ötzi didn't have warm clothes and blankets. They would freeze to death so Ötzi decided to go back to his village and get some important material from there. When he returned he had some tools and clothes and as well a bow and some arrows, which he put in his quiver. When he wanted to go back he got hit by an arrow in the back by an enemy. It turned out that there were several enemies and received a wound on his hand and his hand that Ötzi was able to survive that wound. He couldn't find the other hunters and decided to leave when he walked out on the mountain in the cold in the middle of the winter. He was so badly injured that he was not able to walk any further so that he died peacefully and was discovered by German hikers that found him in 1991. 3000 years later, the date when he was hit by the arrow is the oldest Copper Age man found in history.

CLOTHES

Ötzi wore clothes made of a lot of different skins. He wore a cloak made of lichen grass and a coat from sheepskin and domesticated goat. He also wore a belt, a loin cloth, shoes and leggings. To keep him warm he stuffed his shoes with straw. The outside was made of deer leather and they were laced up with strings made of cattle leather.

TOOLS

Ötzi they found the German discovered that he had some tools with him like a copper axe, a chest blocked knife and a quiver of six arrows.

Two of the arrows were broken, but they were tipped with flint and had stabilizing fins, while the twelve others were untipped and unfinished. The copper axe was the most important tool he had with him. With archaeological experiments they have discovered the axe was a perfect tool for felling trees and it could fell a tree in six minutes without sharpening!

What are the theories of Ötzi's death?

- Infection**
There are multiple theories of Ötzi's death, some people believe that he was killed in a battle after he had to leave his death. Will we ever find out? Or will it stay in mystery as all times you will find his information on his pathologist page and here it will!!!
- Hypothermia**
Some people believe that Ötzi got hypothermia. Hypothermia is being when you freeze to death. That could be one of the reasons why he body turned into a yellow mummy.
- Death in a battle**
Lots of people believe that Ötzi died in a battle. People believe that because he was shot with an arrow. So technically it could be possible.
- Assassination**
Some people believe that Ötzi was Assassinated. Assassination means murder. Could have he been betrayed?
- Robbery**
A big deal of people believe that Ötzi has been robbed. Because in the copper age lots of villagers were shepherds. A shepherd means a person who looks, feeds and guards sheep for meat. Maybe they shot an arrow to his left shoulder and stole his sheep.
- Ending**
There are no more theories of his death because it was more than 5000 years ago so it is hard to find out how he actually died. Maybe next centuries we will find out.

Information about Ötzi in short

Ötzi was a Copper Age man hunter that died in the middle of the winter. Some people say that he got hypothermia and others say that he got assassinated. We'll know why a mystery for now. Ötzi had different belongings preserved like clothes and tools and his well preserved mummy. He was discovered in 1991. The scientists discovered that he was about 45 years old when he died in the cold snow. He was found in September 19 1991 by 2 German hikers. So there are still trying to find out how Ötzi exactly died, and who he really is?

TOOLS

Ötzi

"trying to find out how Ötzi exactly died, and who he really is?"

Ötzi was found on September 19 1991.



More than 5000 years old!!!

He was found on the border of Austria and Italy.

Shot in left shoulder.

This poster with close-ups of some details, is by Aya Denno, Eliane van Vollenhoven, Feline Vincente, Darya Karpuk of 1D

Ötzi wore clothes made of a lot of different skins. He wore a cloak made of lichen grass and a coat from sheepskin and domesticated goat. He also wore a belt, a loin cloth, shoes and leggings. To keep him warm he stuffed his shoes with straw. The outside was made of deer leather and they were laced up with strings made of cattle leather.

TOOLS

After they found the ice man discovered that he had some tools with him like a copper axe, a chest blocked knife and a quiver of six arrows.

Two of the arrows were broken, but they were tipped with flint and had stabilizing fins, while the twelve others were untipped and unfinished. The copper axe was the most important tool he had with him. With archaeological experiments they have discovered the axe was a perfect tool for felling trees and it could fell a tree in six minutes without sharpening!





The Fertile Crescent is called 'crescent' because it has the shape of a crescent.

Map

SOURCES

- Wikipedia
- Bricks History textbook
- Wikikids
- you tube
- History.com

Early Farmers

The beginning of agriculture changed human history. All the farmers had to much food.

It might be an accident that they put seeds in the ground.

In the villages from the farmers most of the farmers had a private property.

Homes of Farmers

My text is about the homes of farmers.

About 10,000 BC, hunter-gatherers slowly turned into farmers. One reason that hunter-gatherers turned into farmers was that the climate started to change. The temperature was getting higher and there was more rain than before. When used to, which attracted the plants that grew in an area.

The hunter-gatherers learned which plants they could eat and which not, such as wild cereals and grains. Hunter-gatherers also figured out that plants could grow by putting seeds in the ground. When they looked after the plants and water them, their plants would grow. The plants could now grow their own food. They did not have to travel for their food any more, instead they could plant their own food where they wanted. The hunter-gatherers could now live in fixed and permanent houses. They slowly became farmers.

The first farmers lived in the area called the Fertile Crescent. The people that lived near the Tigris, Euphrates and Nile where the best people. They found how to grow food. This region is called the Fertile Crescent. The population in the Fertile Crescent started to grow. So they had to move to other places. Around 10,000 years ago agriculture spread from the middle east to the south and Central Europe. The farmers take care that even in the middle east they knew how to grow food.

their Agriculture

I am going to write about the early farmers their agriculture...

Early farmers who had traveled to the area in search of food. It took them thousands of years for people to learn how they could grow their own food. First they would follow animals but only animals that are around their village because they couldn't stay in the same area. The early farmers combined farming with hunting animals, which meant that they could still get food rather than moving a lot. Around 10,000 BC the early farmers started to domesticate animals. They learned how to tame animals for their own use and kept them behind walls and fences. At one point they realized how useful animals could be, how calm they could be, their useful characters, how fat they could be and how much flesh they have. After several generations in 4000 BC they learned how to create new breeds like sheep and goats. NOT only did they have animals but also plants, they grew tall, wild, access they grew thick, tall and different varieties of wheat is an example.

Hunter-gatherers become Farmers

My text is about hunter-gatherers become farmers.

Around 10,000 BC, a gatherer in the Middle East found a smart way to get food. He now still don't know if it was an accident that she found out that plants grow when you put the seed in the ground. She soon found out that you have to take care of the plants by watering them and removing the other plants around it. After she took care of the plants and it was fully grown she could eat it. She knew that this was a better way for gathering food. She made fields for the crops to grow. Now that she could grow her own food she didn't have to travel around to find new groups of the ones close to her were all eaten. Now she could plant seeds whenever she wanted and have a lot of food. She stayed in one place and had become a farmer.

Above: Sterre van Dijk, Juliette Kentie and Olivia van der Velde. 1D.

Below: a section of the poster by Valerie Bijnen, Lina El Mourabit, Thijmen Ferrier and Daniël van Wissen. 1D

Hunter-Gatherers

Types of people and what they doing.

There are many different types of hunter-gatherers. You have people who hunt but you also have people who stay at the camp. For example some people grow crops they built houses or made tools or wove baskets. Then people do one job they get really good at it and develop specialized skills. Farmers grew more kinds of crops weaved wove cloth from wool and linen. Workers use flint to make sharper tools and weapons. Since food was readily available people didn't just want to survive they wanted to live in style they decorated their pottery and metals they make jewelry and mirrors. Some people wonder what was more important hunting or being a farmer that growing food. Well, actually it's important. This all was about 15,000 years ago. What also important to know is that often men went hunting and the women stayed at

NOMADS

Nomadic people, also known as Nomads, are communities of people that move from one place to another, rather than setting down in one location. There are three types of Nomads, Peripatic, Pastoral and Nomadic hunter-gatherers. Peripatic Nomads are more common in industrialized nations traveling from place to place offering a trade wherever they go. Pastoral Nomads raise herds and move with them so as not to deplete pasture beyond recovery in any area. Nomadic hunter-gatherers are probably the original lifestyle of most indigenous people. They subsist harvesting seasonally available wild plants and game. The nomadic hunter-gatherer society appears to have been the earliest type of human society. Most such cultures are extinct today, with only a few tribes still living this type of lifestyle. As human societies developed, different lifestyles emerged, many of them sedentary, rather than nomadic. On every continent where societies developed suitable agriculture, there began a competition for the land. Eventually the nomadic people were forced to move. They changed their lifestyles. The alternative was a destruction.

Fun Facts:

- There are three types of nomads.
- There are an estimated 30-40 million of them in the world.

Where legend

Where the Hunter-Gatherer lived.

Different kind of life. A group that does not live like Hunter-G.

The ocean

Types of tools how they

Hunter-gatherers use the tools that they use to

GEOGRAPHY 1 TTO

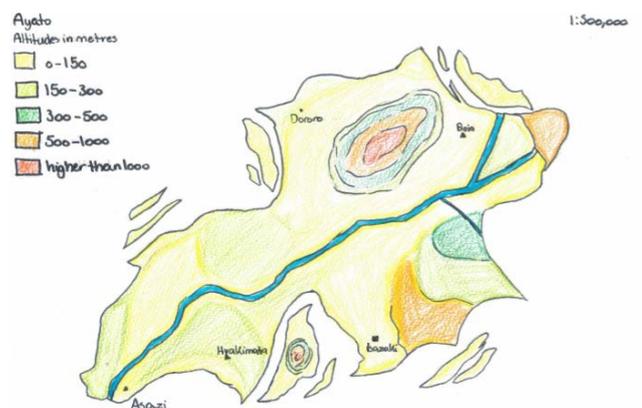
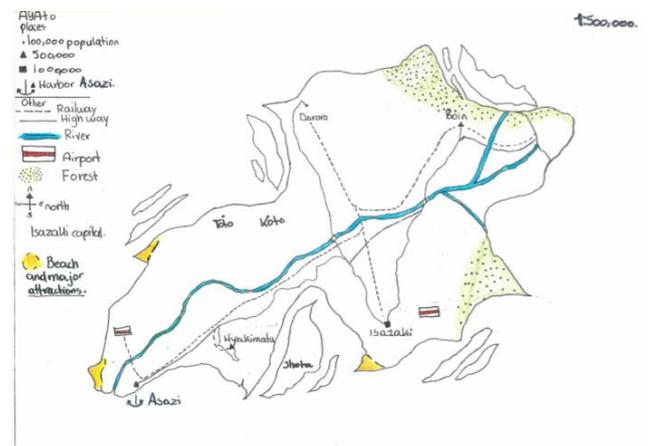
The Year 1 TTO students created their own maps of an imaginary island in Geography. Their creations were beautiful and deserve to be shown off in this edition of the MOTTO.

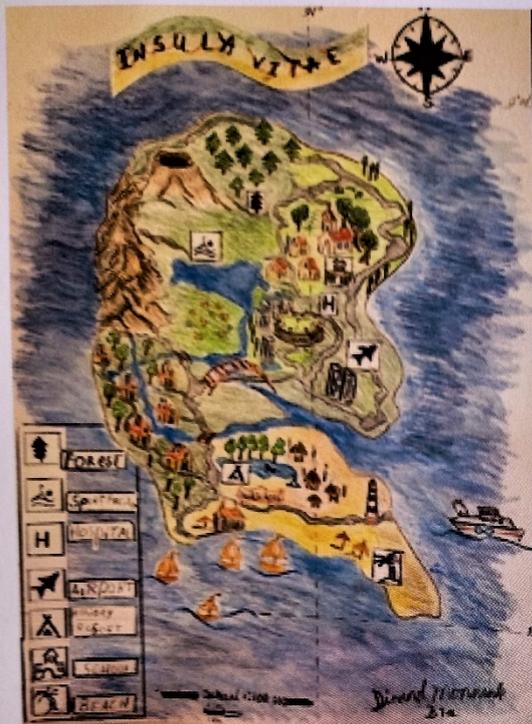
My island is called Ayato and it is located in the South East of Asia.

It is about 50,000 km and the population is about 500,000. It is surrounded by sea from four sides and connected to the main land via a major bridge and it has a major river that is about 80 km long that splits the country into: Northern and Southern side. On the Eastern side of the country are green fields with some forests and mountains. The West side is mainly a prairie.

The capital of Ayato is Tsazaki with four other major cities, which are Dororo, Boin, Hyakimata and Asazi. The major harbor of Ayato is Asazi and the railway connects the major cities and the harbor, which all the import and export go through. The economy is based on agriculture, fishing and trade. There are also two main villages, which are Koto and Toto.

Written by Aya Denno, 1D





Insula Vitae, my favorite island
(Dinand Monnick B1A)

1. Coordinates of three places:

$0^{\circ}45', 91^{\circ}20'$ = Airport

$0^{\circ}10', 90^{\circ}89'$ = Cape North

$0^{\circ}5', 91^{\circ}70'$ = Volcano Vitae

2. Two distances on the map:

Absolute distance of Volcano Vitae to the
Airport: 16 km

Absolute distance of the forest to the Sail
School: 20 km

Insula Vitae is an island near the Galapagos islands in the Pacific Ocean. It is located 910 km west of Ecuador. There is a tropical climate and in the north, you can even speak of a tropical rainforest climate.

There is a large variety of vegetation on the island, a lot of animals and in the mountains, you can even find very rare species of birds, bears and flowers. There are only 1000 people living on Island Vitae. They look after the vegetation and the animals, and they do a lot of research on the volcano. These researchers stay here with their families for several years. An interesting fact is that nobody ever gets ill on this island, and everybody gets very old, above 115 years: because of this the hospital recently changed to a veterinary hospital because there was no work for the doctors. The reason that nobody gets ill is probably because the people eat very fresh healthy vegetables. They are outside most of the time and they enjoy life. This is why, a long time ago, the island was named 'insula vitae', The island of Life.

Dinand Monnick, B1A

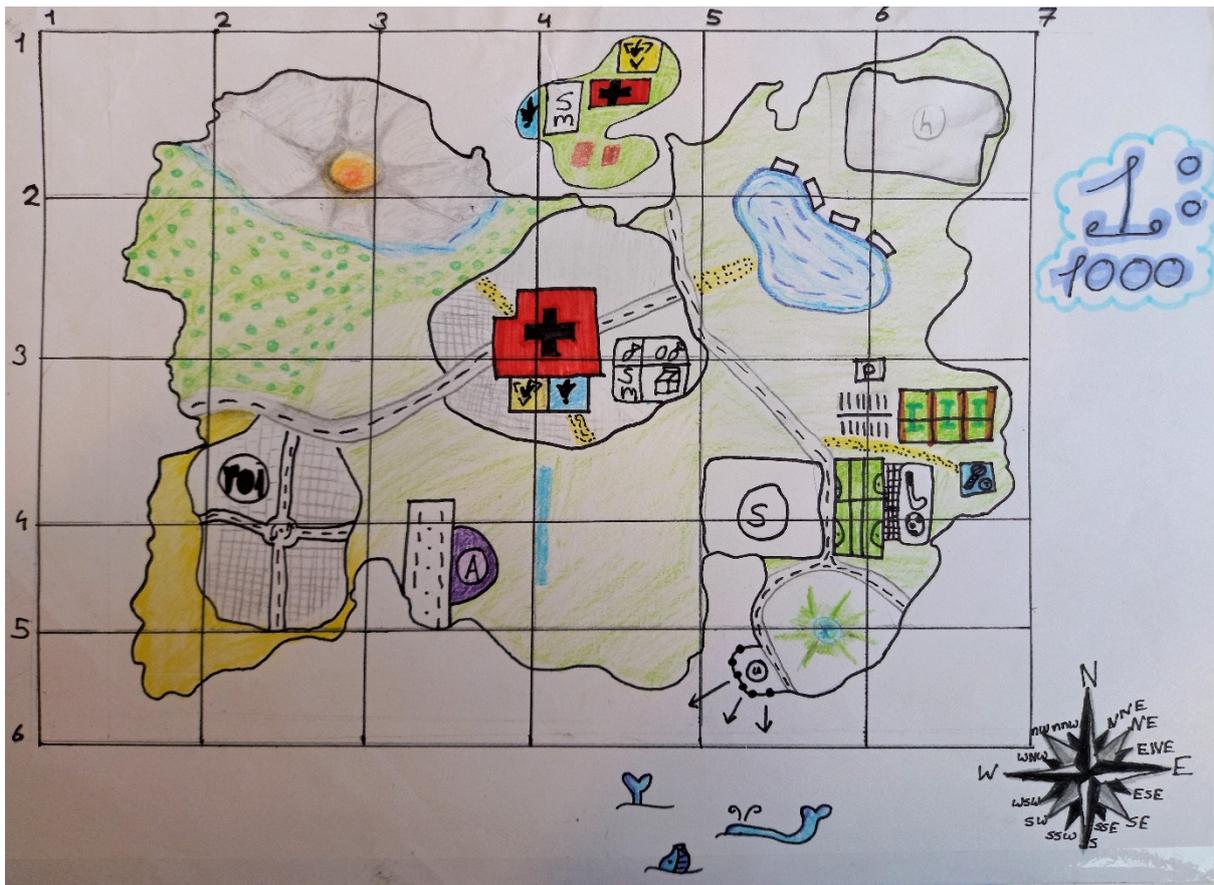
INSULA VITAE



	FOREST
	SPORT FACILITY
	HOSPITAL
	AIRPORT
	HOLIDAY RESORT
	SCHOOL
	BEACH

Schaal 1:100.000
1cm
1km

Dinaud Monnick
B7a



Valerie Kortekaas, 1C. Her work continues on next page

Legend

- Walking Path
- Beach
- Forest
- Green Fields
- Road
- Airport
- View Point
- Parking
- Hotel Resort
- Police
- Fire Brigade
- Hospital
- Restaurant
- Supermarket
- Sport Centre
- Roundabout

Description

The island Hermosia is located in the Pacific Ocean. The people who live there are very nice and happy. They often walk in swimsuits, because it's very hot there.

In the winter it's already cooler. But in the summer it is around 30 to 45 degrees.

Many people have a sweater on, while it can still be 20 degrees. There are also nice things to do on the island. You can do much sportive things as well. For example PingPong, tennis, football, hockey and a lot more games and sports! If you feel sick or you break something then you go to the hospital in the middle of the centre. If you drive further north and take the boat at the specified time you will arrive at a small island with a cute spanish town 'Dominica'.

Coordinates

There are a lot of places in this map for example the hospital or the police station. I have places with the coordinates written down. Here are the places:

place:	Coordinate:
- The airport	$(3,3)$ and $(3,4)$
- The restaurant	coordinate $(2,3)$
- The hotel resort	$(5,1)$ and $(6,1)$
- The parking	$(5,3)$ and $(6,3)$
- The two hospitals	1. $(4,2)$ and $(4,3)$ $(3,3)$ and $(3,2)$ 2. $(4,1)$
- The police station	$(4,3)$
- View Point	$(5,4)$
- Fire Brigade	1. $(3,3)$ 2. $(4,1)$

Distances on your Map And the scale

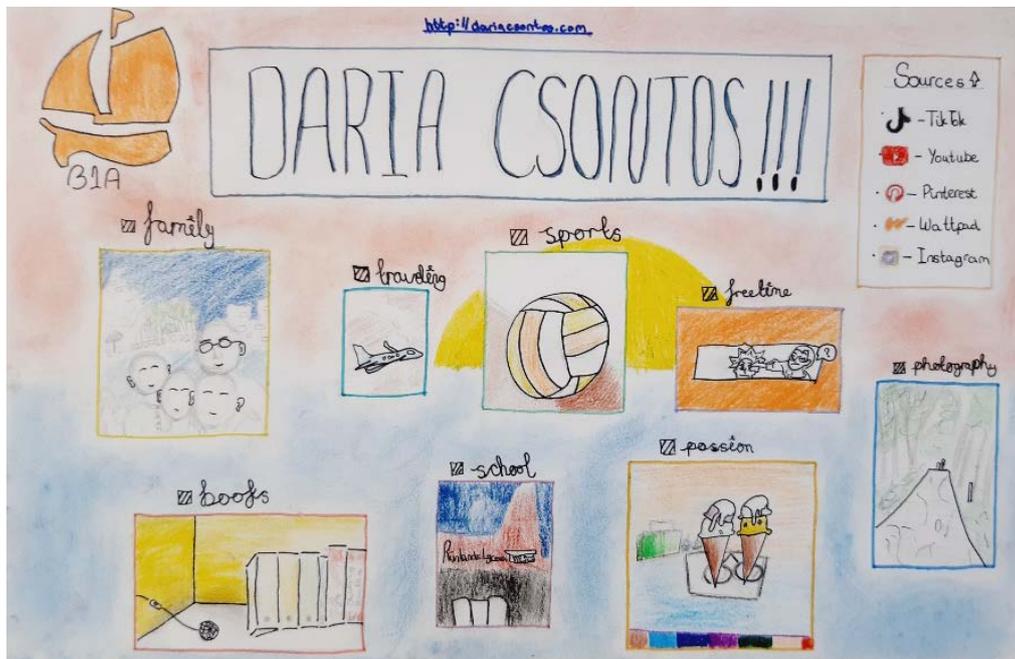
- From the airport to the restaurant
 6cm on the map
 1cm on the map is 1000cm in general
 6cm on the map is 6000cm in general
 6000cm is 60 meter
 So it's 60 meter from the airport to the restaurant
- From the hotel resort to the View Point
 13,5cm on the map
 1cm on the map is 1000cm in general
 13,5cm on the map 13500cm in general
 13500cm is 135 meter
 So it's 135 meter from the hotel resort to the View Point
- From the Police Station to the lake
 6,5cm on the map
 1cm on the map is 1000cm in general
 6,5cm on the map 6500cm in general
 6500cm is 65 meter
 So it's 65 meter from the Police Station to the lake

The Scale is 1 : 1000CM

ART 1 TTO

In Art, 1 TTO's first assignment was to design their art folder. The idea was to express who they were, their school subjects and their hobbies. All this information was to look as if it was the homepage of their own website.

Design elements such as lay-out of text/image and use of colour were key to a 'stand-out work'.



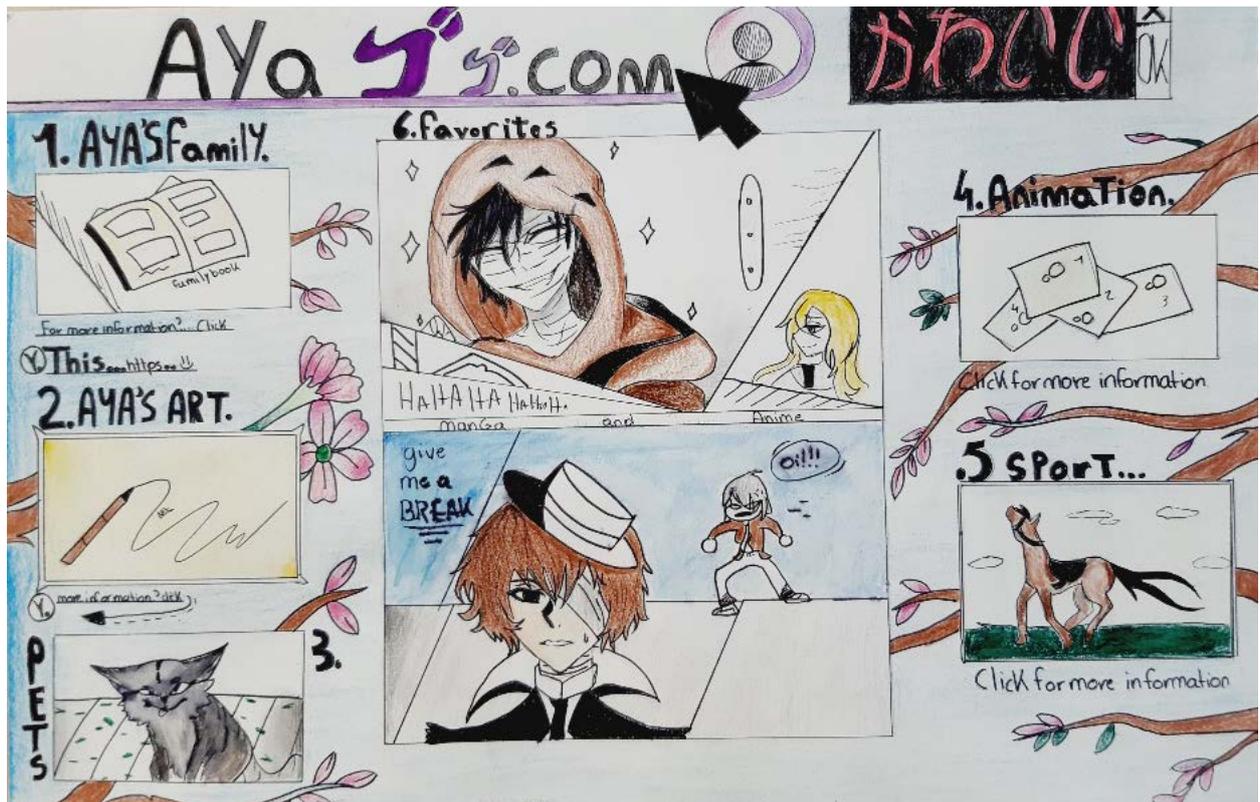
Above: Daria Csontos 1A. Below: Valerie van Acker 1A



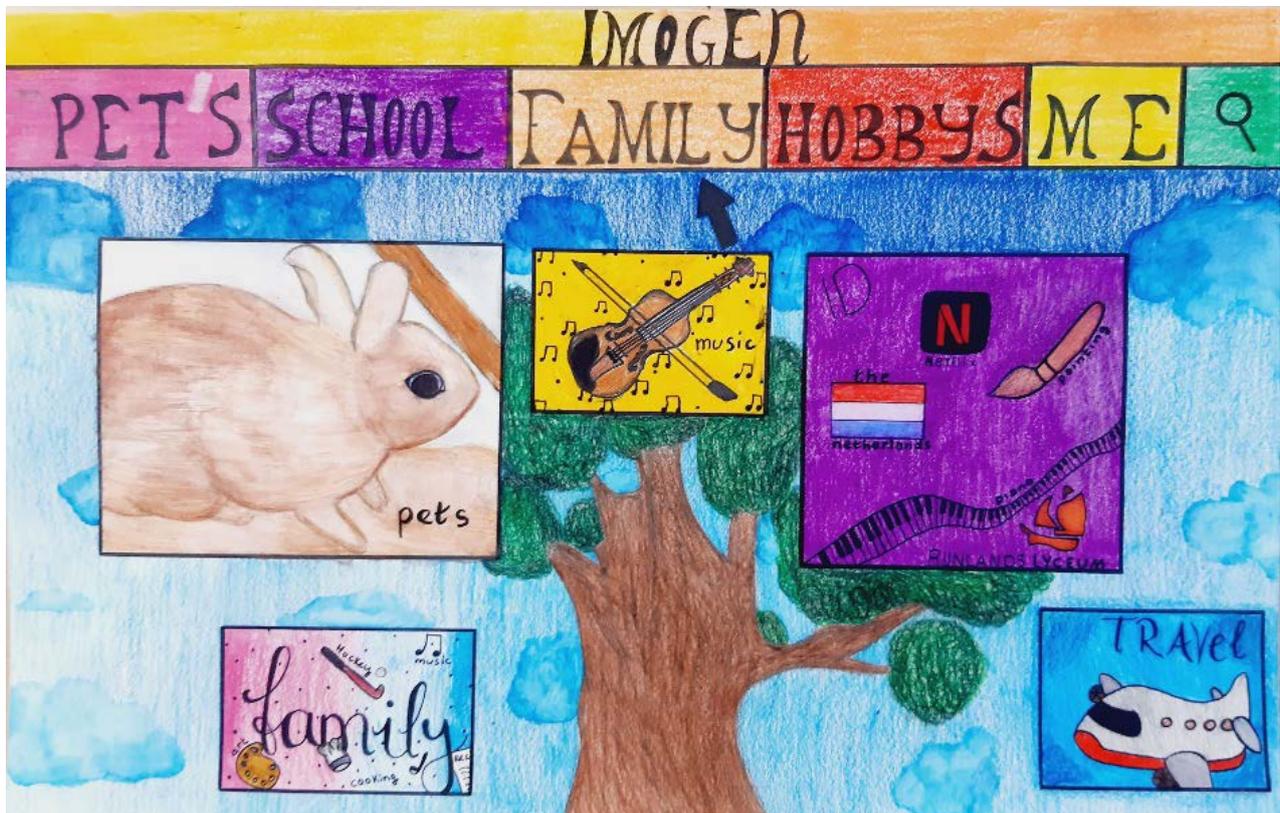


Above: Gabriel Koppol 1B. Below: Mark Poelman 1C





Above: Aya Denno 1D. Below: Imogen McNeill 1D



Year 1 Gymnasium TTO – Classics Week



Year 1 Gymnasium TTO students reenact the eruption of the Vesuvius in the PE Classics Week activity.

The Year 1 Gymnasium TTO students celebrated the Classics Week from Monday 11 to Friday 14 October 2021. The theme of this year's Classics Week was Pompeii.

In several TTO subjects as well as their Latin classes, students learnt all about the eruption of the Mount Vesuvius and how it destroyed the town of Pompeii in 79 AD. In Latin, they read letters by Pliny and learned more about the god Vulcan. In History and Art, the students worked on their own artefacts found during the excavations of Pompeii and in Geography they learned all about the eruption of the volcano by Vulcan himself!

In PE, students became gladiators and in English TTO and Music & Theatre, the students created their own movie trailers for a disaster film about the events on that fateful day in 79 AD in Pompeii.

All students worked well together in their groups and created original and creative content that impressed and surprised the teachers involved. It was a very successful week!



Some stills from the movie trailers created by the Year 1 Gymnasium TTO students.

Movie Trailer Stills – Disaster Movie

These stills were taken from a movie trailer by Isabelle Wielenga, Annabelle Brocades Zaalberg, Delphine van Geest, Bernard Rueb and Senna Weiner, students from 1A and 1Bg. Their trailer certainly ended on a cliffhanger and left us all wanting to know more!



Delphine van Geest (1A) as a Roman citizen.



Annabelle Brocades Zaalberg (1A) as the goddess Vulcania.



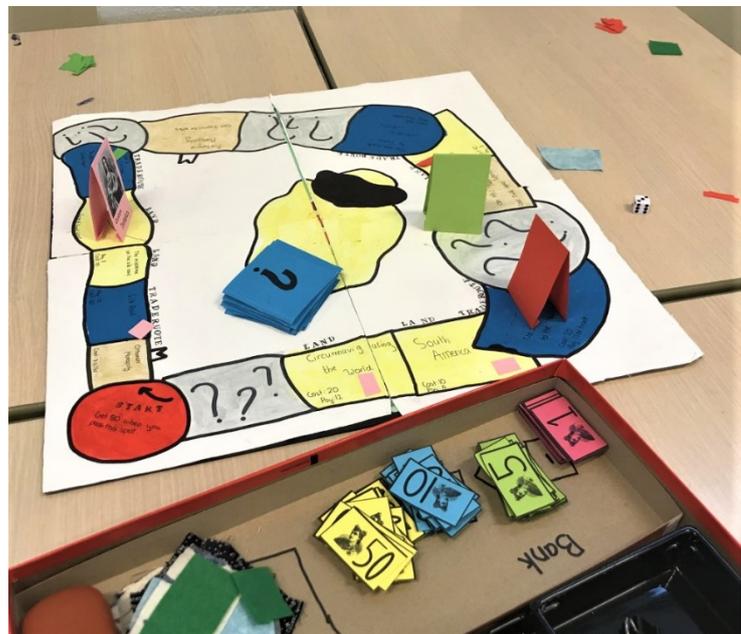
Bernard Rueb (1Bg) as a Roman hero.

HISTORY 2 TTO

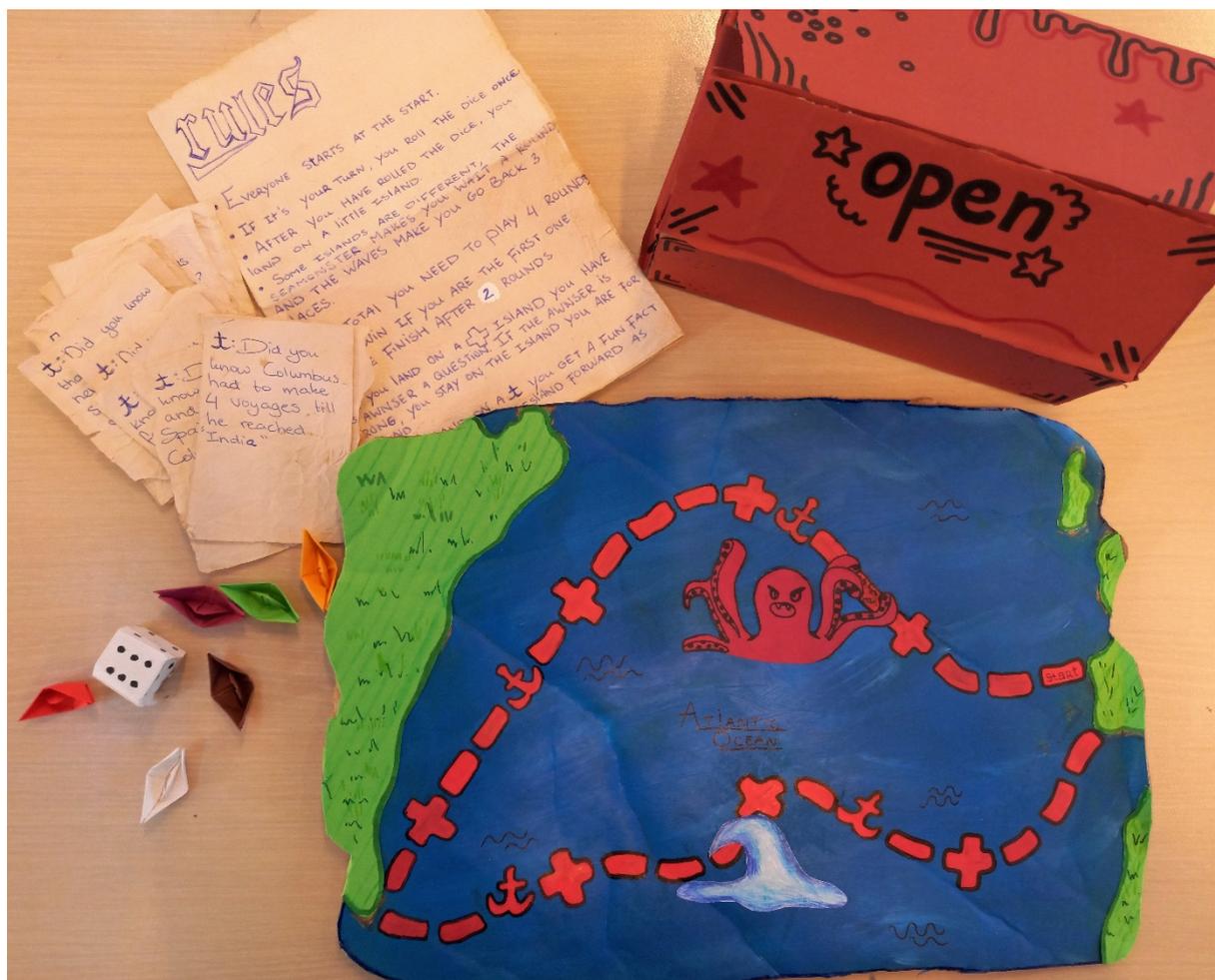
Year 2 TTO made some wonderful games which illustrated the **Voyages of Exploration**.

Here are 2C playing their games and learning from each other.





Here are some more games worth our attention!



Above: by Jana d'Engelbronner, Sophie van Ede, Liselotte van 't Veer and Zoia Frigerio. 2B.



The board game **A Pirate's Secret** by Mick Achterberg, Ezinne Oguorie, Jelte Bakker, Tijmen Bauw and Isabelle Hemmes. 2A

ENGLISH TTO

Year 2 TTO – Day of Languages – English TTO

Year 2 TTO Visits MYP 1 & 2

The Year 2 TTO students – 2A, 2B and 2C – celebrated the European Day of Languages in the week of 27 September to 1 October by teaching the MYP 1 and MYP 2 students about global issues, such as gender inequality, the plastic soup, poverty and zero hunger.

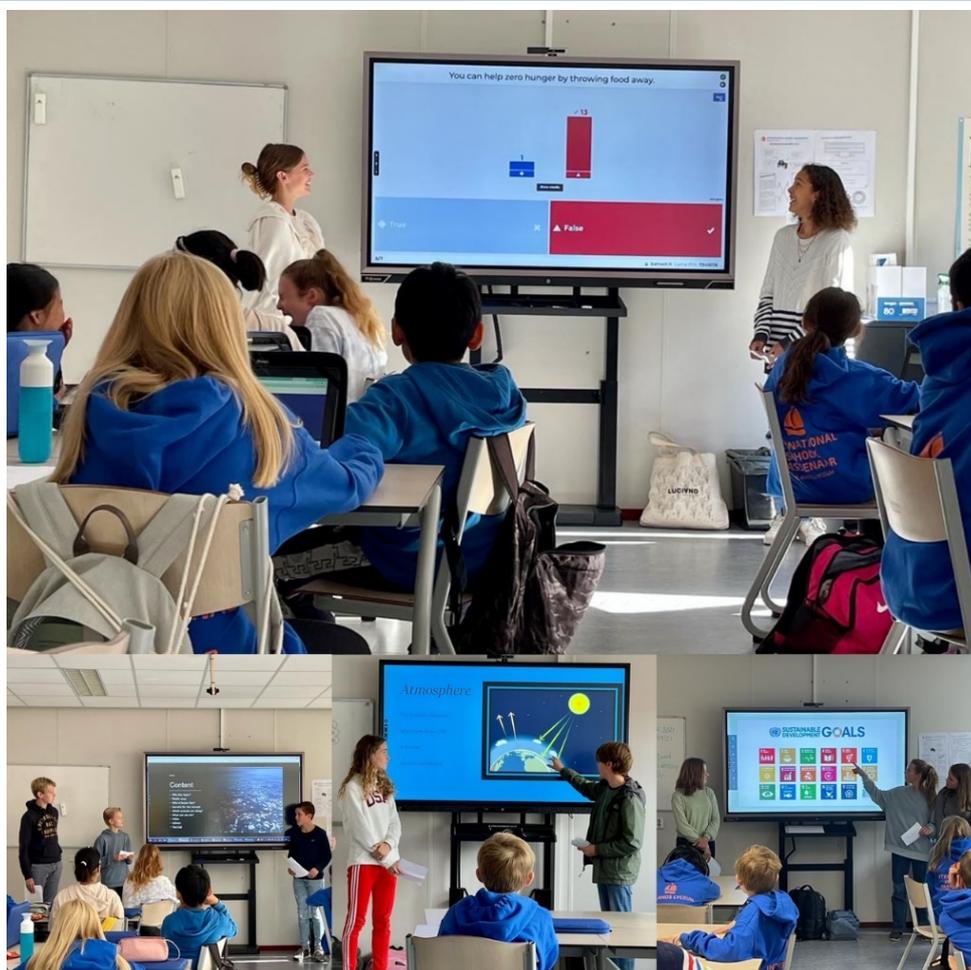
In groups, all students prepared a PowerPoint presentation as well as an activity for the class they were presenting their topic to. They managed to give excellent presentations in their second language – English – and got to know the MYP students a little bit better by spending time with them in their classrooms.

After the presentations took place, the Year 2 TTO students wrote reflections in which they showed what they thought went well and how their next presentation could be even better:

Making the presentation was a lot of fun! Ezinne and I worked together very well and divided all the tasks. When we walked out of the room, exactly 20 minutes had passed, so our timing was perfect as well.

The presentation was a lot of fun and the students we presented to were very sweet!

- Sophie de Geus, 2A



ART 2 TTO

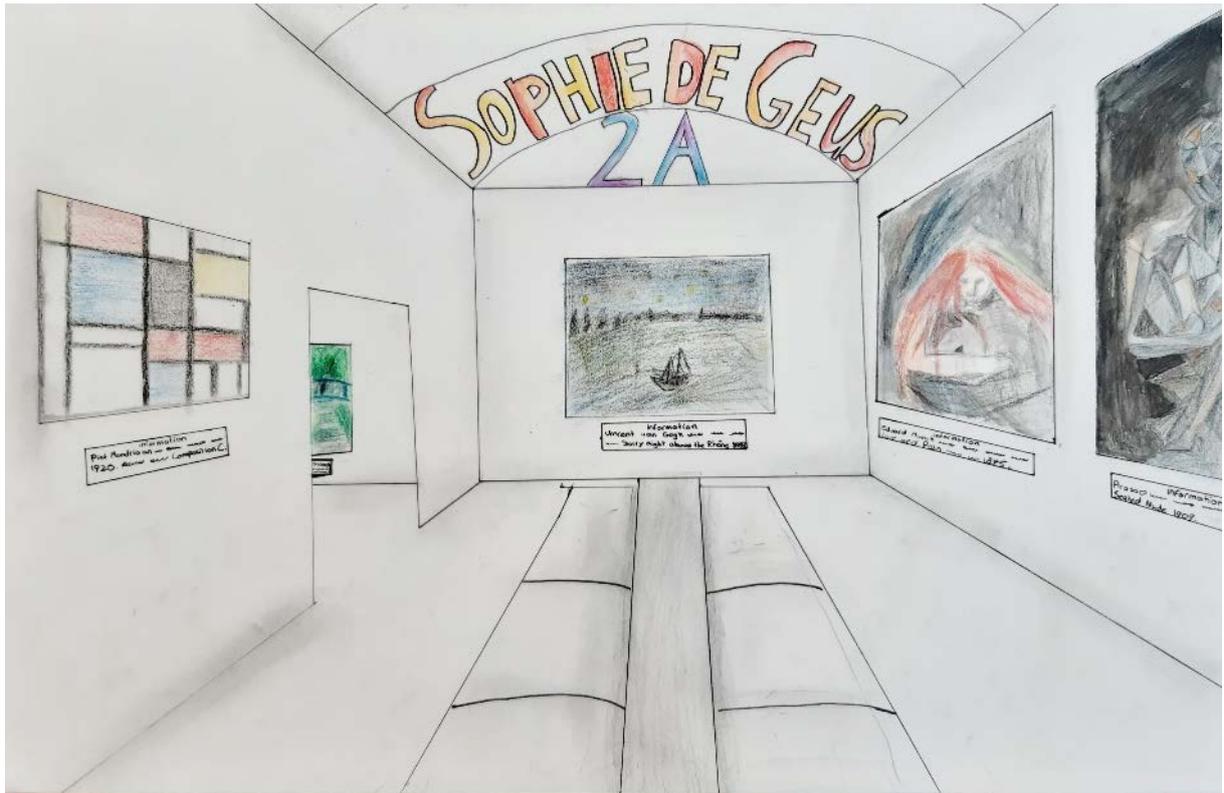
2nd year TTO pupils learned how to draw in one point perspective. They used their skills to create their own museum filled with modern art works of their choice.

This theme connected to a written test on well-known modern art movements and their typical characteristics.

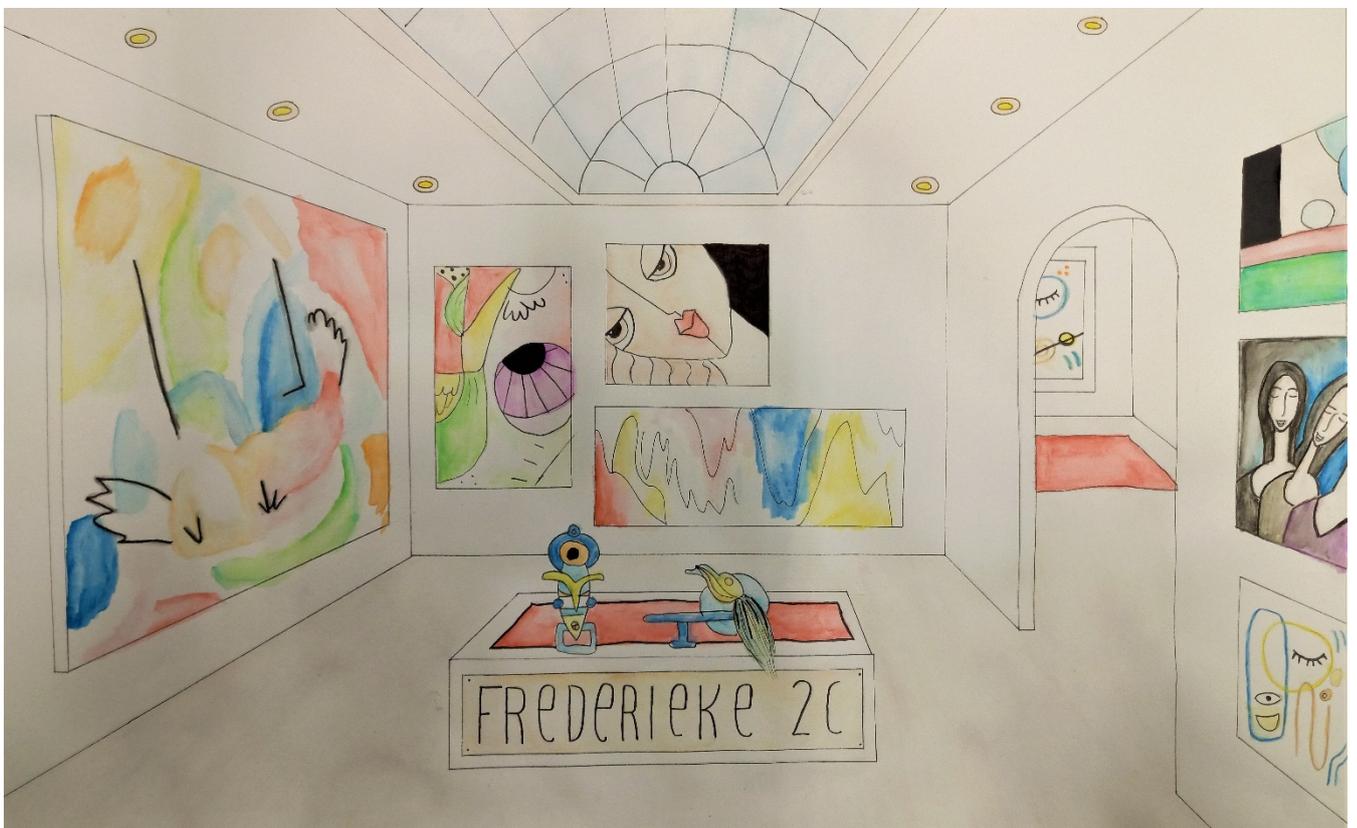


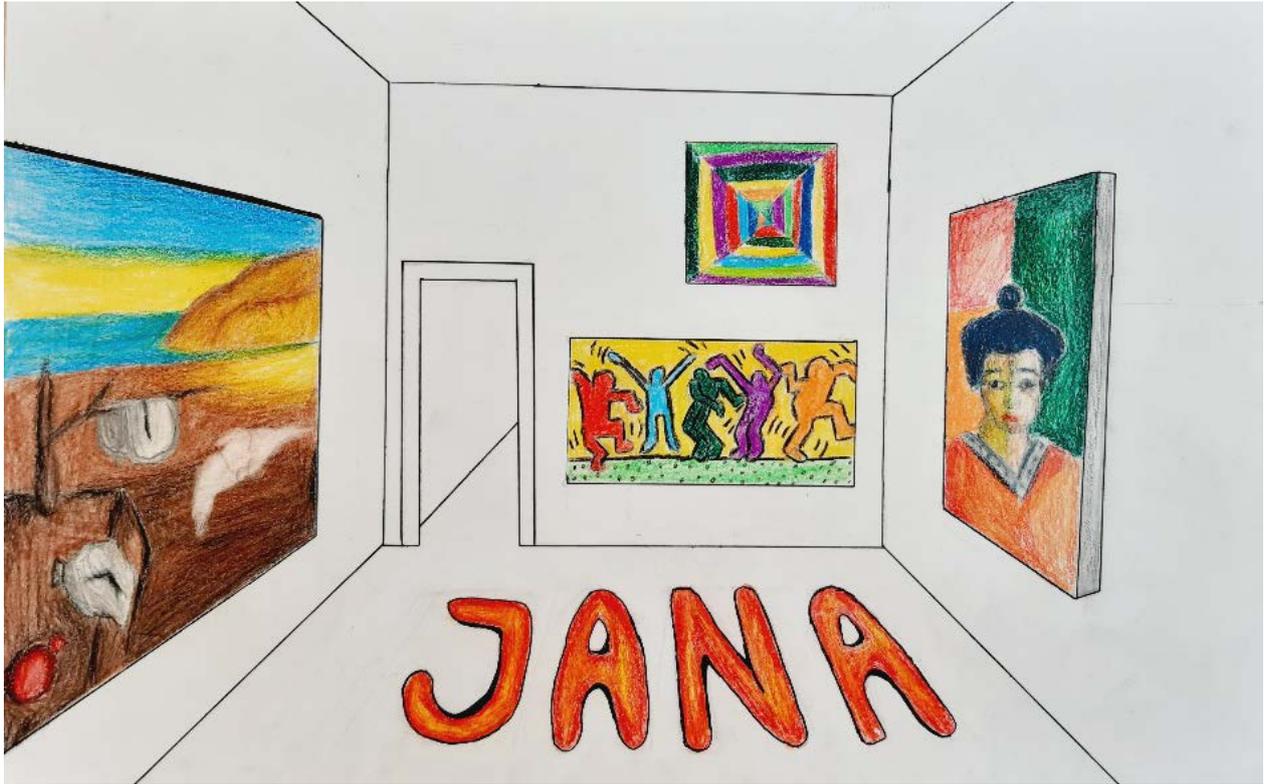
Above: Ezinne Oguorie 2A. Below: Toon Leijen 2A



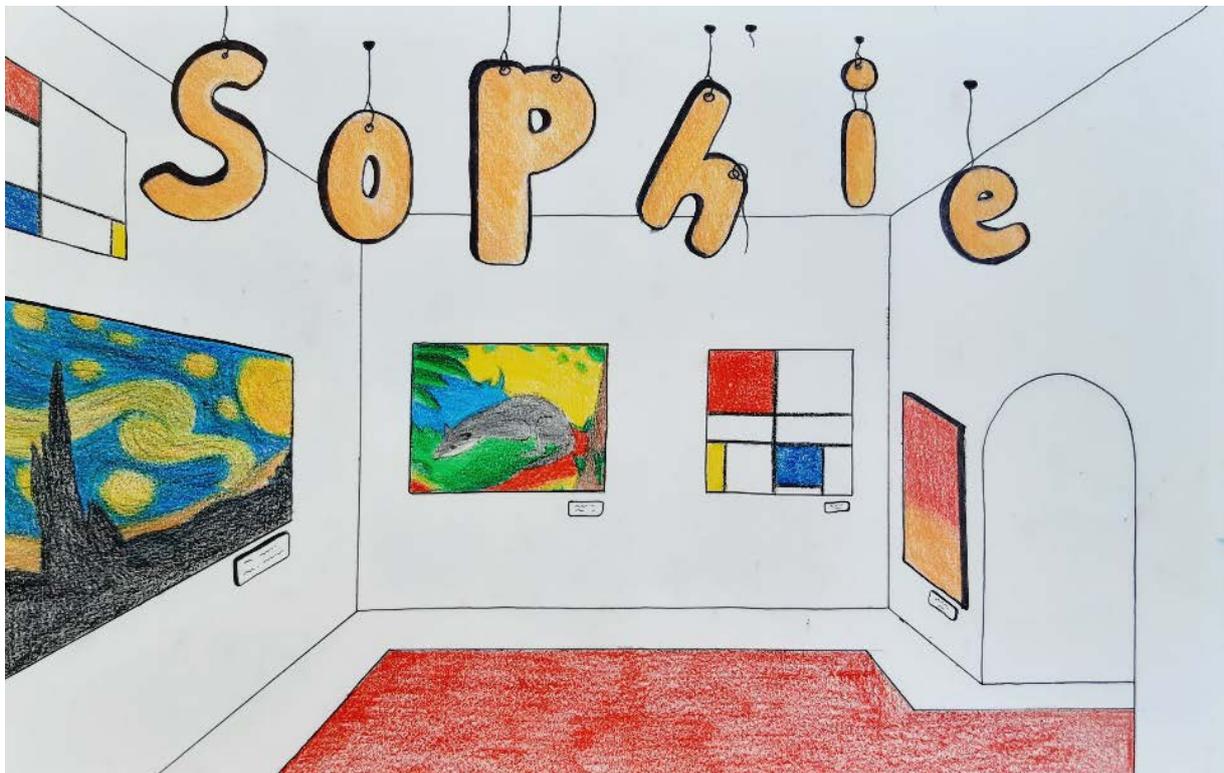


Above: Sophie de Geus 2A. Below: Frederieke Spruijt 2C





Above: Jana d'Engelbronner 2B. Below: Sophie van Ede 2B



Year 2 TTO – Phileas Fogg – English TTO

On Tuesday 7 and Wednesday 8 December 2021, the Phileas Fogg Theatre Company visited the Year 2 TTO students for a workshop in which they learned more about life for children in Victorian England.

Together with the actors, class 2A, 2B and 2C gave wonderful performances in which they acted out the lives of different groups of children in Victorian England, such as the chimney sweeps, beggars, children that worked in the London sewers and much more.

It was a fun and interactive experience!



ENGLISH TTO 2 TTO

In English TTO, pupils got the assignment to write their own mystery story based on the Enola Holmes novel which they read in class.

Here is a great example written by Kyla de Boer of 2B.

Enola Below Deck

I woke up this morning feeling rather famished, this was probably caused by the fact that I hadn't eaten anything the day before. I walked down the stairs when I saw Sherlock talking to Lane while Lane hung his coat. I was happy to see him since it had been a couple of years since we last spoke. 'Enola, wonderful to see you, how have you been?' He said with a smile on his face. It seemed like a genuine smile. 'I have been alright. I have missed you and while I am ecstatic to see you, I was wondering what brings you here?' He smiled again; I think he was happy to see me as well. 'You are always so curious; Well, I won't leave you wondering for long. A new ship has been built, I believe it is called the Titanic and I have been invited on board, but I must bring a plus one. Seeing as no wise woman would want to go with an old chap like me, I was hoping that-' 'Yes, I would love to go! I have never been on a boat before, what must I bring with me? What will the weather be like?' He chuckled. I had just realised that I had spoken without thinking, 'what if he didn't want to bring me?'. I thought to myself, he then continued. 'I'm glad you are enthusiastic, and that you will go with me. On the matter of clothing, I think Mrs Lane can help you. We will be leaving in two days so that will give the two of you plenty of time to prepare.

The next day Mrs Lane and I packed my suitcase with some evening dresses and some day dresses. Dresses, dresses, dresses. If only I could bring my comfortable knicker bockers, but this was a very special occasion. I did however manage to convince Mrs Lane to let me bring one pair of comfortable shoes for when I might be lounging in my room, however I doubt I will do much of that.

Sherlock came in the following morning. 'No time to waste.' He said while we left home. I was quite nervous I must admit, but the good kind of nervous. We arrived there a little early and I noticed the people who were boarding the ship. They were all much older than me and dressed much better. Then I saw a family with a daughter who was around my age. She was wearing a day dress with a flower print. Her brown straight hair was in a neat bun. She had icy blue eyes and was quite beautiful. Her parents were dressed like royalty they must be important people. We had then all boarded the ship and left the coast.

The ship was bigger than I had expected. The first thing I wanted to do was look around and explore. Sherlock had noticed this and said: 'Curiosity killed the cat, Enola; just wait, I promise you will be able to look around another day. We will be here for a while.' He was right we were going to be on this floating home for a while. We were then greeted by the captain who seemed like a lovely man and shown to our rooms. 'This looks different than I expected.' I said, which was true. The room was very gold and beautiful, however, it was

smaller than I thought. I don't think I will be spending much time in here either, so no comfortable shoes for me.

We got a small tour of the deck but nothing much really. I suppose I will have to do my own investigating. The view on the water was almost surreal. It had looked like something that you would see in paintings. Later, we were escorted to the dinner table. It was in the dining room which was filled with waiters and round tables. We had assigned seating. I didn't really care if there were others my age or if I would be the youngest.

I sat down next to Sherlock. We were the first at our table, then I saw the family that I had seen before boarding the ship. The girl was now wearing a lovely navy-blue evening dress. Her hair still in a slick bun. I almost envied the fact that she could put her hair in such a neat bun. With my hair that would be near impossible.

She sat down next to me. 'Good evening, my name is Jenna.' She smiled. 'Hello, I'm Enola. Nice to meet you, Jenna.' 'Enola, what a peculiar name, how did your parents come up with it if I may ask?' Her mother nudged her 'Jenna you mustn't ask such impolite and unnecessary questions. I'm sorry dear, my daughter seems to have forgotten all of her manners.' Jenna looked down; I think this comment upset her. 'It is alright, my name is backwards for alone, my mother always used to tell me that I would do very well on my own.' I smiled. 'How interesting, why doesn't your mother say that anymore?' I think Jenna was about as curious as I was. 'That is a story for another time. This is my older brother Sherlock Holmes.' I said to change the subject. 'How do you do?' Sherlock said and smiled. 'The Sherlock Holmes, it is a pleasure to meet you sir.' she stared at him in awe. I understand Sherlock is quite a big deal. 'The pleasure is all mine.' He said. We then ate dinner and talked for the rest of the evening, I liked Jenna a lot, she was curious and very kind.

We then sat on the deck for a while when we suddenly noticed a girl sitting next to us. 'Hello, my name is Jenna. What is yours?' 'Madeline.' the girl exclaimed. 'I have to go excuse me.' Jenna said while nearly running away. 'I'm Enola backwards for alone.' I smiled, as an attempt to start a conversation. 'I like being alone.' Madeline said as she continued reading her book. 'I used to spend all my days alone until I met my best friend Tewky.' 'How lovely, excuse me but I would like to read so'. 'Oh I'm sorry, I'll be going.' I said before leaving to go back to the room.

I slept almost immediately, I think the excitement of today had taken a bit of a toll on me. The next morning, I woke up, ate breakfast and almost immediately set out to find Jenna. 'Enola, would you like to go exploring today?' Jenna said while suddenly appearing next to me. 'Where to start?' She asked. 'At the start I suppose.' So, we did just that. We walked over to the beginning of the boat then went to the rooms. Then the upper deck and lower deck, the dining room and finally we went below deck.

'It's quite warm down here.' Jenna said as we entered. She was right, it was warm and dark. I then saw a bit of light on the right corner. I grabbed Jenna's arm and ran over there. Once we turned the corner, I saw men shovelling coal into fire and sweating profusely. I looked to

see Jenna's face. She was also sweating, but she looked pale and almost terrified. 'Hey, do you maybe want to go back to the upper deck and watch the water?' I said.

She nodded. We were sitting on the upper deck when suddenly a woman in her 40s ran up to Sherlock, bent down on her knees and begged 'PLEASE FIND MY HUSBAND MATTHEW! HE WORKS ON THE SHIP! HE WORKS BELOW DECK PLEASE FIND HIM PLEASE!' Sherlock helped the woman up and said 'I am very sorry ma'am, but I cannot help you. I am retired and out of the detective business.' The woman started wailing 'Oh but please Sherlock just this once, I need you!' Sherlock looked down at her and said: 'I truly am very sorry.' without thinking I stepped forward. 'I'll do it.' I said. "And I shall help" Jenna said and smiled at me. 'You most certainly will not.' Jenna's mother said. 'But mother, this woman needs help.' 'We do not help darling.' 'Sorry Enola.'

'It is alright. There is no time to waste. Ma'am, where did you last see your husband?' 'Oh, thank you, young lady, thank you. I last saw Matthew yesterday afternoon. He didn't come back to our room for dinner. I thought he was just working late but I haven't seen him today either.' Then a man appeared from the crowd. He was tall and had short dirty blonde hair and brown eyes. 'Well, I think this is all a waste of time.' He said. He had a very deep voice. 'And who might you be?' I asked. 'Surprised you don't know, I am Sir Rodrick Knight, here I'll give you an autograph for your trouble.' He smirked. He looked as though he was almost expecting me to applaud. 'I am Enola, Enola Holmes.' I took the piece of paper and held it in my hand. I put my other hand out to try to shake his hand but he refused. 'Well, Ms Holmes some of us have better things to do than involve ourselves in worthless petty cases.' 'I suppose I don't then.' I said. Most people left after then. So now I was left alone to solve the case of a missing coal trimmer.

I could barely sleep. My mind was racing thinking of where to begin with the case. By morning all I had come up with was to look below deck and question some of the coal trimmers Matthew worked with and maybe some guests. I got dressed and put my comfortable shoes on since I would be next to open fires and I knew that Mrs Lane wouldn't be happy if I ruined my nice shoes.

After questioning the men, I had no clue where he could have been. One of them had said that they saw Matthew walk towards the deck the night he had disappeared. Another said that they saw a young girl wearing a black dress talking to him. 'Madeline.' I whispered to myself. I had seen her wearing a black dress that night, but why? Why would she be talking to Matthew? I was left with no choice but to question her.

'Madeline?' I approached her. 'Hello Enola.' she said while looking up from her book. 'I have to question everyone on the ship about the disappearance of a man named Matthew-' 'I know, I was there when you agreed to take the case.' she said while interrupting me. 'Well then, I don't have to tell you the specifics, but where were you that night?' 'I was on the deck, we spoke, remember?' 'Ah yes, we did indeed. Could you please describe your evening that day to me though just to make sure.' 'Sure, I read my book, I ate dinner, I spoke to you then I read more and fell asleep.' 'Could you give me times for these events?' 'Alright, fine, uh 17:00, 19:00, 20:30 and I feel asleep at 22:00.' 'Noted, is there anything

else you would like to add?' 'I hope that Mr Baker's family is doing okay.' 'How kind, I'll let his wife know.'

I was reading over the notes I had made while speaking to Madeline and something didn't add up about her story, but I couldn't tell what. I had to figure it out soon though. Wait, how did Madeline know Matthew's last name was Baker? I ran back to the upper deck where I found Madeline. 'Madeline.' I exclaimed while heavily breathing. 'How did you know Mr Baker's last name?' 'Alright let me tell you the full story. My parents won't let me read, because it is 'unladylike' so I asked people below deck for books that is it.' 'Oh, Mrs Baker had said that he was missing his favourite book.' 'Please don't tell anyone' 'of course.' I said before leaving.

I went back below deck when I saw Rodrick talking to someone below deck. I decided to look and take notes. He seemed to be patting the man's back and afterwards shook his hand. He then left in a hurry. I then told the men that I spoke to the young girl and they confirmed that Madeline had talked to them about books, so her story is true. All I could think was why was Rodrick there?

I woke up the next morning and I had slept quite well. Knowing for a fact that Madeline was the culprit. I walked onto the lower deck and saw a whole crowd surrounding something. 'Enola look!' Jenna said. She showed me a piece of paper. It said: 'I'm so tired of working below deck and being a coal trimmer. I can't handle it anymore. While I love my wife so much, I just can't handle it anymore. I have decided to jump ship. Matthew Baker'

I could see Matthew's wife in the corner of my eye crying while leaning on another coal trimmer's shoulder. He also looked extremely upset. I read the letter again and I noticed something. I ran to my room. 'Enola!' I heard Jenna scream. I continued to run. I grabbed the autograph Rodrick gave to me and it was the same handwriting. I then replayed the moment that Rodrick shook hands with that other coal trimmer and now I realise that Rodrick would never shake hands with someone of a lower class if he wouldn't even shake hands with me. He must've been handing him the letter.

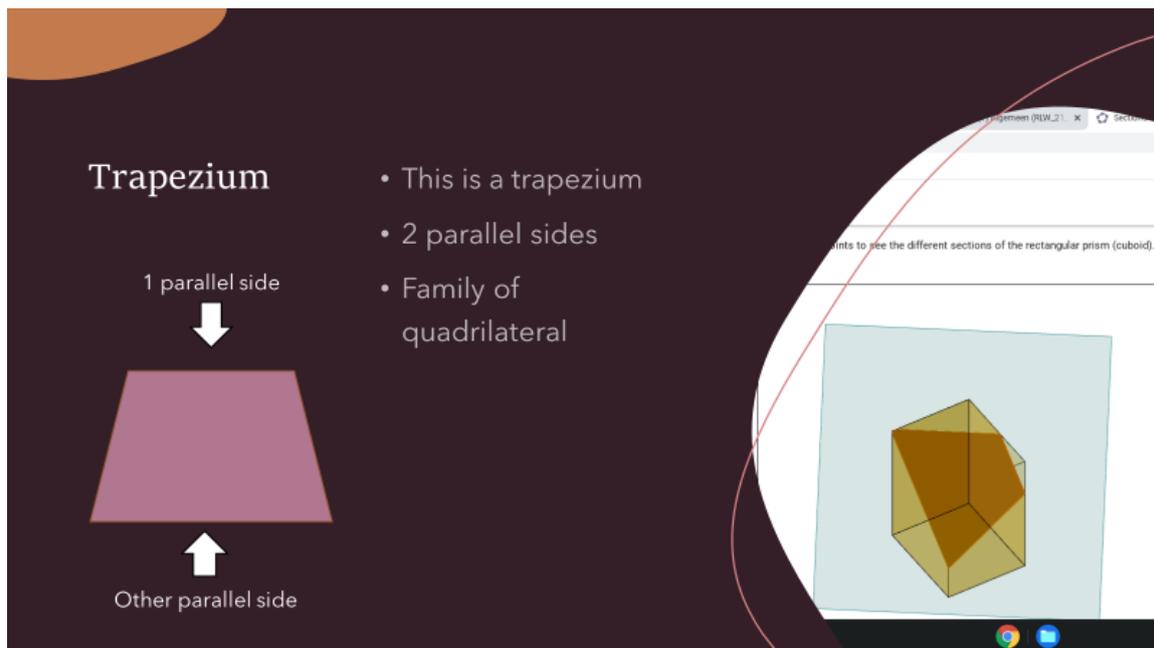
Once I realised this, I ran back outside bringing all this evidence. 'I-'before saying another word Sherlock ran over to me. 'Enola whatever it is it doesn't matter now. I need you to pack our things.' 'Why?' I said. What could be more important than this? 'They spotted an iceberg, the ship isn't going to make it.'



MATHS 2 TTO

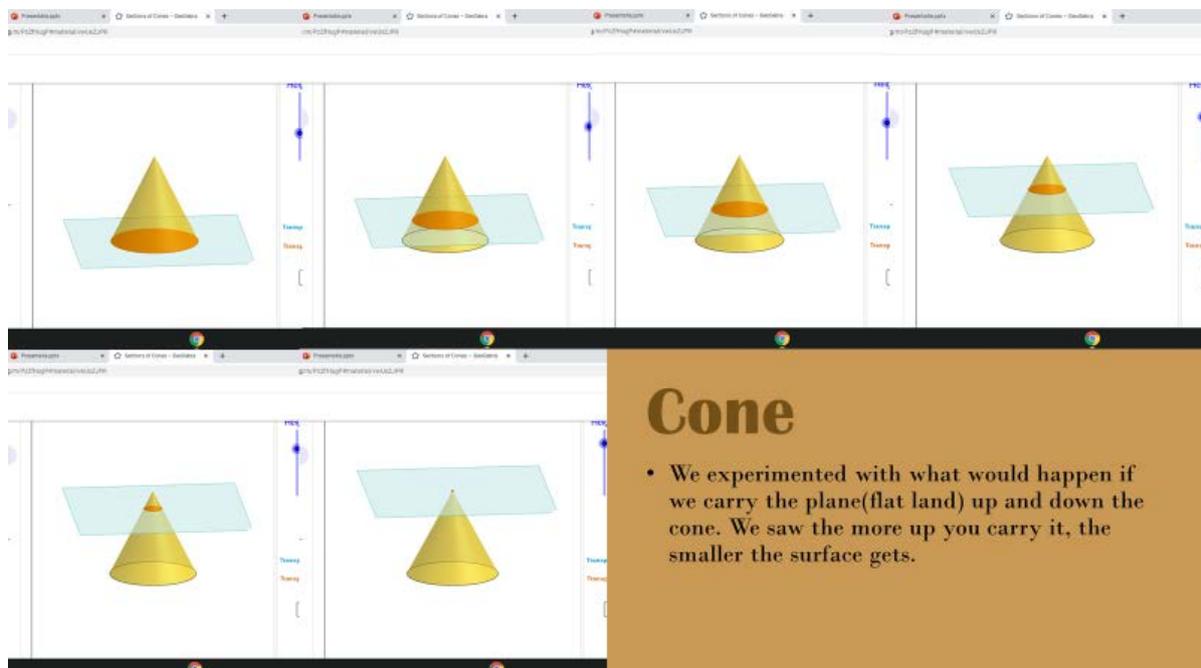
In November, the 2TTO mathematics groups worked on the 'Flatland' project: based on the 19th-century novel by Edwin Abbott Abbott, students imagined what it would be like to be a particular 3D shape in a flat world. How do the flatlanders 'see' their shape, and what is the social status of that shape in their strictly hierarchical society (the more 'regular' you are, the better)?

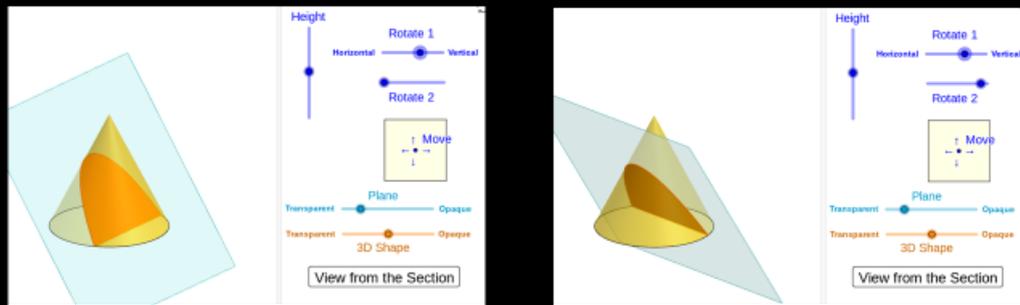
These slides provide a few examples of the research that the students presented at the end of the project.



Above: Slide from Emilie Steenbakker, Jana d'Engelbronner & Kyla de Boer's presentation, 2B.

Below: Slide from Ezinne Oguorie and Claire Filius's presentation, 2A





The shapes look different when you rotate the shape and differ the height of the shape

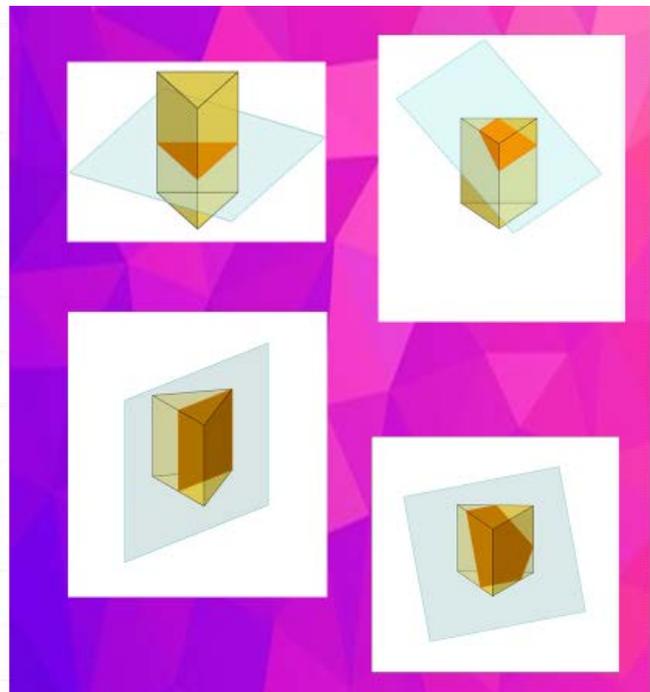
Above: Slide from Merlijn Faas and Tijmen Baauw's presentation, 2A.

Below: Slide from Patryk Cichon and Andrik van der Made's presentation, 2B

Life in Flatland

Different Ranks of the shape can be:

- *Triangle (with equal sides)
- *Square
- *Pentagon

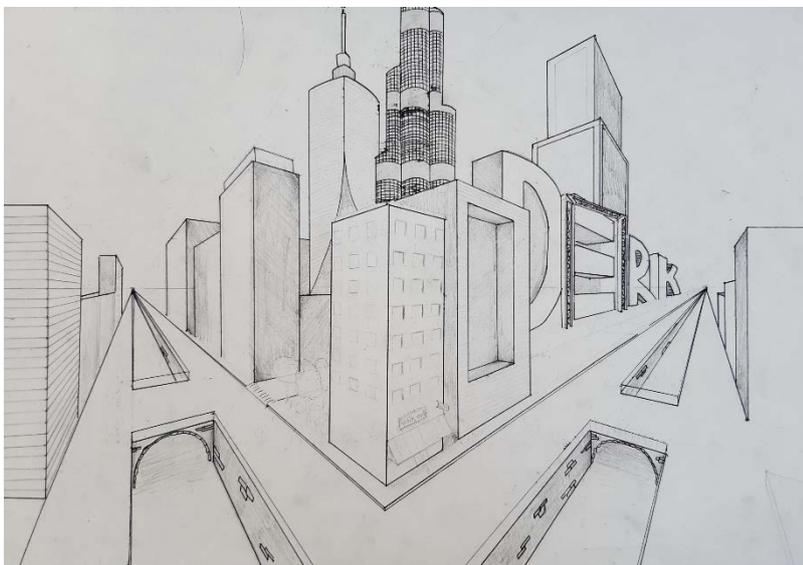


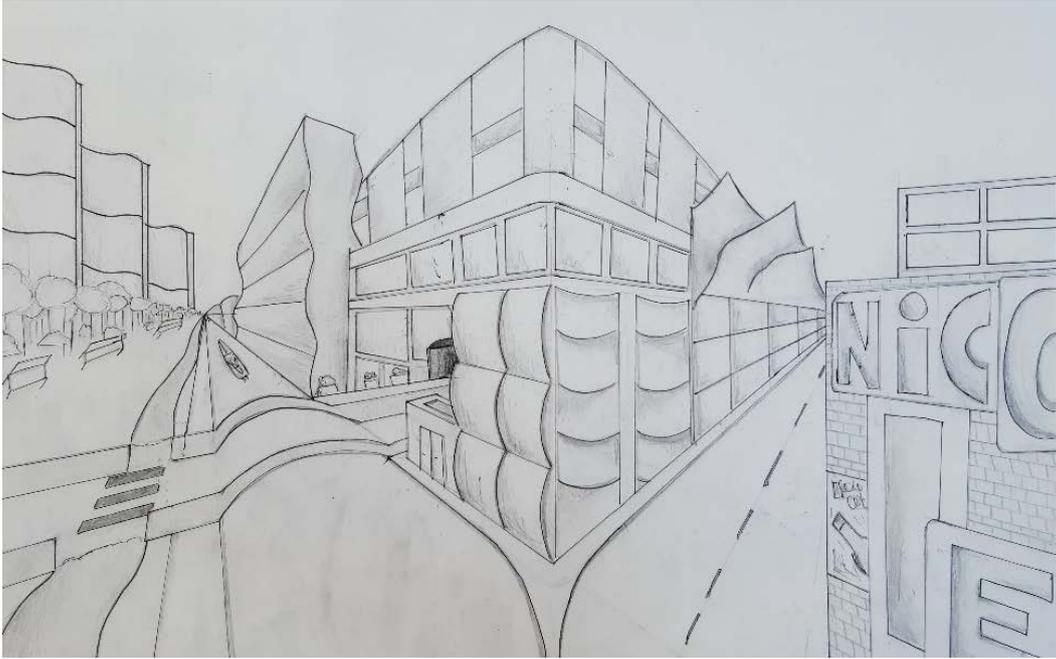
ART 3 TTO

The first assignment this school year for 3rd year TTO Art was to design a city using two-point perspective. Here are some interesting cities. Watch out in the next edition of MOTTO for some 3D cities!



Above: Ishani Awasthi G3A. Below: Derk Heijster A3B





Above: Nicole Krabben A3B. Below: Floor Kees A3B



SEMI-ABSTRACT SCULPTURE

Pupils recently created a semi-abstract clay sculpture inspired by photographic poses they had made and sketches of these. They also had to show they could draw in correct proportion: so from realism to semi-abstract within one assignment!

Here are some examples giving an impression of the progression of work and ideas leading to the final result.

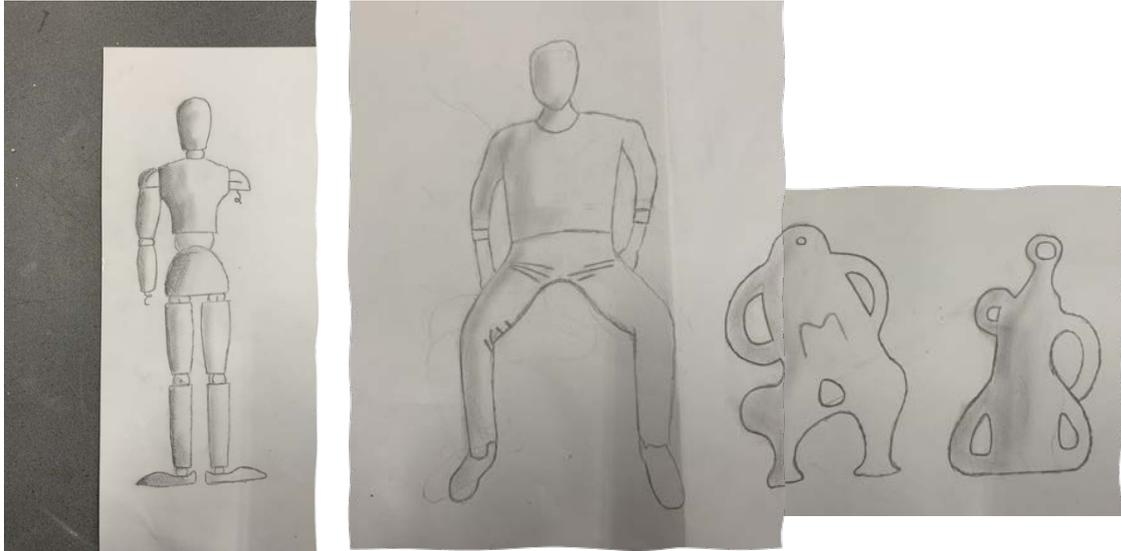


Max van Spaendonck. A3A.



Twisted. This artwork consists of a simplified image of a guy holding up his foot. With round shapes it strengthens this playfulness. This is why it is like a joke for me. It is playful & funny, but if you're on the wrong side of it, it is the opposite of that. This is shown by the cyclone-like shape from above, from a different 'perspective'.

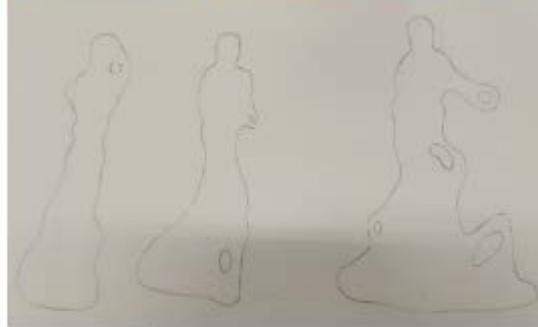




Niels Kooyman. A3A.

The Transformation. This sculpture shows a thing that was once human, but then used as a chair, and transformed into a structure. It uses itself to lean on the ground.

SEMI-ABSTRACT SCULPTURE



In my sculpture I was trying to express two people who had fell apart over time and who had gone their seperate ways. I wanted to show that even though they were apart they were still looking out for each other.

SOPHIE DIJKSTRA, A3A

Art Analysis:

The three 3 TIO classes also recently completed a compare and contrast poster in which they analysed a painting from the Late Gothic period and one from the Early Renaissance. They had to describe how each artist used visual elements to express the ideas of their time.

Maesta del Duomo di Siena

Perspective
The composition is unambitious. There are a lot of details which make it very simple. The people there don't have realistic features.

Lines
The darker painting has much more dynamism because you can see the people being busy with something, or with something else. For example, on the right side of the painting you see an older man shaking the hand of a man in red clothes because of the lines and patterns it has more dynamism.

Positioning
The clothing looks realistic, though I do think it's strange like everyone is having very similar. The robes look very uncomfortable because of the blue diamond pattern. It gives you the feeling that they are stiff which makes it also unambitious.



Color
On the painting you can see that all the people are dressed perfectly and all the people's posture seems the same. It is not very realistic.

Light
The shadows look unambitious. In the middle of the painting there is the most light. The people are very close to the middle. The colors then fade and you get which there is less realistic.

Tone
The main colors that you can see are red, yellow, and blue. Though the colors yellow is more gold, which is not a realistic color. Gold is symbolic for the spiritual riches of heaven.

Shadows
The use of light is unambitious. You can't see where the light could be coming from, though the shadow is unambitious.

Summary
In the painting there is little to no variety in the line. There are no more colors than red, green, blue and gold.

Summary
This painting is more in line with the religion of the Medieval era. You can notice this by the somewhat-looking faces and the use of light and color. Also, all the light is focused on the middle, where the Madonna and child are seated.

The Tribute Money

Perspective
The perspective and spatial depth in this painting is very unambitious. It has a clear horizontal line and it has a more atmospheric perspective.

Composition
The composition is also unambitious. There are natural colors and the background looks very realistic. The people have realistic features and look nicely detailed which makes it also more realistic.

Lines
The lines are very soft in comparison to this one. There are some people pointing and interacting with one another. That makes it look more dynamic.

Positioning
The clothes are unambitious. The colors look realistic and the whole looks good. The hand gestures look very unambitious and so do the faces.



Color
The way the people are positioned looks very messy, which gives me a more unambitious feeling. It's not perfect.

Light
The use of light and shadow is not very realistic. The light is coming from the right side and you are not getting dark. The colors are very bright. The contrast of light on the people's face looks very unambitious.

Shadows
There is a lot of variety in the tone. In the back of the painting there are a lot of grey tones and darker colors. Though in the front there is a lighter tone which makes you focus on the middle.

Summary
In the painting there are a lot of contrasting colors. It's not like they're all unambitious. There is what a little gap.

Summary
This painting is more in line with human philosophy. It's less about religion and more realistic. It's less focused on religion.

Above Phileine Spiegeler and below Carolina van Kempen. Both of A3A.

Perspective

Perspective
In this painting there are a lot of perspective and spatial depth. It's not very unambitious. The people are very close to the middle. The colors then fade and you get which there is less realistic.

Composition

Composition
The composition is also unambitious. There are natural colors and the background looks very realistic. The people have realistic features and look nicely detailed which makes it also more realistic.

Lines

Lines
The lines are very soft in comparison to this one. There are some people pointing and interacting with one another. That makes it look more dynamic.

Positioning

Positioning
The clothes are unambitious. The colors look realistic and the whole looks good. The hand gestures look very unambitious and so do the faces.



Color

Color
The way the people are positioned looks very messy, which gives me a more unambitious feeling. It's not perfect.

Light

Light
The use of light and shadow is not very realistic. The light is coming from the right side and you are not getting dark. The colors are very bright. The contrast of light on the people's face looks very unambitious.

Shadows

Shadows
There is a lot of variety in the tone. In the back of the painting there are a lot of grey tones and darker colors. Though in the front there is a lighter tone which makes you focus on the middle.

Summary

Summary
In the painting there are a lot of contrasting colors. It's not like they're all unambitious. There is what a little gap.

Summary
This painting is more in line with human philosophy. It's less about religion and more realistic. It's less focused on religion.

Perspective

Perspective
In this painting there are a lot of perspective and spatial depth. It's not very unambitious. The people are very close to the middle. The colors then fade and you get which there is less realistic.

Composition

Composition
The composition is also unambitious. There are natural colors and the background looks very realistic. The people have realistic features and look nicely detailed which makes it also more realistic.

Lines

Lines
The lines are very soft in comparison to this one. There are some people pointing and interacting with one another. That makes it look more dynamic.

Positioning

Positioning
The clothes are unambitious. The colors look realistic and the whole looks good. The hand gestures look very unambitious and so do the faces.



Color

Color
The way the people are positioned looks very messy, which gives me a more unambitious feeling. It's not perfect.

Light

Light
The use of light and shadow is not very realistic. The light is coming from the right side and you are not getting dark. The colors are very bright. The contrast of light on the people's face looks very unambitious.

Shadows

Shadows
There is a lot of variety in the tone. In the back of the painting there are a lot of grey tones and darker colors. Though in the front there is a lighter tone which makes you focus on the middle.

Summary

Summary
In the painting there are a lot of contrasting colors. It's not like they're all unambitious. There is what a little gap.

Summary
This painting is more in line with human philosophy. It's less about religion and more realistic. It's less focused on religion.

ENGLISH 3 TTO

World War One Poetry & Phileas Fogg

In the past few months, Year 3 TTO studied World War One not only in their History classes but also through reading a novel by John Boyne: *Stay Where You Are And Then Leave* as well as through the poetry written by some of the young British soldiers. They did this in their English TTO classes.

Through reading the novel and studying the poetry, we hoped to give the students an insight into life at the front and the consequences of war for the victims of the Great War, whether at the front or the home front.

As part of this unit, the Year 3 TTO students worked on their own WWI Propaganda Posters, using propaganda techniques that were also used by the British government between 1914-1918. Some of the posters created by the students as well as a rationale – an explanation – of which message they wanted to convey and which techniques they had used in the poster, can be found on the next few pages.

Furthermore, on 26 November, the Phileas Fogg Theatre Company visited the RLW to give our students an insight into life in Britain and the trenches between 1914-1918. It was great to see how well our students participated.

Studying WW1 Poetry in class and the Phileas Fogg Theatre Workshop have definitely changed my mind about WW1. I thought that war wasn't that serious at all and that it was a bit of a game. But learning all these new things in this unit changed my opinion. I now know that war is very serious and dangerous and I am thankful for the people that sacrificed themselves for our freedom. The thing that affected me the most was that the soldiers had such an awful life in the trenches. I really didn't know this before this unit.

- Panagiotis Verras, G3A

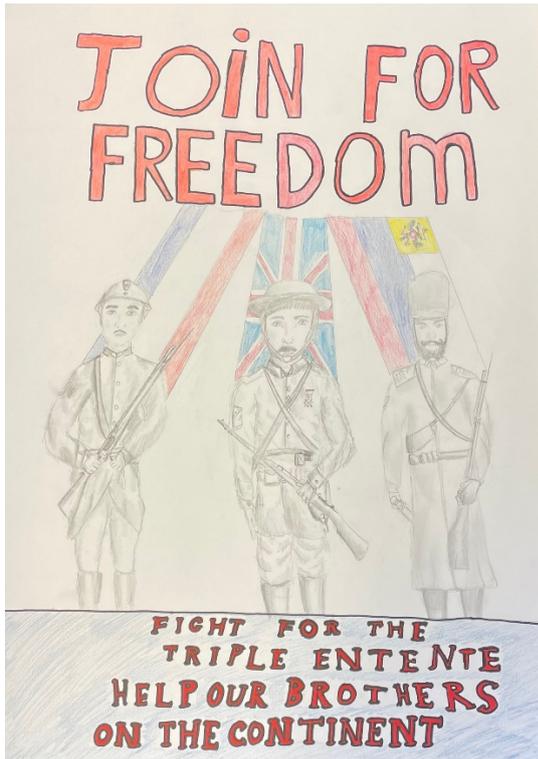
I was very surprised to learn that, at the start of the war, all the soldiers going to war and all the people at the home front thought the war was just a game, a fun trip or vacation. I think this says a lot about the influence the government had on the people and the press. Altogether, I found it very fun and interesting to learn about WW1 since I didn't know much about everything that happened during this important period in modern history.

- Armaan Monnink, G3A

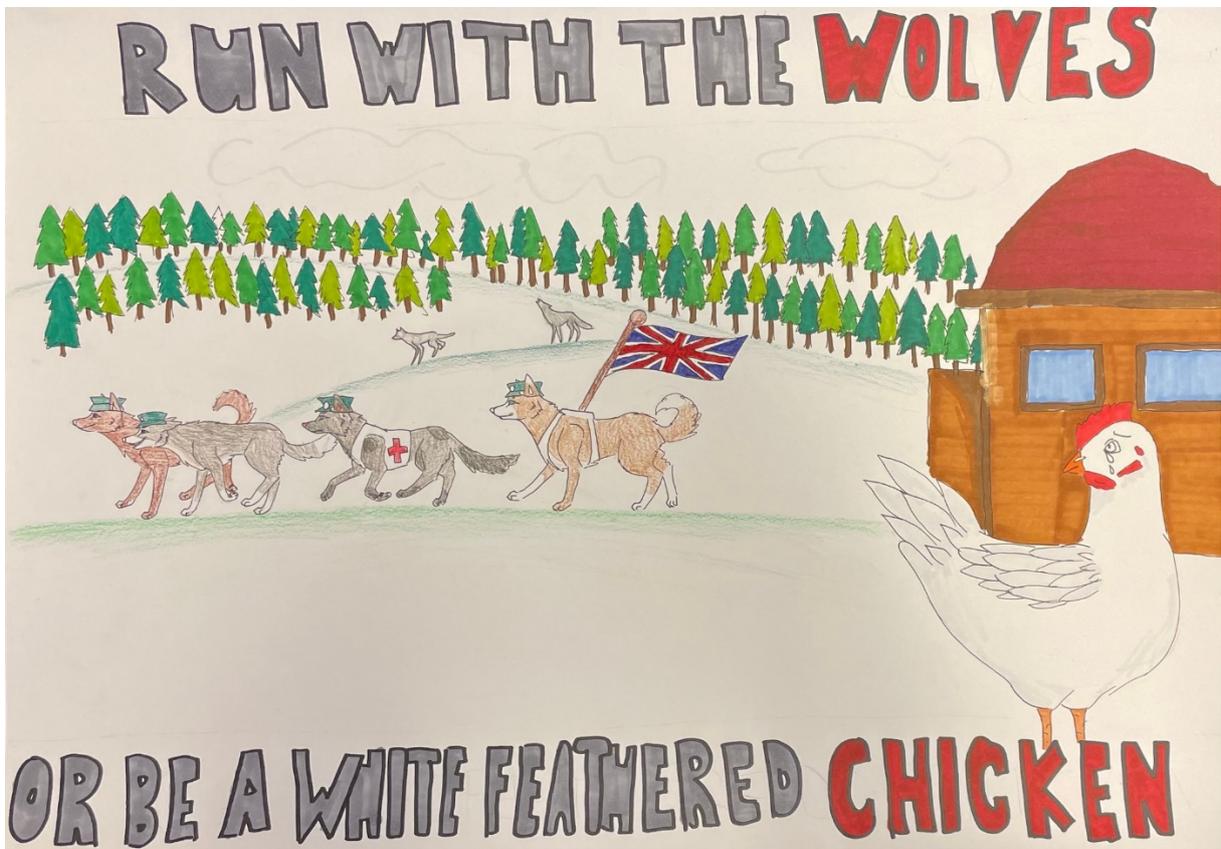
Before studying WW1 Poetry, I didn't know that poetry was written during WW1 and I wasn't that interested in poetry at all, but now that I know more about it, I think it is a great way to express your emotions and your opinions.

I will definitely take that away from this unit.

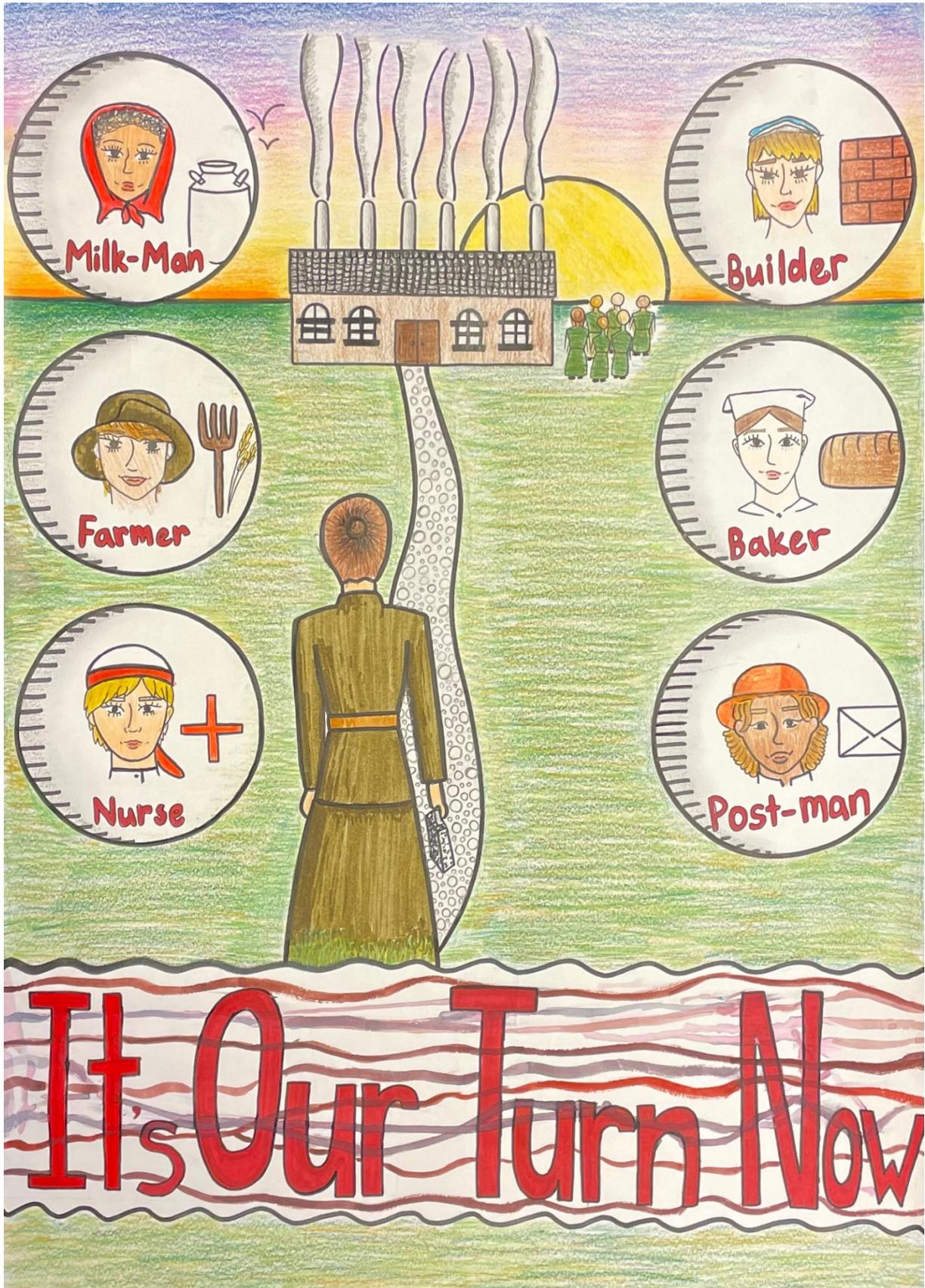
- Laulani Ramanna, G3A



WWI Propaganda Poster on the left by Aryamanesh Audenaerde and Daan D'Engelbronner (G3A).
WWI Propaganda Poster on the right by Florentine van Acker and Carmen Urlings (G3A).



WWI Propaganda Poster by Bente Nowee and Armaan Monnik (G3A).



WWI Propaganda Poster by Ishani Awasthi and Livia Munk (G3A).
Rationale with an explanation of the different elements on the poster on the next page.

Rationale WWI Propaganda Poster

By: Ishani Awasthi and Livia Munk, G3A

This propaganda poster “It’s Our Turn Now” is targeted at women in WW1 who will have had to take the place of the men going off to fight. This is shown by the women you see depicted in the poster.

In the centre and as the biggest figure on the poster you see a woman wearing a uniform and carrying a briefcase. She is headed towards a factory/work building. She is the centre of attention in the poster, because we wanted to highlight an example of someone going to work to better visualise what it may be like.

We made a slogan ourselves: “It’s Our Turn Now”. This slogan is, of course, directed at women from the perspective of other women. This way the slogan makes it seem as though these women are doing something together and becoming more independent. It is used to empower/motivate the women stepping into stereotypically men’s roles and help persuade them into working jobs they hadn’t before.

We have drawn multiple faces of different types of women with different jobs to represent cohesion of the community. On top of that this suggests that there are many options to choose from, assuring them that there is 100 percent a job for them. Doing this women would feel comfortable, and more likely to choose a job.

We also deliberately chose to colour a sunrise with vivid colours instead of a dull or dark sky to add some sort of happiness or hope to a stressful situation. This way women will not feel too overwhelmed or pressured by the poster. By making them feel safe they will subconsciously be more open to the idea.

We used the techniques simplifying complex ideas or issues, targeting the desired audience and plain folks. We simplified this idea by making it seem like a fun, simple group effort. We targeted our desired audience, women, by making it relatable and seem like it was coming from someone just like them, and we used the technique “plain folks” in the same way. By using ‘our’ it seemed as though it was simply regular people promoting something to other regular people.

In general, we are very happy with how our poster turned out. A few mishaps happened here and there like rain falling on our poster and forgetting to write part of our slogan. However, we managed to think of creative solutions, as we thought of things we otherwise would never have come up with.

Phileas Fogg Theatre Workshop – 26 November 2021
G3A – G3B – A3B – A3A



- Reflection Paper -

Reflection Paper on WWI Poetry and the Phileas Fogg Workshop

By: Bente Nowee, G3A

In class we did a unit on WWI poetry and later followed through with a workshop about WWI. In this unit we learned about different WWI poets and different types of poetry. We were taught how to annotate and create a SOAPStone analysis. Later, we were also given the opportunity to follow a workshop about WWI and how life was in that time.

WWI Poetry Unit

In class we had a unit about poetry and what it was like in the time of WWI. We learned many new things, including annotating, SOAPStone analysis and different types of poems. Wilfred Owen and Siegfried Sassoon were two of the poets we learned about, it was very interesting, I was taught many things I didn't know beforehand! We kept practicing these things until we understood. The class also read many poems, some were very interesting and gave me further understanding about how the soldiers lived. That is why I think we did this to further understand WWI, by seeing the soldiers' perspectives and why and how the things happened. Some of the things we learned really changed my point of view on this topic. I, for example, didn't know that there were so many soldiers suffering from shell shock and many other conditions.

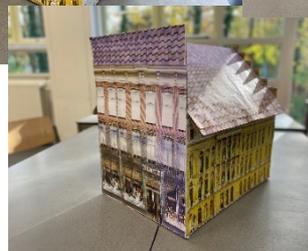
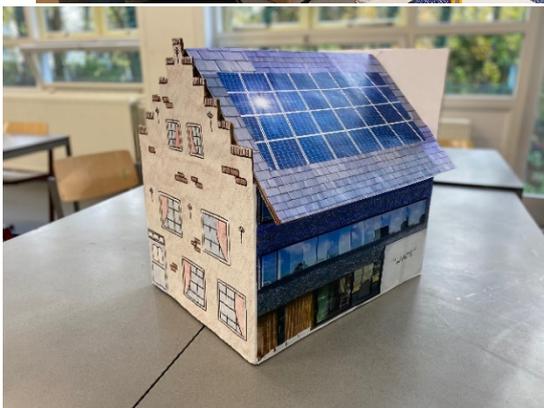
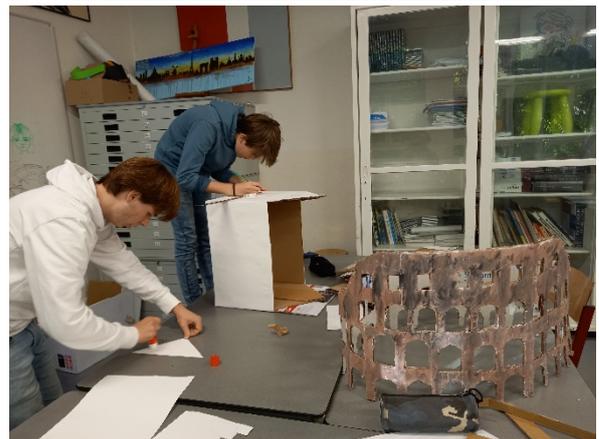
Phileas Fogg Workshop

After we finished the poetry unit, we followed a workshop about life in WWI. We learned about nurses, white feathers, trenches, the Christmas Miracle, poems and much more. It was fun and interesting to learn about these topics, especially in the way these people taught it to us. I myself, was given a role to drop dead and be carried away on a stretcher. It was a little weird to be playing that role, but it did increase my knowledge about how it went in the real war. The workshop taught us about occurrences in the war, many that most of us hadn't heard of before. This workshop has also (like the poetry unit) changed my view on the war. It really surprised me to learn that even if you were talking to someone, you could be hit with an enemy rifle and be killed.

Finally, I very much enjoyed both things and hope to learn about WW2 in this way. I left this unit and workshop with many new insights and a better understanding of this topic.

CKV – Art & Cultural Studies. 4VWO

Architecture. Groups could choose from a wide range of architectural topics, and as can be seen by these examples, created wonderful end-pieces. Some groups had amazing construction skills and patience, while others went for a photographic or film approach to their topic.



Precision work: Jonah Kalsbeek and Alec Kerckhoffs created a building made up of a variety of styles, from ancient to modern, and showing different building technologies too. The roof is so well constructed that it lifts cleverly off, to reveal information about these architectural aspects.

The following group also showed incredible construction skills. The photos do not do justice to the details of materials inside of it, and the moving parts involved.

The Marvelous Mossy Mansion by Mark van Dammen, Jurre Kees & Michael van der Heijden

Traditional and Innovative: 2.6 million years ago our ancestors took shelter in the safety of the caverns. We wanted to go back to what kept us safe back then, however not in the traditional sense. We wanted it to be modern and filled with luxuries from the present time. The hollowed-out tree in the middle with an elevator inside, and high quality walls made of stone which are both modern and reflect our ancestry at the same time.

Creative Choices: Our focus point was contrast. Firstly, we used nature to convey the traditional aspect of the dimension, which clashes with the minimalist interior of the mansion. Second, the light in the elevator contrasts with the darkness of the burrow.

Construction: Our construction is in actuality just a skeleton, and the moss on top gives it life and character.

The skeleton is made of cardboard, stones, glue, 3D printed parts, wood, and papier-mâché; which form a basic pyramid shape, that make it quite sturdy and resilient building. The moss on top gives it a sense of realism. When looking at a picture of the building up close it becomes quite hard to tell the actual size of the building.





Eleanor Luijkx

PIMP MY SLUM

The purpose of, and reason for, this project.

For this project, the assignment was very wide-ranging. It gave me a lot of freedom to express my own ideas and creativity. I thought this was a perfect opportunity to pick up my old hobby photography again. My objective for this project was to look in to and compare two different types of neighbourhoods. To do so I visited an area in The Hague and took some photographs there. For display of these photographs, I took an element from the photographed neighbourhood that reoccurred a lot; washing lines hanging on balconies. I hung these photographs on this "washing line" as if they were drying laundry to further incorporate the area with my project. This washing line was hung from two trees in a different type of neighbourhood in front of other types of houses to make a clear contrast between the living and housing conditions of the two. In no way am I meaning to call the photographed neighbourhood poverty-stricken and deprived, I am meaning to deliver the message of to be grateful for what you have and recognise your good fortune and never take it for granted.

Evaluation

I had a really fun time creating this project as a friend accompanied me when taking the photos in The Hague. But not only that, I enjoy photography a lot. It was a hobby I was very active in a few years ago and slowly drifted away from it, so I am glad this assignment got me to grab my camera again. I also spent a couple of hours in the editing app Lightroom adjusting the contrast and exposure for example, to give the photographs a more pronounced ambience and mood, which I enjoyed as well. I was worried my project wouldn't be valid enough as I didn't spend much lesson time on it, but reassured myself with the time I spent outside of school and the thought and effort put into it.

KCV – Classical Cultural Studies. 4VWO

The following works give an impression of what pupils produced for the course on Tragedy.

We read and discussed a tragedy in class (Antigone), after which the students rewrote a mythological story from Ovid into a tragedy-script. They applied the rules for writing a good tragedy of Aristotle. Next to that, the students had a workshop about photography by Léon Wodtke and Ron de Vos. They made a selfie: imitating a Greek tragedy mask, and using the information given to them during the workshop. They did really well!

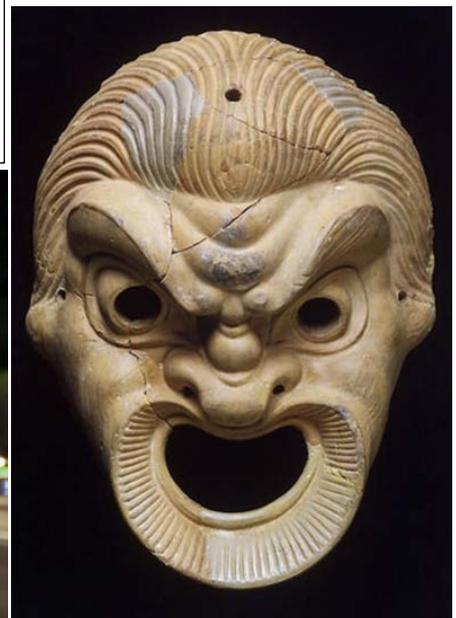
Firstly let's look at some results of the photo workshop! Below: Lara Jonker.



For the lightning, I utilized the light coming from the headlights of the cars in the background, adding that I stood near a lamppost, makes that it creates a silhouette around the head part and just enough lightning from the front.



In accordance with the first photo, the headlights are again being used, however now the photograph is in color, hoping it would add more drama considering the sky is quite perceptible and expressive already.



Marieke Vledder

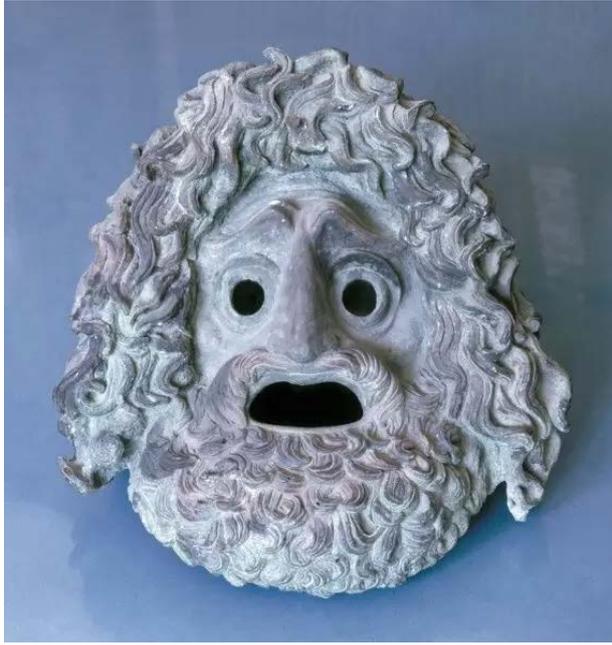


As you can see this mask shows an angry expression. To convey this expression I used red light which are situated above me. It was quite dark so I used a high iso value.



The second picture is taken from the side. Like in the first one I had lights above me, this time I also had light coming from the photographer (side). Doing this a shadow appears at the right half of my face.

Edlan Boender



Both images express shock and disdain. Here I pose with my hand shielding me from the light source.



This photo show malice, with furrowed eyebrows and a large grin. An ominous mood is made by a light source from under.

Procne and Philomela

By Eline Brugman and Sofie Kruis



Dramatis Personae

Procne

Philomea (Sister of Procne)

Tereus (Husband of Procne)

Itys (Son of Procne and Tereus)

Selene (Maid of Procne)

Chorus of people who live in the city of Thrace.

Messenger 1 (Friend of Tereus)

Messenger 2 (Friend of Procne)

Prologue

Curtain is raised.

It is a bright morning in the palace of Procne and Tereus in Thrace, but something feels odd. You see Procne, Itys and Tereus walking into the dining hall for breakfast. You can hear sounds of Itys crying and Procne trying to calm him down. One of her maids asks if she should take Itys for a walk. Procne agrees and the maid takes him for a walk. Procne and Tereus are now sitting at the table in the dining hall waiting for breakfast.

Procne:

How was your night? I saw you came home late last night. Where is my sister Philomela? Is she still sleeping?

Tereus:

I must tell you something. She is not here.

Procne:

Wait, but then where is she?

Tereus:

Something happened last night.

Procne:

Tereus, what happened to my sister?

Tereus:

There was a heavy storm at sea yesterday and she fell off the boat. I am so sorry, but your sister has passed away.

Procne:

Looks like she is going to throw up.

What are you saying? My sister is dead?

Tereus:

Yes, Philomela passed away last night. What do you want me to do, do you want me to leave you alone?

Procne:

Yes, can you please leave me alone for a while. I need to process what you just told me.

Tereus stands up and leaves the dining hall.

Parados

Chorus enters.

Chorus:

Whispering to each other about the rumours going around about how the sister of queen Procne has died. All of them have their own opinion on this matter.

Chorus:

Did you hear about the dead of Philomela?

Chorus:

She died! When?

Chorus:

Yesterday, killed in a storm.

Chorus:

Is that what happened?

Chorus:

I do not believe that is what happened!

Chorus:

I do, why would king Tereus lie to Procne?

Chorus:

What happened at sea between him and Philomela?

Chorus:

I do not think that is what happened. How does one survive and the other not? I do not believe that Tereus told the truth.

Chorus:

I saw Tereus and Philomela arriving together at the harbour.

Chorus:

Wait, what!

Chorus:

Yes, they arrived at the harbour and together they left.

Chorus:

Then, where is Philomela? What happened? Is Tereus lying? And if so, why should he be lying?

Chorus:

I guess we will find out soon enough.

Epeisodion one

Selene comes running into the dining hall where Procne is still crying about her dead sister.

Selene:

My queen, can I get you a tissue? I must tell you about these rumours that are going around town.

Procne:

What were the rumours about, Selene?

Selene:

I must warn you, what I am about to tell you is a lot to deal with.

Procne:

Selene, just tell me what you heard! How bad can it be?

Selene:

It is worse than you think.

Procne:

Well, it cannot be worse than hearing my sister is dead, so what is it?

Selene:

It may be connected to that. I will tell you.

Procne:

Okay, I am listening.

Selene:

Okay, but first I will take the baby upstairs and put him to sleep. Then I will tell you.

Tereus walks into the dining hall and Selene goes upstairs with the baby.

Tereus:

How are you, my dear? Are you feeling better already?

Procne:

Yes, I am feeling better, but it is just a lot to progress. I want my sister to have a funeral. Even though there is no corpse to be buried, I want to have closure and I think I will find my peace when there is a funeral.

Tereus:

Okay, I will go and ask Selene if she is going to help you arrange the funeral. If you want me to take care of anything I will be there for you, but I first need to settle some things in town. I will be back later.

Tereus walks away and Selene comes downstairs.

Procne:

Selene, tell me now, what is going on!

Selene:

My queen, your sister is alive. I heard that from people in the town, who saw her walking this morning. She is alive, Procne, but there is one other thing...

Stasimon one

Chorus:

She is alive. She is alive. She is alive. Philomela is alive.

Chorus:

Did you see her walk-through town the other night?

Chorus:

No, my husband saw her when he went to work this morning. He told me as soon as he got home.

Chorus:

Really, how was she, what happened?

Chorus:

I heard she was attacked by an animal.

Chorus:

I saw her bleeding and walking into a friend's house.

Chorus:

I heard she almost died last night.

Chorus:

What is the truth? What happened to Philomela?

Epeisodion two

Procne:

While crying.

What happened to my sister, please tell me what happened to my sister.

Selene:

Queen, you want to see it for yourself instead of me telling you. If what I heard is true, she is staying over at a friend's house outside the city centre.

Procne:

Selene, if you see Tereus tell him that I went out for a walk and do not tell him where I went. I sense that something happened between them.

Procne walks outside and away to the friend's house, at the same time Tereus walks back into the dining hall.

Tereus:

Where did Procne go, Selene?

Selene:

I do not know where your wife went, I am sorry sir.

Selene walks away to check on the baby and Tereus is left alone with his thoughts.

Tereus:

Tereus what have you done? You followed your instincts without having a second thought. Now you will have to live with the consequences of your action. Procne probably left to find Philomela and when she does find her, there will be consequences. She will not let this go easy.

A friend of Tereus walks in.

Messenger:

Tereus my dear friend, what happened between you and Philomela is unacceptable and you will get penanced for your actions. I saw Procne half an hour ago, wandering around the streets. She looked devastated and like she was searching for something. That is when I decided to follow her, I saw her walking into the home of one of Philomela's friends. I overheard Procne talking to the friend about Philomela,

and I heard them walking downstairs to the basement. From that point on, I could not overhear the conversation anymore. About five minutes later I saw Procne walking out of the house. She looked worried and at peace at the same time, but I also saw a look in her eyes, it was dark, too dark. I do not know what happened to her in that house, but something changed her, and I think you should look out for yourself. If she does know what you did to Philomela, these could be one of your last hours on earth.

Stasimon two

Chorus:

I heard what happened to Philomela, her tongue was cut off. Rumour has it that it was Tereus who did it. Apparently, he raped her and cut off her tongue, so that she could not tell anyone what happened. Especially not Procne.

Chorus:

When Procne heard that her husband raped her sister she would have wanted her revenge. If I were her, I would have wanted my revenge too.

Chorus:

Procne is not going to have her revenge: she is a woman and too weak to stand up against a man all by herself. No one is going to help her, because when someone would have helped her take revenge, they would die. The king's guard will kill anyone who is trying to kill the king.

Chorus:

Procne watch out for Tereus.

Chorus:

Tereus watch out for Procne.

Chorus:

What is going to happen now? Which of them will live happily ever after.

Chorus:

My guess is that Procne will end up dead. She will be killed by her husband for standing up for herself and finding out the truth about him and Philomela.

Chorus:

I see someone coming, what are they talking about.

Epeisodion three

Procne:

Selene, I have a plan for revenge, but I need your help with it. Here is what you are going to do for me. When Tereus comes home you are going to prepare a delicious meal for him and tell him that I went to visit a friend of mine. There is going to be a secret ingredient. I will give it to you when I have it.

Selene:

My queen, this all sounds very dangerous. Can you tell me what the secret ingredient will be?

Procne:

Okay, I will tell you what the secret ingredient will be. But first get Itys. He is involved in this.

Selene:

I will get Itys and will make sure that the delicious meal will be ready when Tereus gets home.

Stasimon three

Chorus:

Itys, their beloved son.

Chorus:

Alive and well for now, what is Procne planning for her beloved son?

Chorus:

Tereus he will have a terrible life, having to live with all this guilt.

Chorus:

Who will have to live with the consequences, and who will survive.

Chorus:

Which of them will have the gods on their side, which of them will live.

Exodus

Selene walks in with dinner ready to be served.

Selene:

Dinner is ready!

Tereus:

Selene, do you know where my wife is?

Selene:

I am sorry my king, I do not know where your wife is. She told me that she went for a walk, but I do not know why she has not returned yet.

Tereus:

Okay, thank you Selene, can I have my dinner, please? I will not be waiting for her. I have other things to do.

Selene:

Here is your dinner, sir. Enjoy your meal.

Selene walks away and leave Tereus to eat his dinner.

Tereus:

Ewh, Selene, come back here, what is wrong with this food?

Selene walks back.

Selene:

What is wrong, sir? What is going on?

Tereus:

What a terrible taste!

Selene:

I do not know sir; your wife added a secret ingredient. She would not tell me what it is.

Tereus:

Well, go find my wife!

Selene:

I think that is not possible, sir.

Tereus:

What is going on, Selene? Tell me now!

Selene:

I think you should check your room, sir.

Tereus runs upstairs, Selene can hear him screaming to Procne.

Tereus:

Procne, what are you doing?

Procne:

I must tell you something, Tereus. I did something horrible, and I cannot live with myself anymore.

Tereus:

What did you do?

Procne:

Listen to me, I did something to get revenge on you. I know that you raped my sister, Tereus. She is not dead. I saw her. You cut off her tongue, so she could not tell anyone what you did to her, Tereus. Seeing her made it all clear to me. I know what you did, and I will not let you get away with this. This is the most terrible thing you could have done, Tereus. That is when I made my plan for revenge, I came up with something that was even more terrible... I killed your son Itys and let him prepare for dinner. You just ate him Tereus! You made me do all of this. I cannot live with what you did to my sister. Can you live with what you just did to your son? What you made me do to our son?

Tereus runs outside away and Procne comes walking downstairs.

Procne:

Selene, how did Tereus know I was upstairs?

Selene:

I do not know, my queen. I did not say anything.

Procne:

Okay, Selene can you join me in the kitchen to have dinner?

Selene and Procne walk to the kitchen and seconds later you hear Selene scream and Procne comes back.

Procne:

Well, another task done.

A friend of Procne walks in.

Messenger:

Procne, a few seconds ago I saw Philomela and Tereus running. Tereus was dragging Philomela, because she did not want to come with him. I do not know where they were going, but it was not looking good.

Procne:

What is he doing to her? I thought I was clear: they cannot be together.

Messenger:

That was not the worst part. I followed them. They went to a cliff without water at the bottom, but just with stones. Then Tereus dragged Philomela to the edge of the cliff, where Philomela screamed as loud as she could. At that moment Tereus said: 'This is for Procne, because she killed my child. Procne had her revenge, but I will have my revenge too.'

After this he and Philomela walked closer to the cliff's edge. Then Tereus said with a soft voice: 'Philomela, I need you to know that I will and have always loved you.

Philomela you were the one for me and I did not realise this until it was too late. Here and now, I will have my revenge on Procne like Procne had her revenge on me. This is our last moment together.'

After Tereus talked about his love for your sister, I saw them get even more close to the cliff's edge. Procne, I need you to know that I did everything I could to stop them, please do not be mad at me. I must tell you what happened next. Tereus kissed your sister and after that he pushed her off the cliff. I saw her falling. After your husband pushed Philomela off the cliff, he jumped himself. Procne your husband is also dead. I am sorry, I did everything I could to stop them, but it was not enough.

Procne:

While crying.

What did I do to deserve this? Why did this happen to me? How can I live with what I did to my child. My child is dead, because of me, just like my sister is and now I must live with the consequences.

-The end-

I&T – International Social Studies & the Theory of Knowledge. 4VWO

In I&T students wrote a mock anthropological report about the Netherlands and Dutch culture. Here are just a few of some amazing and amusing reports. Some of the words in the reports are spelt backward to add to the intrigue - e.g. Srednalreden (Nederlanders).

Small Town, Big Character

An Anthropological report by Eleanor Luijkx

Small Town, Big Character An Anthropological report by Eleanor Luijkx

Anthropologists have always found the Sredraanessaws to be a quite unusual folk. The oddly high standards and strange beliefs that these individuals live by are what have drawn sociologists' attention. However, to understand these kinds of people, we must acknowledge the conditions of the area they live in.

The domain inhabited by the Sredraanessaws is fairly flat: they call their mountains speed bumps. Many may find this ironic due to their love of skiing in the high mountains of Lech where they can express their prosperity, walk around in costly winter coats and attend lavish "après-skis". Not only during these winter holidays do the Sredraanessaws like to show off their belongings, but at a place that they call "school" as well. At these schools, the amount of overpriced attire one owns defines their success. Another indicator of prosperity for the Sredraanessaws is the ownership of a so called "scooter".

Anthropologists have noticed a relation between when these school-goers have reached the age of 16 and acquiring one of them. These "scooters" are two-wheeled motorized vehicles that draw the line between being a real alpha or not. Only the richest and most profound Sredraanessaws tend to own one, the rest of the young Sredraanessaws use a bike to get from A to B. However, the Sredraanessaws over the age of sixteen that do not arrive at "school" on a "scooter" are frowned upon and, according to sociologists, seen as poverty-stricken.

In the area in which these Sredraanessaws live, there are two of these "schools". According to people studying this folk, the two schools, and the school-goers, are rivals of one another. There is the Adelbert clan and the Rijnlands clan, who claim to be more academically advanced. However, the Adelbert accommodates more students than the Rijnlands does, so some may say that they are more socially developed. Anthropologists are yet to discover which of these clans is truly superior.

A third school can be found in the outskirts of the Sredraanessaw's domain, the American School of The Hague, in short: ASH. These ASH-goers are seen as colonizers by the rest of the Sredraanessaw population as they not only follow different traditions, rituals and a different "school" system, but also speak a completely different language. Sociologists claim that the Sredraanessaws are just afraid of the unknown; others state that these ASH-goers are just too different from the rest for them to integrate.

Not only is it difficult for the ASH, Adelbert and Rijnlandsgoers to intermingle, but the inhabitants of the North and South areas of Sredraanessaw find it challenging as well. It seems as though there is an invisible wall separating the two zones because of their many differences. The Sredraanessaws who live in the Southern district view the Northern inhabitants as impoverished and badly off, whilst the inhabitants from the North see the people who live in the South as spoiled and arrogant. Anthropologists say that this has been - and always will be - a question of prejudice.

For what concerns the Sredraanessaw's pastimes, it would be complicated to group them all together as there are so many different people with different interests. However, the younger Sredraanessaws tend to focus on a game in which they use sticks to navigate a small white ball into a goal and/or the activity of hitting an even smaller white ball into a hole in the ground a couple of hundred meters further on. The latter hobby is also quite popular amongst the adult Sredraanessaws as it is again the perfect place to show off one's riches.

Another pleasure of these individuals is to make one's way to the local hotspot, Gardens. This venue is especially popular amongst the teens, where they can get

their daily dose of Kebab and Turkish pizza. Usually these Sredraanessaw teens attend this “snack-bar” in a large group, the males often making an unnecessary amount of noise. Sociologists suggest this has to do with the fact that they are asserting their dominance - or at least trying to. The adult Sredraanessaw population has their preference more for a different restaurant, Flamingo Paradise. Located in the heart of south Sredraanessaw, people order an average of 2-3 bottles of rosé per person, again demonstrate their wealth and above all spend a fortune on high cuisine. Anthropologists reckon they do this for one main reason and that reason only: because they can.

It may be concluded that these individuals thrive on validation and recognition. Schools and workplaces quickly turn into “best dressed” competitions and races to who enters the “Quote 500” first. Not only the diversity in personalities and types of people that come from having three schools is what has made studying this folk so fascinating for anthropologists, but also the Sredraanessaw’s odd routines and hobbies. All things considered, there isn’t a more peculiar folk than the Sredraanessaw.

Social Studies and Theory of Knowledge

Anthropological Report Srednalreden

5th of November 2021

Floris Emde and Pieter van Gent

Do you really want to meet the Srednalreden?

The Srednalreden, a strange tribe of giants with peculiar eating habits, a unique approach to finance, and on the last day of the year they make their home a battlefield.

The Hctud cuisine is far from well developed. There are some special dishes but none of it is earthshattering, like what other tribes around the world offer. A key characteristic of Hctud cuisine is that everything is mashed together and cooked or fried so the taste is bland, and you can only guess rather than know (better not...!) what is in the dishes. We will mention a few but please do not try to make them at home... *Stampot, Hutspot, Frikandel, Kroket, Bitterbal*. Everything comes together in a snackbar. The fumes and smell already act as strong warning signs for those with a sensitive palate. In the old days, there were self-service locations without staff (*automatiek*), most likely because even the Srednalreden are ashamed of what they eat. Maybe it is better if you try the non-mashed, non-fried food and see whether you like the very salty sticky drop or the allegedly fresh herring that should be eaten raw with onions. Only the Hctud know why...

When visiting the Hctud at their home, do not expect too much in terms of hospitality and food. Be sure to leave on time, generally after the second cup of tea and the generous third biscuit. If invited to a birthday party, you should prepare as if for a business meeting and eat something beforehand. There is no need to bring a serious gift as the Hctud are already happy with a voucher or money for a minimal amount. Be ready to congratulate everyone, really everyone. The Srednalreden will accept your congratulations even if they are a very distant cousin or the new neighbour from two blocks away just passing by. Perhaps the Srednalreden think that everyone plays a great role in keeping each other alive in this strange country. When equipped with something basic to drink you should sit down and observe how the static birthday event unfolds within the seated circle. In our experience, it is always good to prepare and have an excuse ready to escape this tradition before the boredom kicks in. Be sure to cherish the experience as it will be something you can see again abroad when the Hctud settle as groups during their holidays. Caravans closely together like the birthday circle.

Proud of their heritage as smart traders of almost everything without scruples, the Srednalreden are not just thrifty but seriously mean where money is concerned. Do not try to beat them at this. Just enjoy when you see some Srednalreden try to wiggle their way out of paying or when trying to haggle for a lower price. Like us, maybe you want to make a list of their excuses and tricks. Where drinks are concerned just keep a tally of how often the Hctud successfully escape having to pay at the expense of the others... So of course, splitting costs after a diner is called going Hctud. Where food and money come together is the *kaasschaaf*; a device to make cheese last as long as possible and not cut off too much precious cheese by mistake.

However, on the days leading up to New Year's Eve, the Hctud forget their tradition of stinginess and stock up on fireworks. Millions of euros are spent each year for them to create their arsenal. Then, on the 31st of December, they run wild. Especially the youth seek the destruction of public property. Favourites include garbage bins, mailboxes and bus stops. We recommend not to leave your house if you don't want to be hit by stray *vuurpijlen*. An alternative, for people who want to keep their limbs, is watching old grumpy men on tv and drinking till you pass out.

Another fascinating fest is their Saalkretnis tradition. An old non-existing Saint arrives by ship and the Srednalreden start to terrify their children. Children who have not been listening to their parents will be hurt and even abducted. It is a fearful fest although the Hctud will argue it is fun with presents and family time. There are terrible aspects such as amateur rhymes and also the dressing up with imitation of other people. The gross details of that spectacle we will not mention here.

Although the Srednalreden regard themselves as broad-minded and flexible, most who know them will label them as opinionated and loud on the verge of being arrogant. So, before visiting the Hctud you may first try a stay with their more polite, friendly neighbours who also will surprise you with better food and kind hospitality. They may even buy you a drink...

Photos of key Hctud phenomenon mentioned in our anthropological report:



Rituals among the Srednalreden



Anthropologists are interested in many varied and exotic customs carried out by the peoples of the world. The many traditions of the Srednalreden are worthwhile to explore the extremes to which the human behaviour can go.

The Srednalreden are a tribe in West-Europe who are known to live between the Namreg tribe and the Naigleb tribe. They live in an extremely cold and wet environment. This tribe has adapted to the heavy rainfall by using circle like objects on a stick to block the rain from hitting their heads. A large portion of their time is used by executing complex rituals. The Srednalredeners are also obsessed with saving up decorated pieces of paper and round pieces of metal, which they use to trade with.

Like other tribes in Europe, the Srednalredeners use a metal box on wheels to transport themselves over long distances. However, this tribe also has a unique way of transporting over short distances; the broomstick on wheels. An average Srednalredener already learns to operate this intricate device at the age of five, albeit with extra wheels to help them balance. This machine is powered by pushing on two pedals with both legs, and can reach speeds up to 30 kilometers per hour. Over even shorter distances, they use special wooden pieces to walk on. These are hollow cylinders with a hole to put your feet in.

The Srednalreden tribe has an incredibly exceptional diet. For breakfast and lunch, they usually eat bread with tiny chunks of chocolate. In certain seasons, the tribe eats raw fish with a lot of salt and onion. They have a large variety of treats, such as small crunchy disks, with a sweet sticky substance in between. When the Srednalredener's new year arrives, they make edible tennis balls, saturated with unhealthy fats, with raisins inside and a mysterious white powder on top. They then eat these very strange treats to celebrate the new year. If a new Srednalredener is born, it is a tradition for them to eat a dry crispy round food with miniscule hard grains on top, which are decorated with vibrant colours. For the older Srednalredeners, the coloured grains are crushed to make them easier to eat.

Traditions play a huge role in Srednalreden culture. They have similar holidays to the other tribes in the region, but also have their own unique feasts. One of the most unique Srednalreden traditions is a Christmas like celebration. In this holiday an old man arrives on a boat. The Srednalredeners believe this man is infinitely old. The old man brings a huge amount of slaves and presents with him on the boat. The slaves are supposed to deliver the presents to the children of the tribe. These children can indicate they want a present by putting their shoe next to a fireplace. The slaves then break into the living place of that family to deliver the present.

This study of the Srednalreden definitely shows that they are an incredibly unique tribe with various ways of transport, an unusual diet and special traditions. This tribe is nothing like the other tribes in the region. So, if you ever think the things your people do are weird, remember the Srednalredeners.

By Daniël, Tygo and Xiao.



Srednalreden: Self-torture or Not?

The Srednalreden are a tribe who are known for their weird rituals. They are located in the Frogland of West-Europe. The events of the Srednalreden are very remarkable in contrast to other cultures. They take place all over the year. The first ritual of the year is the Kiudsraajwuein.

The Kiudsraajwuein starts at the first day of the new year. A large group, which consists of approximately 10.000 Srednalreden, gather to do this ritual together. After the gathering, the ritual will start at exactly twelve o'clock. Then the freezing begins. They all massively jump in a body of freezing water. People may think this is self-torture, however this is a very exciting tradition for the Srednalreden. This is their way of jumping into the new year. By doing this, they hope for a good year for themselves and the people of their tribe.

Another abnormal ceremony is called “Willies Day”. This takes place several months after Kiudsraajwuein, on the 27th of April. The ceremonies differ per age group. The children of the tribe sell their old personal belongings on a market. When you roam the streets you will see the kids selling it on blankets, you will also notice a lot of young adults partying in the streets while drinking poisonous drinks. These drinks will make them go “woooooooooo”. So, watch out for them. The last age group are the adults and elderly. They play what people call “typical old Srednalreden games”. For one of those games, people throw with heavy balls and try to get as close to the main ball. The age groups do have one thing in common and that is their orange clothing. At this day, the Srednalreden are obligated to wear orange clothes to honor Willie, their tribe leader.

One of the last celebrations of the year is Saalkretnis, which is a big part of the belief system of the Srednalreden. It all starts when the Toobsejkap arrives in the harbor. The Toobsejkap is a big boat filled with presents who are brought by their God. This is roughly a month before the big celebration. The God wears a big red cape, some sort of hat and a silly stick. He is years old and has never shaved his beard, thus why it is that long. He throws holy candy on children, called netonrepep. Amazingly enough, the kids feel blessed after experiencing this. But this all happens before the actual celebration. On the actual day, December 5th, the children will sing Godly songs into their chimney. According to the Srednalreden, the God sits on a horse and walks on top of the houses delivering holy presents through the chimney. So, in conclusion, their God breaks into their houses.

This study on the Srednalreden has shown us that they are obsessive over their other-worldly like traditions. Their traditions include unpleasant activities that one could never even have imagined of. Weirdly enough the Srednalreden like these activities. This is what forms their culture.

By:

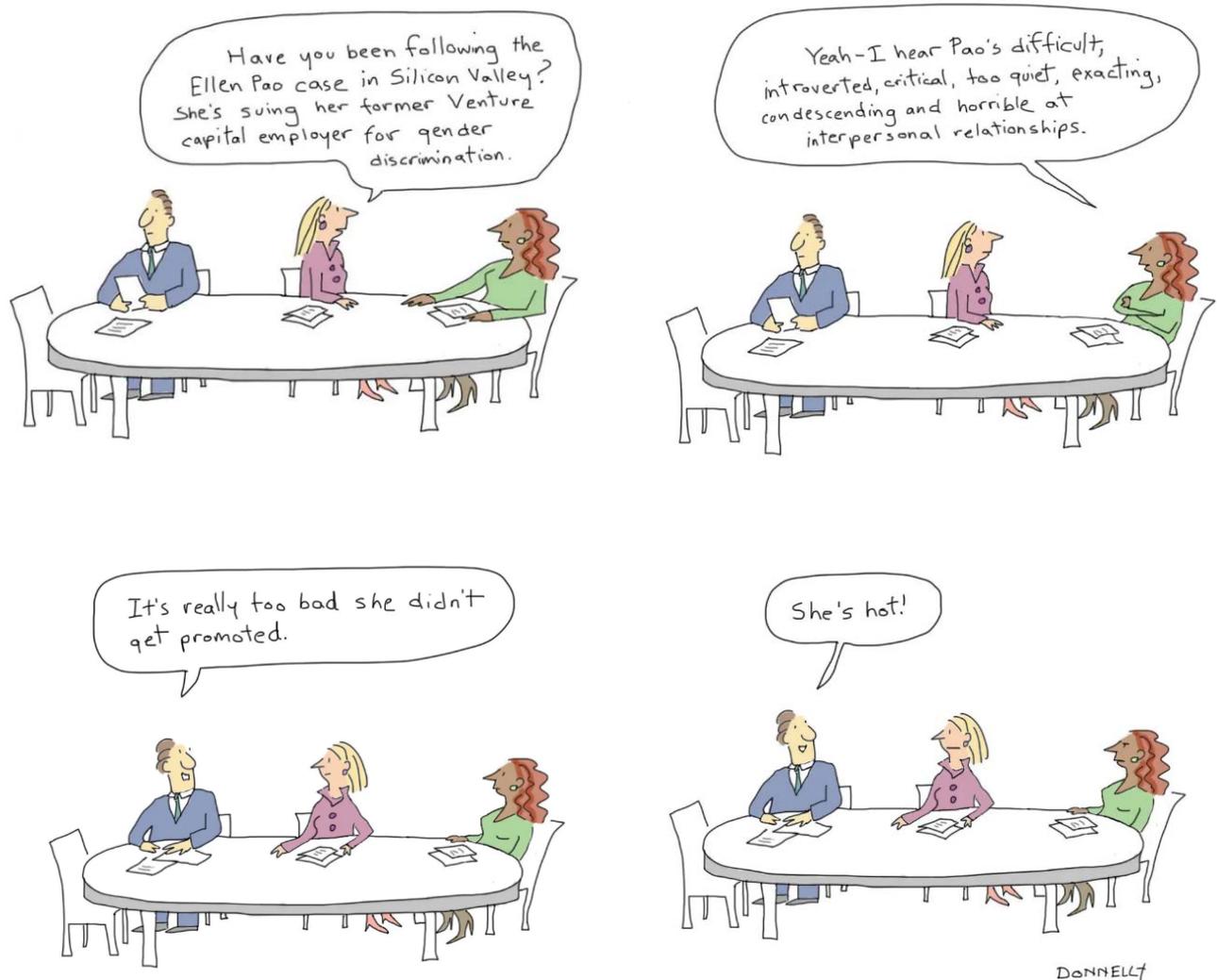
Alexa de Lanoy Meijer

Kiki Tutein Nolthenius

Chloe White

IB ENGLISH 5VWO

For IB English A: Language and Literature in 5vwo, students studied and analyzed the bundle of political cartoons by artist and cartoonist Liza Donnelly. During this unit, students examined choices made by the author in order to gain insight into Donnelly's satirical commentaries. The final assessment in Term 1 was for each student to write a textual analysis on a specific cartoon (single panel or a series of panels). The following essay is on the cartoon "The Ellen Pao Case" by Liza Donnelly. See below:



Assignment done by Lisanna van Rooijen, 5IB

“She is Hot”

Intending to provoke a reaction, some subject matter can be hard to understand or to explain. When a cartoonist decides to draw instead of write, however, the cartoonist simplifies the topic and amplifies the message thus making it easier to understand. As Liza Donnelly once said in an interview: “drawings often speak very loudly to people.” Donnelly is an award-winning cartoonist and writer with *The New Yorker Magazine*. She has drawn many cartoons especially ones connected to gender issues. In her cartoon “The Ellen Pao case”, Donnelly makes the reader re-evaluate their opinion by using irony, facial expressions and juxtaposition.

Donnelly applies irony to this cartoon to confuse and shock the reader, especially female readers. The cartoon consists of four panels. In these panels three people are sitting: on the left, a man in a blue suit; in the middle, a woman in pink clothing; and on the right a woman in green clothing. In the first two panels, the two women are having a conversation about Ellen Pao and her legal case against Kleiner Perkins. In the lawsuit, Pao stated that she had been discriminated against by Perkins, who was her employer at the time, because of her gender. She stated this because three men, who began working at the firm later than her, got a promotion, while Pao had not. Perkins however said that the promotion had nothing to do with Pao’s gender but with her character and performance at work. In the second panel, the woman on the right says: “Pao’s difficult, introverted, critical, too quiet, exacting, condescending and horrible at interpersonal relationships.” All these statements correspond to her attitude at work and thus to the point Perkins made. However, in the third panel, the man on the left adds that he thinks she should have gotten the promotion, and in the last panel his justification for that is: “She is hot.” It is in this fourth panel that Donnelly has simplified and amplified the message. By drawing it in this way, the irony of the topic becomes more clear. Ellen Pao filed a lawsuit on what was in her opinion gender discrimination, which turned out to not be the case. But the comment the man makes in the cartoon is, therefore making it ironic. With this statement, the man essentially says that it does not matter how skilled people are at their work, as long as they are attractive a promotion becomes imminent. Many women recognize this comment. Donnelly highlights how prevalent sexual discrimination is – even if the men do not recognize it themselves. This, in turn, makes the readers wonder if, in fact, the Ellen Pao case was fairly judged.

To reflect the emotions of the reader in the cartoon, Donnelly emphasizes facial expressions. For example, in the fourth panel, when the man says: “She’s hot,” the mouth drawn for the pink-jacket woman in the midground is a long straight line indicating displeasure. The woman in green also has a straight line where her mouth is with eyebrows reaching up, demonstrating disappointment that goes with a frown. These two emotions relate to the reaction of most female readers. The third emotion in this panel is the one of the man in the left quadrant of the panel. While he is talking, his mouth has formed a smile which highlights Donnelly’s message that he really does not act appropriately. The comment the man makes offends women; they find him disrespectful and the facial features

emphasize this. Some of the readers could even have this reaction because they agree with comment the man makes.

Donnelly's use of juxtaposition contrasts the different opinions of society. In this cartoon two different opinions are put up against each other, the point of view of the man and the woman in green. The man is telling the two women and the audience that Ellen Pao should have gotten a promotion because of her appearance, while the woman on the right is voicing her opinion by listing all the reasons why Pao did not get the promotion. Donnelly also juxtaposes the two opinions by placing the two characters on opposite sides of the table. She adds another character in the middle who does not voice her opinion, therefore making her appear neutral, perhaps like the audience. Pao's lawsuit was frequently discussed among people and Donnelly has chosen the two extreme opposite opinions and contrasted them in her cartoon in the hopes that the viewers will take a side. One end supports the side of not giving her a promotion due to her poor work ethic, while others would give her a promotion based on sexist reasoning such as appearance. Donnelly makes her opinion on the subject matter clear – her drawings speak for her.

To let the reader re-examine his/her viewpoint, Donnelly utilizes irony, facial expressions and juxtaposition in her cartoon "The Ellen Pao Case". She has illustrated cartoons about political matters, gender issues, women's rights and many more in the hopes to get her viewers to think and reconsider matters. Cartoons often help comprehend a situation better, because the subject matter has been simplified until only a drawing with a speech bubble was left. This raises the question, how often can something be simplified until it becomes unrecognizable?

EXTRA NEWS!

JUNIOR TTO GRADUATION

On Thursday 16th September, 4 TTO pupils gathered to celebrate the completion of three years of TTO education at the Rijnlands Lyceum.

The graduation ceremony reflected on highlights of these years in the form of a Kahoot quiz testing their memories of events from, amongst other activities, the Brugklas Theme Day and the wonderful 2 TTO Oxford Trip!

Subject Awards were also handed out to pupils who had stood out in TTO subjects. And last but not least, the well-deserved certificate acknowledging their fantastic achievement.

Well done to you all, from your TTO teachers. We wish you all the best as you continue your TTO education in the upper school.





SENIOR TTO GRADUATION

On 5 July 2021, we heard that 100% of the 2021 IB cohort passed their IB English A: Language and Literature Standard-Level exams. We are very proud of this achievement, especially seeing as this is a brand new English A exam and still in the midst of a pandemic! This is the 21st year in a row that our school has had 100% of its IB students pass this challenging course.

On Friday, 8 October, our 2021 cohort, together with our 2020 cohort, returned to RLW for a festive ceremony – the first graduation ceremony without a 1.5 meter distance in two years! More than 50 students returned to collect their Senior TTO Certificates and their IB Certificates. **Worth noting is that our 2020 cohort was extremely successful – for example, our 2020 Higher-Level students averaged a 6.29 (out of 7.0) which was well above the World Average of 5.13 and the best average in the Netherlands (almost 2,000 Dutch students completed this course!). Well done!**

Congratulations to both the 2020 and the 2021 IB Cohorts! We wish you well in your future endeavors!





Above: the 2020 cohort. Below: the 2021 cohort.

