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FRONT COVER:
FELIX RADEMAKER &
FLORIS VAN DER VELDE
MONSTER
A LOOK BACK
AT THE MUSICAL
Dear Students and Parents,

As I write this, it is difficult to believe that yet another school year has passed. I remember the start of the school year like it was yesterday and I cannot believe that we will say goodbye to all of you for the summer with this MOTTO.

An official goodbye will be said to our graduating 6 IB students. Endings are always bittersweet - bitter for us as teachers and sweet for those who will be embarking on new adventures, leaving the “Rijnlandse schip” behind. We wish you all the best and will cherish all the wonderful memories we made.

All other students - Year 1 to 5 TTO - are (luckily) here to stay and I cannot wait to start a new TTO year with all of you at the end of August, even though I am sure all of you cannot wait for summer to start and last an eternity. Here’s to hoping the weather will be a little bit nicer once the school closes its doors for six weeks.

It is sure going to be an international summer! Not just because most of you will likely be going abroad, but also because of the Paris Olympic Games that will start on the 26th of July. A perfect opportunity for all of us to feel united and to realize we are part of a global community. It does not get more TTO than that!

In this Magazine of TTO you will find some amazing work by all of our students. I hope you are as proud to see what you have accomplished in these final months of the year, as I am.

It has been a joy to see you all grow. Thank you for all your hard work and I look forward to meeting you again after a long and relaxing summer!

Love, Ms Haasnoot
Congratulations to the students who earned their Higher or Standard Level IB English A: Language and Literature certificate for this 25th iteration of RLW sitting the IB exams! During the May Break, they took valuable time to take their Paper 1 and Paper 2 exams right before needing to sit the challenging national vwo leaving certs. Well done. We are so proud of their effort and diligence in working for six years towards this accomplishment. As a result of this persistence, the vwo graduates will also earn their NUFFIC Senior TTO Certificate.

This is cause for a celebration! The IB Cohort (plus parents/guardians) is invited to return on Friday, October 18, 4pm / 16.00 hours. It will be a lovely time to see one another again and recognize the hard work these students put into their time at RLW.

-- Deb Stout, RLW IB Coordinator
WEEK OF RESPECT

The week before the May holiday the Rijnlands Brugklaas and MYP2 got together for a range of extra-curricular activities out of school.

In the last edition of the MOTTO you read some good art analyses by TTO as they looked at paintings in the Lakenhal Museum in Leiden. In this edition, you can read Rosa Heijdra's story written from the perspective of an object in the Scheepvaartmuseum, created for English TTO.

My Object’s Journey

ROSA HEIJDRA, 1A

I am the Nautilus cup, who lived in the sea and was destined for a treacherous journey. I was the first of my kind and eventually founded by the Ambron Island locals. They treated me well and treasured me, worshipped me... until they came.

The Dutchmen were on conquest to seek more trade, more power. Those nasty people of the Dutch East India Company imported me back to the Netherlands, since I was a rare mollusk related to the squid.

I was saddened, since my life used to be so beautiful, so peaceful, so harmonic. But now I am on my way to the Netherlands. I do not know what to think. I am overwhelmed because this has never happened to me before. Is this a terrific opportunity? A nice vacation to a part of the world I have never been to before? Nevertheless, while we were sailing, something... odd happened.

“BWAM!” the ship went. We crashed! I do not know how, or what’s happening, but suddenly we just sank. I heard screams; screams of terror and despair, people freaking out and running towards the safety boats. No one even dared to think about me! How rude!
The boat was going down at a rapid rate and I saw slaves drowning, along with other items that had found their way onto the ship. It was a horrific sight to uphold, I was scared, until I blacked out.

I woke up, feeling my weight being carried by something brown, with green painted aspects. I was carried to shore by a part of the shipwreck! I was saved! But... where am I? I looked around. It was a nice and sunny day, even though the sand on the beach was wet. I had just rained, obviously, and I saw people approaching.

I could see the contrasts in their prestige. There was a man, dressed in expensive quilts surrounded by slaves which were scavenging on the beach. They were obviously looking for treasures, anything of certain wealth which was washed up by shore. I had hoped they didn’t see me, but one of the slaves had spotted me lying on the shore. They brought me to their boss, handing me over in a scared manner.

"Hm...? What’s this?" their boss said with a glint of interest flashing in his eyes. "It’s a shell, sir..." The slave said in a soft tone of voice. He looked at him in a serious manner and looked back at me. "Place it gently in the transport unit. I think I’ll display it somewhere... As a nice decoration for my lavish home."

A decoration?! Is THAT my only purpose? I wish I could’ve said something, but I can’t talk. I am an object. But I also have a life! A fire in me! A will to live freely!

After hours of waiting, I arrived at an extravagant home, way better than that old musky place I used to live in on Ambon Island. Maybe I will like this new life. Even if I’ll only be displayed.

Before I could be displayed, I was brought to a workshop. It was like I was being dolled up but painfully. They removed my outer layers to reach the mother of pearl on the inside of me. Was I really this beautiful? I got some engravings carved into me. I was being decorated and set on a beautiful stand in the form of King Neptune. This way the new me, the true me, and I was going to live it to its fullest.

I was put on display for years on end, being adorned by everyone that saw me.
HUNDREDS OF YEARS LATER...

This place around me is in absolute ruins! I can’t be seen in this type of environment. It’s been years since I’ve seen the light of the day. The Golden periods of the Netherlands have ended, and wars had commenced around me. Could anybody save me from this agony? I was wondering that every day, just looking around at what my world had become. After way too long, somebody found me! It looked like an archeologist, who was collecting ancient artifacts.

They had a name of a museum sown onto their shirt. It said ‘Het Scheepvaartmuseum’. They picked me up and took me somewhere. It was a huge museum, and I was placed in a glass case to be displayed again. I was adored and shown off again! I outshone my peers around me since I gleamed in the light due to my pearl-like appearance. This was the life I wanted. The final stage of my life. I will be shown off again for years to come.

The End
HISTORY 1 TTO

Year 1 have been studying various ‘dimensions’ through which you can view the world; Political, Economic, Socio-cultural and demographic.

The students had to apply this framework to the ancient Greeks. Here is a display of posters made by 1 TTO.
Here are some photos of pupils doing the ‘energiser’ describing game!
Typography. That was a topic that TTO experimented with in Art. Below are some cool designs for their names.

Cato Vajner 1B. Joshua Stikvoort 1A. Benjamin Pham The 1C. Bloem Klaris 1C. Danil Kuchurkin 1C.
Illustrated Idioms was the last big assignment for Art this year. It was also a cross-curricular project with English, where they learned about idioms. In Art, they took an idiom and played around with its meaning, with some fun results.

Above: Livia Bol, 1B
Below: Hidde Kentie, 1B
ADDING

To The

FiRE

Above: Jolie Linnemann, 1A
Below: Olivier van Dongen, 1C
Year 1 TTO have created majestic posters to celebrate ‘Home Is Where the Heart Is’. This project was also a cross-curricular with Art TTO; Illustrated Idioms.

Please enjoy reading reviews of an extraordinary film about a boy looking for a home.

Ricky, apparently a bad egg, is actually a boy looking for his own family and love.

Finally, after an extraordinary quest, Ricky finds his home.

Enjoy the stunning and thoughtful words of Year 1 TTO. Look for the idioms, film reviews, and occasional haiku!

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**Review!**

‘Hunt for the Wilderpeople’ is a film about a boy called Ricky Baker, a trouble some foster-child from the city who needs a home. Child welfare services Paula drives him to his new home on a remote farm in the bush. He’ll live with Billa her foster mother and Hector her husband. Billa is very kind, but Hector not so much.

He is clumsy and nonchalant and he is not very happy about Ricky living with them at the start. Their story unfolds through the chapters.

What made me like the film was the setting and the characters, the more I watched the film the more I liked the different personalities. The story line was very interesting and I liked the plot twists throughout the film. Pretty merriment.

One thing I didn’t like was when Billa died. I understand it was necessary for the story but it made me really sad. She was my favourite character after all.

I would definitely recommend this film to someone who likes suspense and adventurous films. I personally enjoyed it.

This film gets 4.5 stars from me. I loved the humour and the message that it teaches.

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**Victoria La Salvia Sanchez, 1B**
This means home to me.

Home means to me... It is a place where I feel safe and loved. It is a place where I can be myself without judgment or criticism. Home is where I can relax and be myself.

Anna Keesmaat, 1A

Danil Kuchurkin, 1C
**HOME IS WHERE THE HEART IS**

**What does home mean to me?**

What home means to me, home means a happy place where you can talk to people you trust. Having people you love with you that you can have fun with. A loving father, mother, and brother who treat me with respect. A place where I can be myself and always go, a place where there is peace. Home is where I should feel safe, not scared, loved, not hated. Home with people I trust and I can have a good time with and play games.

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**What does home mean to Ricky Baker?**

What I think home means to Ricky Baker is that he has a loving family willing to take care of him. Family that will listen to him about all his problems and will do anything for him. That he will be provided with meals every day and has his privacy. People that will have fun with him and go explore and that will be with him through tough times and make it out happy, in forever.

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**FILM REVIEW**

**Hunt for the Wilder People** is a film about a boy called Ricky Baker. He is a big trouble maker, he is known for graffiti, stealing, and his taking cars, running away, and much more. But one day he gets adopted by a nice woman named Kali. She is very sweet, caring, and thoughtful. She welcomes Ricky into the house where she says Hector and Twodays, Hector or ‘Hec’ is very mean, but he will open up later in the film. I liked the film; it was really easy to understand but also really humorous and funny. The end of the film was really surprising. I thought this was going to be in a really bad direction, but it ended up being one of the best movies I have ever seen. I definitely recommend this film to one of my friends or family members. I think they would also enjoy this film. Thank you for the nice people and enjoying it like I did. I would give this film 4/5 stars.
The Film - "Home for the Adventurers" is a comedy adventure film. It is a film about a boy called Ricky Baker, who is a foster child and has never felt like he has a home before. He is sent to live in the bush with the Nevers, who are living in the bush. The Nevers are not a good foster family for him. They have many adventures together.

If you want to watch comedy and adventure films, this is a good film for you. I would recommend it. I don’t know if I would have liked this film myself, but it’s not bad!

When I first watched it, I was a little scared at first, but then I got used to it. I thought it was a lot more fun to watch. What I really liked about the film is that some parts are a bit scary, but it’s still a lot of fun!

I am very grateful to have a home like this, because not everyone can have it. Thank you, Ricky Baker!
HISTORY 2 TTO

Here are some posters by 2C showing imaginary islands. Pupils had to consider what was important to them on their island. Next to this they had to set out their vision for governance; law and order, the economic system, food, water and housing. Oh, and a flag is, of course, very important to identify a country (or island nation!).

Carolijne Groenendijk, Svea Luijer and Dauphine Spruit, 2C
Leadership and governance

On our island there is not 1 leader. We wanted everyone to have something to say about the island and how the rules are made. But how does that work? Everyone on the island works in a group with people that do the same job. For example, farmers or teachers. Once every 2 years the different groups will vote for 3 people from their own group to get into the government. And after 2 years new people get into the government. And then from each work group there are 3 people in the government, so every group has a say about the rules.

Then 3 people represent their group and discuss with the people from their group to ask what they want. Then the people in the government discuss the laws and vote and if the law has more than half of the votes the law wins and becomes reality. The government will also come together to discuss emergencies and if a work group needs more resources, for example. There also is a group of policemen who makes sure no crimes happen.

There is a Democracy on the island because everyone can vote.

Laws and rights

The first law and the most important one is that everyone needs to get food and water. The food and water are transported via pipes under the island to the villages. It doesn’t matter if you’re in jail or you are a free person, everyone needs and gets water and food.

The second law is that there should be no criminality so no stealing, no fighting and no killing because if there is criminality the whole island falls apart.

The third law is that everybody has a house to live in because otherwise you will not survive in the island.

The fourth law is that children don’t need to work but need to go to school and learn more about the island and how the government works this is needed so the people on the island can continue existing.

The fifth essential law is that everyone is equal no matter your skin-color or belief everyone should be treated the same.

Food, water and housing

In the northwest of the island there is a big water filter that filters sea water. The water is then transported to the house with underground pipes. And in the northeast, there is a huge farm where food is made then the food is also transported through pipes under the island to the villages.

Public safety and law enforcement

On the island there is police. The police walk around the villages and maintain safety to make sure there will be no crimes. But when there is a crime the police search for the victim. If they find the victim, they will go to court where there is a judge who talks with the criminal and the other people involved after that he chooses a punishment. On the island there is no death penalty and no Cell punishment for your whole life because everybody deserves a second chance.

Economic system

Goods, products and services are produced by the different workgroups everybody works and that everybody gets resources also everyone gets a house and garden to live in everybody lives a happy life. So, there is no trading, you just get the things you need if you work.

Floris ter Haar
and
Casper van Foreest,
2C
Safety and law enforcement:
- This way we make sure all the laws will be followed and people won't be harmed or offended and there will also be more jobs, because people can be a police officer.

Economic system:
- Farmers are very essential for a successful economy and being a farmer is not the most wanted job, so we make it extra attractive.

Leadership and Governance:
- We choose this way of governance, so everybody has something to say about it and people won't have disagreements.

Laws and rights:
- These are rules to keep everything under control, no wars will break out and everybody will be satisfied.

Food and drink:
- This is how we make everything is fair to everyone and with free, clean drink water, we prevent illnesses.
BIOLOGY 2 TTO

The students of 2TTO caught water animals in the pond next to school, (and, of course, released them back ;) ). The students created a food web for the pond, based on their findings. Finally, they used the water animals and their population sizes as indicators of water pollution. Fortunately, the water appears to be relatively clean!

Below the surface: Nikki, Pauline, Christa, Juul. 2B
Aquatic animals in the pond: Marrit, Christiane, Lauren, Kiki. 2C
Pond Ecology: Lizzie, Sophia, Emilie. 2A
Percy Jackson and the Lightning Thief Project

Year 2 TTO students have not only read an exciting novel about a demigod living in 21st-century New York, but they have also used foreshadowing skills to determine which god was his father. They enjoyed a novel filled with suspense and twists and turns as he saves the world! Finally, using their character analysis skills, they have created masks in the style of the Ancient Greeks and written a character analysis using the masks as a springboard to think about symbolism, images, words, and color! I think we will all agree that the results are MYTHICAL!
Thanks to 2A for their powerful mask designs.
Bree Levi, of 2A submitted the following analysis.

Analysis Annabeth Chase

I chose Annabeth Chase for my mask because she is one of the main characters and plays a big and important role in the story.

My mask represents Annabeth Chase a brave person and also a caring friend

On my mask I have included drawings. The drawings are: the logo of camp half blood, Athena’s helmet, Cerberus and a picture of capture the flag. I have made her hair blond on the mask. I also wrote the words brave and caring because I think she is like that. She is a brave person because Percy could only save three people in the underworld and Annabeth offered to not save her and stay in the underworld. Pg.316: “You two go on. I'll cover for you. I plan to go down fighting”. Annabeth is also a caring friend because at the beginning of the book she nursed Percy back to health. Pg.63: “This young lady nursed you back to health, Percy.”

On the mask I drew a logo of Camp Half Blood. I drew it because Annabeth has lived in Camp Half Blood for a long time and it means a lot to her. Pg.97: “I’ve been here since I was seven. I’ve been here longer than most of the counselors, and they’re all in college. “I also drew Athena’s helmet because Athena is Annabeth’s mother. Pg.95: “Who’s your mom, then? “Cabin six.” “Meaning?” “Athena. Goddess of wisdom and battle”. Another picture I drew was of Cerberus. I drew him because when they were in the underworld Annabeth was able to distract him because she did obedience school. Pg.297: “ While the monster was distracted, Annabeth walked briskly under its belly and joined us at the metal detector. “How did you do that? I asked her, amazed. “Obedience school,” she said breathlessly.” The last picture I drew was of capture the flag because Annabeth is good at it and plays it a lot. Pg.92: “I’m thinking,’ she said, ‘that I want you on my team for capture the flag”. I gave my mask blond hair because Annabeth is blond. Pg.63: “Annabeth? ‘Mr Brunner called to the blond girl’

In conclusion, Annabeth is a brave person and a caring friend. She lives at Camp Half blood, her mom is Athena, she plays capture the flag and she did obedience school.
The last big assignment in Art was to create four **self-portraits**, each one in a different modern art style. Parallel to this they also made some fun **mind-maps** giving some basic characteristics of the most well-known movements. At the end of the project they then presented their portraits and explained one of them to the class. They all did a good job - it is not as easy as you think reproducing modern art styles, but they enjoyed putting their own twist on their portraits!
Some modern art movement self-portraits.

Above left: Julius Groenenijk 2C. Above right: Casper van Foreest 2C.
Below left: Juul Weber 2B. Below right: Nikki de Jong 2B.
Above left: Alma Vroege 2B
Above right: Zoey Nelisse-Bird 2C
Below left: Lenthe Baauw 2C
GLOBAL CITIZENSHIP CROSS-CURRICULAR PROJECT: ‘EARTHSHOT’ 3 TTO

Year 3 TTO is the final year of the Junior TTO program. TTO is about learning a language to a near-native standard. However, it is more than that. It is about considering our world and developing a global attitude — becoming a global citizen. For many years, we have celebrated this aspect of TTO in year 3, by having the pupils work together on a group task based on a global theme. This year, the theme was Environmental Issues Across the World and Finding Solutions.

“The Earth is at a tipping point. We face a stark choice: either we continue as we are and irreparably damage our planet, or we remember our unique power as humans and our continual ability to lead, innovate and problem-solve. People can achieve great things. The next ten years present us with one of our greatest tests – a decade of action to repair the Earth.”

Prince William
Founder and President EARTHSHOT

Proactive. Solutions. Inventions.
The Earthshot Prize is an initiative of Prince William. Every year there are five winners from five categories all related to promoting real change in the fight against climate change catastrophes.

- Protect and Restore
- Clean Our Air
- Revive Our Oceans
- Build a Waste-Free World
- Fix Our Climate
Pupils worked across three TTO subjects, reflecting aspects of the category they were dealing with. In **Art** each group made beautiful paper cut-out collages reminiscent of the artist Henri Matisse as they set out to show in simplified forms flora and fauna of their chosen category. They then animated their cut-outs before finally sticking the pieces down.

In **English TTO** they made hand-made newspapers, containing facts about their category and correspondance between themselves and various businesses and organisations. They also included other information you would find on the front page of a newspaper. I am particularly proud of the inspired names given to the newspapers. In **Biology**, students created digital posters that were inserted into the magazines. These posters researched the eco systems of the regions associated with their winners.

Please enjoy reading just some of the exceptional work created by Year 3 TTO. These will be displayed in September for the Junior TTO Graduation Ceremony. You are also welcome to view them then.

-- J van Otterloo

Diptych artwork by Valerie van Acker, Felice van Beers & Laurence Verweij, G3A
Continued ... animations from pupils’ Earthshot artworks
The magazine by Felix Rademaker & Floris van der Velde Monster, of A3A, in the category Revive Our Oceans.
Dear Sir/Madam,

My name is Felix Rademaker, and I am a student at Rylands High School. As part of a school project, I am exploring how different organizations are tackling the ocean crisis, and particularly how they are conserving the biodiversity in it. As part of the project, I have also extensively researched Wildaid’s efforts in conserving ocean wildlife. However, I also need information on how other organizations are achieving the same goal. As ‘Ocean Conservancy’ is reportedly involved in conserving our oceans, I would like to ask the following questions:

1. What initiatives does Ocean Conservancy take on the most obvious things that protect marine wildlife?
2. What does Ocean Conservancy think governments need to do to help change the current state of the oceans?
3. Does Ocean Conservancy believe education is the most important factor to prevent further biodiversity loss in the ocean or does it believe there are more efficient ways to accomplish that?
4. The Wildaid Marine Program (formerly known as Pasta) and the ‘Ocean’ initiative are examples of the ‘Ocean’ program. How do you think these projects are making a difference, and what more needs to be done to further these efforts?
5. Wildaid also heavily focuses on sea turtles. Why does Ocean Conservancy feel that sea turtles are such an important species to protect, and what specific actions can be taken to help protect them?
**The Content**

Page 3-4 Interview of the week
Page 5-6 Magnificent posters
Page 7 Boyan Slat's Ocean Clean-up
Page 8 The Concerning Truth about Pollution

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**The Current Story**

May 21st 2024, edition 526

From the Desk of the Editor-in-Chief

- **Finding Nemo**
- **Rescuing**
- **Heeroma Ocean Clean-up**

A new cartoon of the adventures of Harold... on page 26...

A new cartoon of the adventures of Harold... on page 26...

**Interview of the Week with Seaabin**

Trash in the sea? Bin there, done that!

Sea life, sea laugh, sea love?

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Every week, we interview new heroes that dedicate their time, love and soul to cleaning up our ocean. Who's turn is it this week? Meet Andrew Turpin and Peter Cappelino, the founders of the Seaabin. The mission of the Seaabin Project is to live in a world without the need for Seaabin. But what is a function of the Seaabin you may ask? The Seaabin is an incredible ocean-cleaning technology that helps to create cleaner oceans. It's device is a floating solar-powered separator that is used to get rid of plastic waste, floating with parts, yelling, cluing, and meowing. Join us as we dive into the fascinating story of Seaabin.
The previous two pages and left, the back cover: Elsa Luijter, Jia Minnaar and Nienke Cardon, A3B.

Below: Biology research by Feline Vincente & Juliette Kentie, A3B.
**PROTECT AND RESTORE MOUNTAINS**

Which populations live in your ecosystem? 

- **Population sizes**

1. Populations like Eagles and Snow Leopards. Most of them have a big patch of habitat they can really live in the mountains. Most common mountain animals: Wild sheep, snow sheep and the big horn sheep. Many rabbits live in those environments too. But for example the red rabbit.

2. Wild rabbit (domestic) populations: around 700 million, which is not precisely since counting rabbits can get difficult in the mountains.

**Ablative and Biotic Factors**

- **Ablative Factors:**
  - Altitude: affects temperature, air pressure and oxygen levels for the many populations that live there.
  - Temperature: decreases with increasing altitude, that leads to a variety of climate.
  - Precipitation: varies depending on the mountain range and altitude, influencing the types of vegetation and animal life.
  - Soil: Often thin and rocky, affecting the types of plants that can grow.
  - Wind: Strong winds are common, affecting temperature and moisture.
  - Topography: The angle and direction of the slope can influence the amount of sunlight exposure, water drainage and the erosion of the soil.

- **Biotic factors:**
  - Vegetation: variety of plant life in different areas along the mountains, such as coniferous trees, shrubs and grasses.
  - Animals: Adapted animal species to varied altitudes, like low oxygen and low temperature.
  - Human influence: Tourism, agriculture, they all affect the niche and species.

**Food Chain**

1. Alpine meadows:
   - Producers: Grasses, wildflowers and mosses.
   - Primary consumers: Hare, mountain goats and insects.
   - Secondary consumers: Predators like eagles and wolves.

2. Lower mountain range:
   - Producers: Trees, shrubs and plants.
   - Primary consumers: Deer, rabbits and moose.
   - Secondary consumers: Foxes, birds and mammals.

**Syneiosis**

- Goats and Mule deer have a long-term relationship. The two keep each other productive and try to stay with each other. How would this be due to their tastes and behavior? Snow leopards and tigers have a relationship as well. They’re both cat breeds.

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Front page: Mathias Elzinga & Shankar Sweys, G3A
A letter to Greenly:

23/05/2004
Wassenaar, The Netherlands

Dear sir/madam,

I am a bilingual middle school student from the Netherlands. I have been working on a project about climate change, in which we make our own newspaper. We have mainly been looking at the Earthshot competition.

The 2023 winner of the ‘Fix Our Climate’ section is Boomitra. This is a soil carbon marketplace. Its goal is to restore our land and save the lives of our farmers. This company has already been working with over 150,000 farmers, rewarding them for sustainable land management practices. They are using satellites and AI technology to keep track of the soil’s ability to store carbon dioxide. Hopefully this solution will prove to be successful in regaining a healthy climate.

I am also interested in your organisation. I have some questions regarding your company’s efforts to save our climate. What action have you been taking? What is your impact so far? When are you hoping to see results? Have you set any goals?

I would really appreciate it if you could reply to this email address as soon as possible: 1330573@rijnlanddyceum-tiw.nl

Yours sincerely,
Zoe van Spaendonck

A letter to IPCDC:

23/05/2004
Wassenaar, The Netherlands

Dear Sir/Madam,

I am a third-year bilingual student from The Netherlands. We are doing a project about the Earthshot Prize. This is about saving the planet. Within this project, we have five different topics. I chose the topic ‘Fix Our Climate’. We had to do research on our winner, Boomitra. This is a verified carbon marketplace. They strive to remove emissions and boost farmer profits by promoting the restoration of our soil and the adoption of regenerative agriculture.

I am also interested in your company and what goals you have set to help fix our climate. I have prepared some questions for you. Do you think your company is trying to make big differences to save our climate? If so, what are your goals to fix it? And how are you going to achieve them? Do you think that Boomitra’s goals could also fit your ideas, or do you have different ones?

I would appreciate it if you could send a response to my letter via this mail address: 1534516@rijnlanddyceum-tiw.nl

Yours sincerely,
Annelouke Bouma

Boomitra: Its Impact

By: Annelouke Bouma

Since Boomitra started in 2016, they have had major effects on our climate and the farmers. So why is their work so vital to our planet? Let’s dive into some of the problems we are facing and the positive effects Boomitra has on the farmers and our climate.

We heavily rely on farmers for our food supplies. Unfortunately, since 1750, the burning of fossil fuels has increased global warming and the concentration of carbon dioxide in our atmosphere. Meanwhile, harmful farming practices and the need to feed a growing population have damaged our land. Not only is the land unable to feed our enormous population, but the land cannot store carbon as efficiently anymore either. This leads to even more carbon dioxide in the air, speeding up global warming and climate change. We must put a stop to this.

Boomitra is working hard to help save our climate. Right now, they are working with more than 150,000 farms. They are managing over 2 million hectares of land in the poorest regions of Africa, Asia, and South America. They are using top-of-the-line technologies to monitor the health and productivity of the soil. By doing this, they are able to help farmers increase crop yields and generate more revenues. Boomitra strives to take the world one giant step closer to a sustainable future.

Thus, it can be concluded that Boomitra will have huge effects on our destroyed environment. Boomitra provides hope for our climate.
Pupils made games such as Quartet as a way of learning about Dutch society, economics and politics. Here is an example by Annelouke Bouma, Daria Csontos and Nanoe Kunkels and Zoë van Spaendonck, G3A.
At the end of the year, a few pupils from A3A, had the chance to get creative with throw-away bits of cardboard. They looked at the technique Assemblage, and constructed figures or objects. Cubism was the inspiration source.

Above left: Max Meylaerts.
Above right: Anna Bolkenstein & Valerie Kortekaas.
Right: Lucas Hoogerwerf-Steenbergen.
Left: Gabriel Koppenol.
Above left: Mathijs Elink Schuurman.
Above right: Willem Wensink.
Below: Felix Rademaker.
KCV - 4V GYMNASIUM TTO

With KCV we have had quite a busy year! The students read a part of the Odyssey, collected artworks about their part and created their own art. See next page for some examples of student work.

Next to that, we did a workshop on photography, organized together with CKV (cross-curricular). The students had to choose two theatermask or statues from Antiquity, and imitate those in pictures of themselves. They had to pay attention to light, shadow, contrast, colour etc, and explain their choices.

At the end of the year we discussed Greek tragedies, and the rules written by Aristotle on how to write a good tragedy. The students worked in pairs or trio’s to rewrite a myth of Ovid’s Metamorphoses into a tragedy, using these rules of Aristotle. This means: no violence on stage, max three actors on stage at the same time, and use unity of time, space and action. They did a really good job on that!

And last but not least, we got to go to Rome!

-- M van Rijn.
Odyssey inspired artworks:

Sabine Ettema

Joel Wang
Photo workshop.

“We had to pick two models from the internet, two Greek statues, two Greek masks or one of either and recreate them with the help of the light sources we were given by the photographer who was helping us. He also gave us a course on photography in general. We had to think about angles, the flow of movement and light, and later hand them in edited to even further accentuate our artistic choices. I chose a statue depicting a man sitting deep in thought and a mask most likely used in theatre. By playing around with camera angles and filters, we perfected the photos to fit our vision. The final product was a PowerPoint showing the full process, the final results and a brief explanation.” - Chris Leeuwenburgh
CKV - YV TTO

In May CKV students got the assignment to re-make a music video. They had to re-shoot the visuals paying attention to camera angles and editing among other filmic techniques.

By Pelle, Safouane and Auke.

SOMEBODY’S WATCHING ME

Dorsa Farsi, Patryk Cichon, Lizzy de Klein, Roosmarijn Gelderblom & Vérène van der Putten
CKV pupils have rounded off their year with a personal research project; a piece of written analysis on two cultural practitioners as well as a practical work relating to their written work.
Below are some examples. Pupils handed in a range of themes and their practical works ranged from films to podcasts, from audio to photo shoots and paintings.
Well done to all 4V atheneum TTO pupils for completing this one year course in art & culture. You have produced some amazing, and clever practicals and some strong written works throughout the year!

-- K Royle

The first example of a final research work, is by Coen Morrees.

Research-Based Written Final Work
Theme: Expressions of Racism in Recent Rap and Painting Genres
Subtitle: How Artists are Reclaiming the Norms of the White Western World’s Established Viewpoint on History

What are these works?

Artists from a wide range of genres are focusing more on stories that inaccurately and misrepresent Black lives in different cultures. This study investigates the ways in which artists Terron Cooper Sorrells and rapper Vic Mensa use their works to confront and combat racism. I want to explain, through an analysis of their works, how these artists represent the “traditional” White Western world’s dominancy. In order to provide context and a wider perspective, I will also make reference to Kehinde Wiley’s artwork. I’ll use the dimensions of “Individual and Collective” and “Entertainment and Social Engagement” to examine how these artists interact with and against social conventions in their works.
Vic Mensa
Showing Racism Through Rap

Vic Mensa is a hip-hop, rock, and soul musician whose work is distinguished by its unique lyrics and pure passion. His sound is made up of powerful sounds, catchy melodies, and a blend of singing and rapping that convey powerful themes and a lot of emotion to the listener. Mensa uses music to communicate to someone on a personal and political level. It shows his experiences as a black man in America and occasionally makes historical references.

Content and Symbolism in the song lyrics:

Vic Mensa tackles racism head-on in "Blue Eyes," a song that goes deep into the subject of racism's "normalization" in American culture. The title of the song is symbolic, indicating the white population and the historical power differences between races that benefit white people more than black people. The song’s lyrics demand an end to white supremacy and the past and current oppression of Black people. Mensa’s references to culture, economic inequality, and police violence highlights racism and its devastating effects on Black lives.

"Sunday Morning Intro," which features Omari Hardwick, delves into personal situations and experiences that reflect social issues. The lyrics of the song blend together stories of hope, resilience, and racism. Hardwick’s lyrics show the power of prejudice while giving the song an emotional and deep meaning. Mensa and Hardwick’s partnership generates a conversation that promotes each person’s experiences into a "collective" voice against racism.
Dimension: Individual and Collective

Through the combination of his personal experiences with the social and historical backdrop of African American life, Vic Mensa’s music demonstrates the dimensions: "Individual and Collective". His lyrics begin personally and change into the experiences of his community as a whole. This makes Mensa’s music an effective tool for change and a better world by enabling him to connect with listeners in an individual and collective way.

Dimension: Entertainment and Social Engagement

Mensa combines activism with entertainment by using social media and his music to get his fans involved in social issues. Not only to be entertaining, his music teaches and inspires audiences to think about racism in the past and now. Mensa ensures that even as his listeners love his music, they stay involved with social issues by putting strong messages into his songs. His work is powerful because it combines social engagement with entertainment and fun, always stating that the audience must take action and stay involved with the subject.

Terron Cooper Sorrells
Black History and Experience in Paintings

Style of the Paintings
The main characteristics of Sorrells' paintings are their vivid colors, sometimes dynamic compositions, and depth. His paintings feature historical references and symbolism that show African Americans' experiences. Sorrells tries to highlight the past and the present by combining old and new painting methods. His use of layered textures and strong brushstrokes creates strong emotions in the viewer.
Meanings and Symbols in the Paintings

Both the present and the past of slavery are referred to in Sorrells’ artwork. An example of this is the album cover he created for Vic Mensa, which made the viewer feel in pain and sad. Symbols like chains and messy room on the cover show a challenge to the struggle for justice and freedom. Sorrell does an incredibly good job in keeping the audience interested by presenting numerous thought-provoking questions later on in the songs, as well as in the album cover.

Dimension: Individual and Collective

Through his point of perspective as a black artist, Sorrells captures the memory of African Americans in his paintings. His creations inspire the audience to take action and give them of a feeling of “it’s okay”. By illustrating communal experiences, Sorrells’ artwork encourages viewers to strive for racial justice by creating a sense of unity and “it’s okay.”

Dimension: Entertainment and Social Engagement

Sorrells uses storytelling within the image to hook his viewers. In addition to attracting viewers, his paintings provoke debate and thoughts about racism and black history. In addition to promoting social interaction and entertaining elements, the artwork encourages viewers to think about the historical and social themes it portrays. Sorrells makes sure that his work is influential and relevant by combining beautiful designs with thought-provoking subjects.
Kehinde Wiley is well known for his vivid, panoramic portraits of African Americans, many of which have beautiful backgrounds that combine patterns from Africa and the West. Wiley challenges historical traditions by putting Black people in places that are typically reserved for white people in older Western art. His works show the significance of African American idols in society and to celebrate their African American background.

In addition to celebrating their black background, Wiley’s artwork criticizes the exclusion of Black people from traditional Western art. Wiley points out the significance of African American idols and challenges norms by repainting the style of traditional portraiture. By highlighting the strength, beauty, and power of Black people, his paintings establish an interesting place in the history of art.
Analysis

Combining Music and Visual Art to show Racism

Vic Mensa and Terron Cooper Sorrells’ collaboration is an excellent example of how different kinds of art can work together to tackle serious social issues like racism. Both Mensa’s music and Sorrells’ visual art address issues of racial inequality, but they approach the subject in different ways. With its ability to reach a variety of audiences and create various points of connection, this approach creates a deeper meaning for the subject.

Individual and Collective Dimensions

In their own sets of work, Mensa and Sorrells both explore the struggle of individual and communal experiences. Mensa’s personal stories speak to larger social themes, while Sorrells’ artwork uses unique emotions based on shared historical experiences and moments. Their works create a bigger impact because of this collaboration as it speaks to a variety of emotions and inspires individuals and groups to take action.

Entertainment and Social Engagement for change

The “Entertainment and Social Engagement” factor is to address the effectiveness of Mensa and Sorrells’ work. Their strategy of combining entertainment with criticism makes sure that their words are felt as well as heard. By using this method, artists make their work relatable and interesting, also attracting viewers who might not otherwise be interested in these subjects. It also shows how art has the ability to encourage thoughts in people, and sometimes even get them to take action.
The art of Kehinde Wiley offers a wider context for understanding the black narratives in art. By highlighting Black subjects in his portraits, Wiley, like Mensa and Sorrells, challenges the norms of traditional Western art. His settings combine Western and African patterns to create a dialogue between cultures and histories through the painting. Wiley’s artwork highlights how art can be changed, and that white supremacy should change and give black people chances.

**Conclusion**

For the practical component to this written work, Coen created an imaginary music magazine, designing its front cover.

Vic Mensa, Terron Cooper Sorrells, and Kehinde Wiley’s works show how art can be used to challenge “white” norms. These artists tackle the subject of racism in their own unique ways, providing individual as well as collective perspectives. Not only providing entertainment, they also inspire action and thought among their audiences. Their contributions highlight the significance of art in the battle against racism by highlighting the interaction between personal experiences and history. By reshowing the norms of the White Western world’s established viewpoint, these artists pave the way for a more inclusive and real representation of Black lives, stepping away from racism and giving black people hope and chances.
Islamic Regime in Iran

Gender inequality

Dorsa Farsi

INTRODUCTION

Iran is an ancient country rich in culture and history. It used to be a capitalist country ruled by Shah Reza Pahlavi. The Shah had totalitarian power but used it to benefit his country and people. He believed in equal rights and opportunities for men and women. However, in 1978, the Iranian Revolution started. People were protesting against the Shah and his policies; they wanted “freedom” and a communist regime.

INTRODUCTION

On April 1, 1979, Shah Reza Pahlavi fled the country, and Khomeini took power. During this time, people were forced to shift to an Islamic regime. Boys and girls had to attend separate schools, and women were obligated to wear a veil. Anything that represented Western culture and capitalism was banned. Iran has maintained this way of governing for years. Every public space has to have a picture of Khomeini and the current president out of respect.

INTRODUCTION

This continued for a long time. However, in 2022, a Persian woman named Mahsa Amini was killed due to police brutality. This tragedy sparked widespread outrage in Iran. People took to the streets in protest, clashing with police officers, and demanding change. The movement reignited memories of the days under the Shah, with many people longing for the freedoms and opportunities they felt they had lost. The protests became a symbol of the enduring desire for a more just and open society, highlighting the deep-seated yearning for a return to the values of equality and liberty that once defined the nation.
Asghar Farhadi

Asghar Farhadi is an Iranian film director and screenwriter, widely regarded as one of the most prominent filmmakers in both Iranian and world cinema during the 21st century. His films focus on the human condition, delving into intimate and challenging stories of internal family conflict.

His works, such as A Separation and The Salesman, present nuanced depictions of Iranian society, revealing struggles arising from social, gender, and class differences. Despite strict censorship rules, Farhadi subly addresses societal issues, shedding light on gender inequality and the limitations faced by ordinary Iranians. Through global recognition and awards, he amplifies his message, drawing international attention to the realities faced by Iranians.
**A SEPARATION**

This Iranian drama explores the complexities of family, love, and truth in a powerful and emotional way. The film follows a couple as they navigate the challenges of separating and caring for their daughter, while also dealing with legal and moral dilemmas.

The film highlights the complexities of Iranian society, where religious and traditional values often clash with modern ideals. The themes of family and gender roles are particularly relevant, as the film depicts the struggles of women to balance their traditional roles as wives and mothers with their desires for independence and personal fulfillment. Overall, A Separation is a thought-provoking and emotionally charged film that offers a nuanced analysis of the complexities of Iranian society.

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**Golshifteh Farahani**

Who is she? And what opinions does she have about the regime?
Golshifteh Farahani is an Iranian and French actress. She has dual nationality and has appeared in more than 40 films, many of which have been screened or awarded at international festivals. Golshifteh Farahani’s career has spanned both Iranian cinema and Hollywood, making her a trailblazer in the industry. Notable works include "About Elly" (2009), a psychological drama directed by Asghar Farhadi, and "Santouri" (2007), where she portrays the life of a santour player.

She gained international recognition after starring in "Body of Lies" (2008) alongside Leonardo DiCaprio, becoming the first Iranian star to act in a major Hollywood production. However, her outspokenness and activism led to her exile from Iran. In 2012, she was banned from leaving the country due to a provocative photo in a French magazine, where she bared her breast as a protest against women's oppression in the Middle East.

About Elly

Golshifteh Farahani is known for her outspoken criticism of the Islamic regime in Iran and her advocacy for political change. One notable movie in which she addresses political issues in Iran is "About Elly", directed by Asghar Farhadi.

"About Elly" relates to the women's rights situation in Iran by highlighting the societal pressures and restrictive norms that women face. Through the character of Elly and the dynamics within the group of friends, the film portrays the limited freedom and intense scrutiny women endure in Iranian society. The narrative reflects how women are often judged and constrained by traditional expectations, emphasizing the broader struggles for autonomy and equality in a context where personal choices and freedoms are heavily regulated by cultural and political forces.
Dorsa made a charcoal drawing reflecting the theme of repression of women and human rights in general, that are highlighted in this text.
The Harlem Renaissance - Art

During The Harlem Renaissance, the African-Americans began to express their creativity through art. This time was also called the "Roaring Twenties", in this time many people had a cheerful and optimistic lifestyle. So, the entertainment industry started thriving. In clubs, upcoming artists played Jazz and the Blues, some artists include Bessie Smith, Louis Armstrong and Billie Holiday.

Another art form that African-Americans started creating is sculptures. Artists tried to express their feelings about racism and social inequality and to create awareness surrounding this topic, by using art. An artist that did this is Augusta Savage.

Augusta Savage - Art

Augusta Savage was well known for her sculptures of people. She mostly made African-American people. She did this to bring the struggles that African-American people faced to light. She tried to capture their emotions; they all look forward with a cold stare. With this she tried to show the hardship that they had to endure while they were enslaved and discriminated against. All her sculptures also look very realistic, this creates empathy in the viewer, because they see the sculpture as a real person.

Augusta Savage - Lift every voice and sing

For the 1939 world's fair Augusta savage made a sculpture called "Lift every voice and sing". This sculpture symbolizes the African-American music. The sculpture is in the shape of a harp, and the people are the strings. The hand that is holding them up is meant to be God's hand. In front of the sculpture there is a man sitting on the ground. With this work Augusta tried to spread the message that African-American people are talented and they can do everything they set their mind to, by comparing the music they make to "God's work", she tries to create an image that their songs are "perfect". This gives the African-American empowerment and support. The man sitting in the front represents the poverty that these people have, because even though they're talented, they don't get the recognition they deserve, because they are people of color.

Billie Holiday - Art

Even though Billie Holiday has not had a formal musical education, she compensated with her unique singing style. She sang in the style "Jazz swing blues traditional pop" but added her own unique rhythm and phrasing, making her performances distinctly her own. Billie took inspiration from Louis Armstrong and Bessie Smith.

Her singing is very different from others, she doesn't use a specific pattern, but she rather highlights some words by singing them more slowly and then rapidly catching up. It's almost like she isn't singing the words but performing them. In this way she can convey her raw emotions to the audience, making them think about the topic and evoking an emotion.
Billie Holiday – Strange Fruit

Strange Fruit is one of the most popular songs that Billie Holiday released. This song is about the lynching of black Americans. She compares the black Americans hanging in the tree to strange fruit.

In the song she sings: “Black bodies swinging in the Southern breeze”. In this line she sings the words “black bodies” a lot lower than the other words, she did this to show the importance of this part of the song. She sings “Southern breeze” a lot slower than the other words. This is to emphasise the place where it happened.

This is how she usually sings her songs; she sings certain parts slower than others and she also changes the pitch. This is what makes her songs stand out from other artists and it gives her that uniqueness.

Billie Holiday – Dimension

Jazz music was invented in the late 19th to early 20th century and in the 1920s and 1930s it got more popular, so when Billie Holiday started singing jazz music it was relatively new. Billie is known for her own innovative music style. She thinks it's important that she doesn’t sing like anybody else. Once she said: “If I'm going to sing like someone else, then I don’t need to sing at all”. When you listen to her music you can immediately hear that it's her, but her music also has a lot of characteristics of typical jazz music. For example, in her song strange fruit there is piano, trumpet, a double bass and saxophone. These instruments are typically used in jazz music. The beat of her music is also characteristic of jazz music, making it easily recognisable.

Comparison

Augusta Savage and Billie Holiday are both very different people, and yet they are so similar. They both had a very large influence on the Harlem Renaissance. When African-American people in the United States were poor and discriminated against, Billie and Augusta both used their talent to give the people hope, inspire them and make a statement against racism. They did this in different ways, but they both reached the same goals. If it wasn't for Billie and Augusta, the community in Harlem in the 1920s and 1930s would be very different. The people would have less ambition to dream big and reach their goals and the crime rate would possibly be higher. So, these two women made a positive change.

Practical

For my practical I decided to combine the two art techniques that Billie Holiday and Augusta Savage use. So, I made a sculpture of Billie Holiday. I thought that this would be a good thing to do, because in the 1920s Augusta Savage made sculptures of African-Americans who played a part in the fight against racism and Billie Holiday is a good example of a person that played a part in this.
Here are some practical works related to students’ final personal research.

**Practical**

This magazine has diverse opinions on modern skyscrapers, showing the subjective aspects of architectural appreciation, just like mine. Some find beauty in the efficiency of modern design, while others are intrigued by the intricate details of older architecture. The contrasting black and white design on the cover symbolises the juxtaposition between these different perspectives and styles.

Patryk Cichon with his practical component; an imaginary magazine.

This artwork by Emilie Steenbakker illustrates her written work on the theme of sexism in which she focussed on the singer songwriter Raye and the artist Lishan Chong.

My artwork is inspired by body dysmorphism. The woman in the middle looks exhausted and unpleased with what she looks like. The mirror reflects her face. I wrote things that she might be thinking about. Such as “I’m not skinny enough” or “Botox?”

On her bag I wrote “Dreams + Cash”. She is taking her bag with money and dreams to get Botox and change her body and face. The sun and the moon refer to the sleepless nights and living from day to day because of how depressed she is.
My artwork

I combined "The Man" from Taylor Swift and Emma Watson's speech at the HeForShe campaign launch into one audio. I added some other powerful speeches to make it more authentic. I also added pictures of gender equality protests to show how many years and how many people already have been fighting for it. With the video I hope to make people understand how serious gender equality is and what urgent it has to be stopped. Many women suffer from it.

Babette Hulsman wrote her final work on gender inequality and came up with a very creative audio practical as you can read in her explanation above.

Louise Hoekstra’s practical; a social media piece, related to her theme on the morality debates of admiring a cultural maker or not, when that person is known to have inappropriate views or acted unlawfully.
The Show Must Go On

Every year, Ms Haasnoot and Mrs van Leeuwen write a musical, which students perform at the end of the school year. This year’s show was called “The Show Must Go On” and was performed on 5, 6 and 7 June 2024.

The school musical is a bilingual project in which students from the national and international department perform side by side.

Synopsis

League of the Bands is the hottest talent show on the scene and the trendiest thing to have ever trended.

Gijs de Vries and Lavinia Campbell — once happily married, now unhappily divorced — go head-to-head with their bands, 1 Way Street and The Wannababes, vying for a coveted prize of 100,000 euros. Annoying their ex along the way? A bonus for the both of them.

Simultaneously, the majority of the band members dream of the fame they believe they deserve, while Finn and Ruby are more interested in each other, longing to sing a duet together.

Tension runs high both backstage and during live performances. But in show business, one rule always stands: the show must go on, even when everything appears to fall apart.

All is fair in love, divorce and talent shows, after all.
The Show Must Go On

Frederieke, Gerdy, Elena and Lisa as “The Wannababes”

Leo, Robert, Antonia and Louis as “1 Way Street”
The Show Must Go On

Duarte and Livia as Gijs and Lavinia

Roosmarijn, Patryk and Daria as Floortje, Will and Nikkie
The Show Must Go On

Hannah, Lawrence and Olivier as Rosie, Billie and Ollie

Sofie and Llidwine as Robin and Joe
The Show Must Go On

Nanoe, Luciana and Floris as the Judges

Raffy, Daria, Mathias and Floris as Groupies
The Show Must Go On