



RIJNLANDS LYCEUM WASSENAAR

# MOTTO

## Spring 2018



Cover Picture: Alessandra Lamb 1A



### In this edition:

2018 IB Cohort

IB English – Written Task

THIMUN

Exchange Trips

Art & Cultural History

English – Darkest Hour  
& Elements of Fiction

Art (Yr 1- 3) – Jungle  
theme paintings,  
sketches of live  
models & still life

History -

Advertisements for  
new TTO Games

GNE Public Speaking  
Awards

NEWS AND ACTIVITIES FROM THE  
TTO DEPARTMENT

## From the TTO-Co-ordinator's desk:

The Spring issue of MOTTO is *top down* beginning with work from our IB pupils and ending with a CLIL activity from our Year 1 TTO pupils. It is inspiring to see the development of our talented pupils through the rich variety of activities that they can experience as TTO students.

The acquisition of English is enhanced by the integration of the TTO program our pupils learn English in all its forms written, spoken, listening and writing in all their subjects. Year 3 TTO have almost completed the ERK B2 testing procedure which indeed insures our students have reached the required level of English for the Junior TTO Certificate. With ERK B2 and the successful completion of Year 3 VWO they will be awarded their Junior TTO certificate.

This is only the first phase of TTO, the culmination of the program continues with Senior TTO in Year 4. As you will read, our Senior students are about to begin the final phase of the IB assessment process. There is no doubt a Senior TTO/IB student is perfectly prepared to begin tertiary education and we wish our pupils every success with the IB exams in May.

A highlight of the Senior TTO program is the opportunity to go on *Exchange*, as you will read in the MOTTO this is a once in a life time experience. This year I had the honour of being the Exchange organiser. Apart from the unforgettable travel and activities that our students experience, I found it very rewarding to watch the firm international friendships that are made.

Year 2 TTO had an outstanding week in Oxford and the highlight was our visit to Reeds' School. In the Summer edition of MOTTO you can look forward to reading more about our week in Oxford. Huge thanks to Miss Royle for being so instrumental in organizing a fabulously fun and educational trip.

I am sure you will read with interest the 'Darkest Hour', report. The address before the film given by Lieutenant-Colonel Pennell from NATO, and it assisted our students enormously to imagine Europe in 1939 and to think about the world we live in today.

In short this month's MOTTO characterises the essence of TTO while learning English our students simultaneously gain a world perspective.

**J.van Otterloo**

## May 2018 IB Cohort

---



Our May 2018 IB cohort have completed three of their five final assessments. In December 2017, The IOC's (Individual Oral Commentary) took place. Students were required to engage in a 15-minute, oral critical examination of a particular extract drawn from a work that has been studied in IB (selected poetry by award-winning poet, Seamus Heaney as well as the Pulitzer-Prize winning novel, *The Road*, by Cormac McCarthy). The IOC allows students to analyze the relationship between formal elements and meaning in a particular literary text.

In January 2018, they completed their final Further Oral Activity ("FOA") and in February, they electronically uploaded their best and final written task (you see samples of rough drafts of these tasks in the MOTTO). Now the students are busily preparing for their final two assessments (so-called Paper Exams), worth 50% of their IB grade. Essentially, IB students sit three "Final" Exams. For the 18<sup>th</sup> time, thirty-one RLW students will sit these Paper Exams which will take place the second half of the May Break. Paper 1, a textual analysis essay of an unseen and unknown text, will be on Monday afternoon, 7 May 2017. Paper 2, a literary analysis on an unknown essay prompt about two of the novels they studied, *Persepolis* by Marjane Satrapi and *The Handmaid's Tale* by Margaret Atwood, will be on Tuesday morning, 8 May 2017.

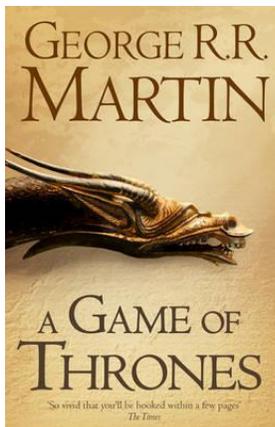
Similar to last year, the IB students will be allowed the opportunity to swap their IB grades (which will be made known on 6 July 2018) for their "vwo engels" grade on their final "cijferlijst." This is an exciting time for all involved! We wish the students good luck – with their IB exams, of course, but also their other CITO exams!

- Deb Stout, IB Coordinator

## International Baccalaureate English Written Task

### ESSAY REQUIREMENT

<b>The prescribed question that has been chosen:</b>	How and why is a social group represented in a particular way?
<b>The title of the text(s) for analysis:</b>	<i>The Handmaid's Tale</i> by Margaret Atwood
<b>The part of the course to which the task refers:</b>	Part 3 – Literature – Texts and Contexts

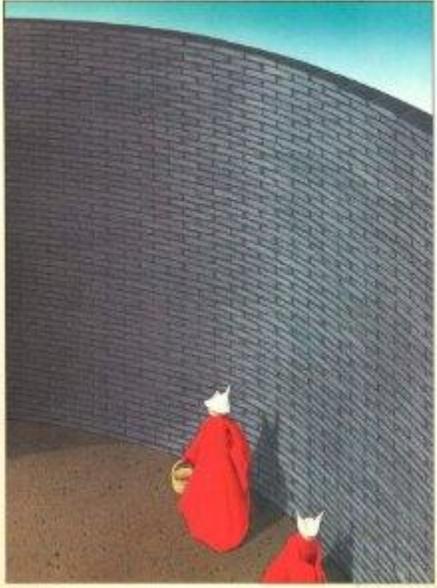


In the pop culture hit series, *Game of Thrones*, Lord Commander Jon Snow is regularly told, “You know nothing.” This does not only concern Commander Jon Snow, but almost all of the Commanders of the Faith in Margaret Atwood’s *The Handmaid’s Tale*. In this dystopian novel, Commanders are the leading social upper class in Gilead, ruling over the rest of the nation with an iron fist. They are represented as naive, ignorant sexist with little to no concept of right and wrong in order to amplify Atwood’s purpose in evoking fear, concern and to convince people to refrain from staying neutral.

One must examine who the Commanders are and how they came to power. In Atwood’s novel, a group named the Sons of Jacob seize control of the United States of America, creating Gilead, a totalitarian theocracy. The leaders of this group are the Commanders, devout Christian men in charge of running the state. They are far-right fundamentalists who blame the pre-Gilead, “sinful” culture for the fertility crisis depicted in Atwood’s novel (Atwood 231). The context in which the novel is written, with the rise of the Moral Majority and the feminist backlash prominently in the forefront of the news, influences Atwood’s decision on how to portray the Commanders.

In *The Handmaid’s Tale*, the reader only encounters one Commander: Fred. Offred, as her name suggests, lives in Fred’s household to perform her sole duty as Handmaid: to have his children in Gilead’s infertile world. Even though the reader does not directly encounter any more Commanders for reference, there are numerous mentions of other Commanders and their traits; one such example from Ofglen: “What does he want? Kinky Sex? [...] You’d be surprised how many of [the Commanders] do”(223). This shows, or at least implies, that many, if not all, Commanders are similar to Fred, the protagonist’s Commander.

MARGARET ATWOOD  
THE HANDMAID'S TALE



Also, one has to look at how the social group, the Commanders, are portrayed in the novel. In *the Handmaid's Tale*, the Commander is depicted as a naïve and self-absorbed chauvinist. Throughout the novel, the Commander does not necessarily seem an evil man, but he does not exactly do his best to accommodate Offred out of the goodness of his heart. This naiveté and ignorance is regularly shown. For example, when the Commander attempts to justify secretly meeting with Offred by stating "his wife didn't understand him" (158) or when Offred and the Commander are talking about the previous Offred's suicide and the Commander says, "Poor girl" (187), not about the first Offred, who killed herself but about the girl who found the corpse. In both situations, the Commander shows his ignorance and naiveté:

the first time by using a cliché excuse for infidelity and the second time for not recognizing that the girl hung herself to escape the nightmare created by the Commander.

Furthermore, the Commander, and thus Commanders in general, is shown as a hypocrite. He disobeys many of the rules he himself made with the other Sons of Jacob. He possesses fashion and sex magazines, smokes and drinks, as well as visits a place called Jezebel's, a sort of Gileadean strip club, even though all of this is both against Gileadean law and against Christian morals, seeing as he is a married man. Arguably worst of all, he forces Offred to have sexual intercourse with him outside of the Ceremony. He claims "Love (is) something I know about" (225), yet he cheats on his wife, Serena Joy, and blackmails Offred, in a way, to force her agreement. Nonetheless, this is not done out of bad will but more out of ignorance, as the narrator herself concludes: "You want to make life bearable to me,"\*4 to which the Commander replies with, "Yes. I do. That would be preferable" (187). Thus further proving he is not evil or cruel at heart; though he is unquestionably sexist, hypocritical, ignorant and naive.

One can then conclude that Commanders are not the morally upstanding citizens they believe themselves to be. But what is Atwood's purpose in portraying them as such? In *the Handmaid's Tale*, the way the Sons of Jacob obtain absolute power is not a sudden coup d'état. On the contrary, it is a general process, which was made possible by the ignorance and blasé attitude of the general populace of the United States. The populace is said to have

ignored most of what was happening until the Sons took over power, by which point it was too late for the citizens to object. The purpose of Atwood's novel in general is to shake up and scare the audience, telling them in a way that if they, like Offred and many others in *The Handmaid's Tale*, did not or will not speak up and voice their concerns and opinions, they may very well end up in a dystopian world Gilead. The Commanders' ignorance, naiveté and almost incompetence all add to this effect.

The fear and concern evoked through this novel in general is amplified by the Commanders because they show what could happen to the leadership of countries if people do not heed Atwood's implicit advice, and do not voice concerns, opinions or criticisms before it is too late. Also, Atwood uses the Commander to draw a parallel between the men in her novel and men in the real world. She compares the Commanders, men who believe they are doing good things when, in fact, they are only considering themselves and not helping in the slightest, to men in the real world doing similar things.

The depiction of the Commander and his social group in *The Handmaid's Tale* increases the effect and the power of Atwood's purpose to call upon readers to come into action and speak up. When Offred tells the Commander, "So now that we don't have different clothes, you merely have different women" (237), the reader sees that Commanders do not care about their handmaids nor their wives. The men who hold the power and the responsibility and explicitly should care for the women do not. If they do not, the reader must suppose and wonder, then who does?

### **Works Cited**

Atwood, Margaret. *The Handmaid's Tale*. Anchor Books, a Division of Penguin Random House LLC, 1998.

Martin, George RR. *Game of Thrones*.

**Jimmy Klapwijk 6V**

## Rationale to the Written Task:

This written task is linked to the course 'Part 3 – Literature Texts and Contexts' by analyzing the different contexts within a piece of literature, as well as by analyzing to what extent a reader is influenced by their own background context. The primary source to which this task is linked is the novel *Persepolis* written by Marjane Satrapi.

This task reaches the learning outcome of 'the consideration of the changing historical, cultural and social contexts in which particular texts are being written and received', which is categorized under the topic 'The impact of prevailing values and beliefs', and the topic 'How the context of reception, including the individual reader, influences the way a text is read'. The task reaches this learning outcome by analyzing the different types of context found in *Persepolis*, and how they can be interpreted in different ways based on the reader's personal context and experiences. The purpose of this book review is to show how historical changes have changed our view on, or interpretation of, *Persepolis* and the importance of understanding how Satrapi's social, religious, and cultural context differs from ours.

The text type, which is imitated in the task, is a book review or critical analysis in the newspaper *The New Yorker* written by James Wood. The reason this text type is chosen is because the primary source of this task is a novel, thus a book review seemed to be the most logical option. Furthermore, in a book review the author of the review would be able clearly highlight the importance of context in a novel.

The intended audience of this task are readers of James Wood's articles in *The New Yorker* who are either interested in his thoughts on *Persepolis* or who have read *Persepolis* themselves.

The reason behind this book review is the publishing of *The Complete Persepolis* in the United States in 2007, which shed a new light on the Iranians/Iranian Revolution/the war.

The Written Task by Laetitia Alamel (6V) follows:

Subscribe for as low as \$1 a week and get a free tote.

Subscribe



## BOOKS & FICTION

PAGE-TURNER FICTION FICTION PODCAST POETRY POETRY PODCAST

Books February 16, 2008 issue



### CULTURE, CONTEXT, AND CONCEPTS

*Interpretation is key.*

By James Wood



How important can contextual knowledge really be? Most people will just casually read through a novel of their choice. When an author sheds a light on a new perspective, how many of them will actually try to understand the point of view of the author? And how many people will be influenced by their own experiences and background context when reading such novels? Marjane Satrapi wanted her readers to think about what they've just read. Satrapi has explored different aspects of her life as a child during the Iranian Revolution in her novel *Persepolis*, and brings her audience somewhat different thoughts on the revolution and the disasters that followed.

It is of importance to understand how an author of a novel will often have a different background story. An author from a country abroad will have been brought up under different circumstances, in a different culture, with different norms and values. When reading a story such as 'Persepolis' the reader must set aside their own background and own context and try to settle themselves in the shoes of the narrator. The reader must try to understand what the narrator is trying to clarify, as well as to understand why the narrator is trying to do so. Not only will there be a difference between author and reader, but one will most likely have a different interpretation of the novel than their acquaintance who has their own context. Each individual will view the novel in another way.

Satrapi had a number of reasons for writing her best-selling graphic novel. She wanted to show that not every Iranian is an extremist, a fundamentalist, a fanatic, or terrorist. Though the majority us know that, we often still associate people from a country like Iran with a country 'terrorists come from'. This is one of the first examples of a difference in context, and a difference in knowledge. Whereas we have been brought up into a society which has taught us

practically all terrorists are Muslim, Satrapi has been brought up in a world where Islam has been, and still is, a rather peaceful religion, just like any other. However, just as one person can ruin a party, a few people who have taken their religion to the extreme can demolish the once harmonious image of a country. Those who, for the Western world, represent an entire community are to the community itself a couple of rotten fish that have left a revolting smell.

Satrapi's second reason for writing *Persepolis* was so that people would not forget those who fought for their freedom, those who died in prison, and those who disappeared because they protested against the regime. It may be difficult to comprehend that a country such as Iran had people who did not agree with the laws and regulations as well as we had in times of war, and as we still have throughout our daily lives. Yet, the reader must understand how crucial it has been for Satrapi to include examples of people in her life who have died fighting for their freedom. Her grandfather, Ahmadi, Uncle Anoosh, Mohsen, Siamak's sister, and many others did not survive the revolution because of either their own beliefs or the beliefs of people around them. Especially the melancholy little Marji felt when she heard beloved Uncle Anoosh had been executed is critical to the story. The reason this is of such importance is because there is only one possible way to interpret this scene. The way Satrapi has described this moment in her novel, the way she describes how she felt, the way she describes what went around in her head; the combination of these different things enabled her to convey one certain type of emotion; every reader, no matter of what descent, no matter where the reader is from, every reader is able to feel the sadness and chaos Marji is experiencing.

Lastly, Satrapi wanted to show her audience she had a normal childhood. Even though she was born into Islam and she was surrounded by it, she did not let her religion define her as a whole. She made it clear she was not forced to follow the religion in an extreme way. This will have probably made many of her readers question their beliefs. We often tend to think that whenever someone is brought up into a religion it must be in a near extreme manner, whether it would be Christianity or Islam or Judaism. Throughout the novel Marji begins to act more rebellious, not only against her parents but against the regime as well. The chapter *Kim Wilde* chapters are in quotation marks? perfectly depicts this, as the reader can see Marji wearing a denim jacket, pins of forbidden Western icons, and the reader might notice the small strands of hair which have been uncovered from her veil.

Satrapi has magnificently shown how she as a child questioned many things, and that she wanted to be as educated as possible on the subject matters of the Revolution and the history of her home country. Marji, Satrapi's younger self and the main character in the book, can be described as a precocious child. Where kids in first world countries read comics at a young age, Satrapi was reading history books, because she grew up in an environment where she was taught not to blindly accept everything that's being said. Here in the United States we can almost immediately believe what a news article says or what a news report states on the television. Satrapi could not always simply accept what the radio said. By means of banter, serious conversations, flashbacks and overall tremendous story-telling Satrapi has taught her audience the importance of using your own mind, and not to blindly obey all the rules.

## Recommended Stories



BOOKS

### A NORWEGIAN MASTER OF THE SHORT STORY

Gunnhild Øyehaug dramatizes the critical consciousness.

By James Wood Aug. 21, 2017



BOOKS

### A NEW KIND OF ADULTERY NOVEL

Sally Rooney's debut, "Conversations with Friends," is a bracing study of ideas. But it's even smarter about people.

By Alexandra Schwartz Jul. 24, 2017

LISTEN TO THE NEW YORKER RADIO HOUR • BUY THE COVER • PLAY THE JIGSAW PUZZLE

<p><b>NEWS &amp; POLITICS</b></p> <ul style="list-style-type: none"> <li>Daily Comment</li> <li>Our Columnists</li> <li>News Desk</li> </ul>	<p><b>HUMOR</b></p> <ul style="list-style-type: none"> <li>Daily Shouts</li> <li>Shouts &amp; Murmurs</li> <li>The Borowitz Report</li> </ul>	<p><b>MAGAZINE</b></p> <ul style="list-style-type: none"> <li>This Week's Issue</li> <li>Archive</li> <li>Subscribe</li> </ul>	<p><b>PODCASTS</b></p> <ul style="list-style-type: none"> <li>The New Yorker Radio Hour</li> <li>Political Scene</li> <li>The Writer's Voice</li> <li>Fiction</li> <li>Poetry</li> <li>Out Loud</li> </ul>	<p><b>NEWSLETTERS</b></p> <ul style="list-style-type: none"> <li>The Daily</li> <li>Culture Review</li> <li>Podcasts</li> <li>Cartoons</li> <li>John Cassidy</li> <li>The Borowitz Report</li> <li>Fiction</li> <li>Goings On About Town</li> </ul>	<p><b>FOLLOW US</b></p> <ul style="list-style-type: none"> <li>f</li> <li>twitter</li> <li>sn</li> <li>yt</li> <li>ig</li> </ul>
<p><b>CULTURE</b></p> <ul style="list-style-type: none"> <li>Cultural Comment</li> <li>Culture Desk</li> <li>Goings On About Town</li> <li>The Critics</li> <li>Jia Tolentino</li> <li>Persons of Interest</li> </ul>	<p><b>CARTOONS</b></p> <ul style="list-style-type: none"> <li>Daily Cartoon</li> <li>Cartoon Caption Contest</li> <li>Cartoon Bank</li> </ul>	<p><b>PHOTOGRAPHY</b></p> <ul style="list-style-type: none"> <li>Photo Booth</li> <li>Portfolio</li> </ul>	<p><b>MORE</b></p> <ul style="list-style-type: none"> <li>Customer Care</li> <li>Buy the Cover</li> <li>Apps</li> <li>Jigsaw Puzzle</li> <li>SecureDrop</li> <li>Store</li> <li>RSS</li> <li>Site Map</li> </ul>	<p><b>ABOUT US</b></p> <ul style="list-style-type: none"> <li>About</li> <li>Careers</li> <li>Contact</li> <li>FAQ</li> <li>Media Kit</li> <li>Press</li> <li>Accessibility Help</li> </ul>	<p><b>CONDÉ NAST</b></p> <p>© 2018 Condé Nast. All rights reserved. Use of this site constitutes acceptance of our <a href="#">user agreement</a> (effective 1/2/2018) and <a href="#">privacy policy</a> (effective 1/2/2018). <a href="#">Your California privacy rights</a>. The material on this site may not be reproduced, distributed, transmitted, cached or otherwise used, except with prior written permission of Condé Nast. The New Yorker may earn a portion of sales from products and services that are purchased through links on our site as part of our affiliate partnerships with retailers.</p> <p>Our sites ▾</p>

## THIMUN 2018

---



The Hague International Model United Nations 50th Edition was the highlight of our MUN careers. This past February, a group of devoted 4<sup>th</sup> and 5<sup>th</sup> years had the honor of participating in this year's THIMUN MUN Conference. We got up early each morning to start the conference and we spent most of the afternoons debating and discussing resolutions.



The theme for this conference was "Building Civil Society Through Education" aiming to create an equal and fair world to live in for everyone. Representing the delegations of Somalia and UNHCR, we debated, amended and bonded with fellow delegates for an entire week.

Over 3200 students and teachers came to partake this edition with students originating from over 100 countries. At the conference, our King, Willem-Alexander, and Princess Mabel gave speeches, honoring the 50<sup>th</sup> annual edition. The Princess came to promote her cause 'Girls not Brides', a project aiming at protecting young women from being married off at too young of an age. As the Ambassador and Head of Delegation, we had the honor of waving our flag in the flag ceremony, which took surprisingly long to practice with about 150 students.



For us, this was sadly the last, but by far best MUN in which we participated. We conducted a lot of constructive debate and we met a bunch of new friends we are planning to see again soon! The lunch, improving slightly each year, was surprisingly good this THIMUN. Keeping up the theme of sustainability, the staff hung up signs that instructed delegates to refill their bottles with tap water.

“The Hague Plague” sadly also prevailed this year, caused for many delegates, from especially warmer nations to catch a cold. Sadly, we ourselves fell victim as well.

Besides serious debating, the conference was also filled with fun and memorable moments such as rapping, singing and pickup lines. The gossip box was as always one of the most enjoyable aspects of MUN, allowing you to laugh and reminisce with our new friends and fellow delegates, who we had got to know very well over the past week.

All in all, THIMUN 2018 was a great experience and we feel lucky to have been able to be a part of the conference. For future delegates, we surely recommend testing out MUN to keep the Rijnlands tradition of MUN going and experience for yourself what it is like to participate in a United Nations-like setting. From all former and current delegates we hope to see you soon in an upcoming THIMUN conference!

By Megan Boender & Tessa Dobbelaar

## Exchange Australia by Liza Kroon and Iza de Maat 4V

---



On the 21st of January we left the Netherlands to spend the next seven weeks in Australia. We were full of excitement and we were looking forward to see our exchanges, Ailsa and Stephanie again. The only thing we could think of on our 22 hour flight were the new friends we would make and the amazing, unique experiences ahead of us.

We are staying in the Gold Coast, one of the most easterly points of Australia. It is known for its beautiful beaches and high temperatures, we've had temperatures up to 35°C over the past few weeks. The

beaches in this part of Australia are perfect for surfing, the water is crystal clear and around 22°C. You find a subtropical climate here which makes the Gold Coast one of Australia's most biodiverse areas. Because of this you can find a lot of big properties around here, some of them take up 15.000 km<sup>2</sup>.

We spend most of our time in Australia at our host school: St. Hilda's. We noticed quite a few differences between this school and the RLW. First of all, everyone looks identical because we have to wear a uniform and we are not allowed to have our hair untied. Another difference is that there are no boys and we can't carry our backpacks around. Furthermore, St. Hilda's is an apple school,





which means that all the students must have an iPad or a MacBook. Where we have to put our electronics in a separate basket, the girls here all have their macs open on their desk. St. Hilda's is way bigger than RLW, we have to walk from one building to another to get to the next class. The last big difference between the two schools is that half of St. Hilda's students are boarders, these girls live far away and therefore stay at school during the week. Lisa stays in the boarding house, together with another exchange from Canada.

We've already had some really amazing experiences: breathtaking views, beautiful beaches and exhausting jungle walks. So far our favourite experiences were bathing in tea and visiting Tweed River. There was a lake surrounded by tea trees and because the leaves were falling in the lake the water looks and tastes exactly like tea. On the same day, we also made a beachwalk and had a refreshing swim in the ocean. Furthermore we visited Tweed River, where the grandma of Stephanie lives. During the weekend we went tubing, water skiing, and we did some racing with the boat. While we were in the water four dolphins came up to us and swam with us for a while, it was amazing. We are really looking forward to the next weekend because we are going to Ailsa's macadamia farm.

So far, exchange has been unforgettable for us! The time flies by and we wish we could stay here forever.



## Our Exchange Trip to Sydney, Australia by Famke Wakkerman, Kiara Peters

---



We went to school at the Presbyterian Ladies College in Sydney. It is an all girls school, from junior school to high school. The facilities at the school are amazing. There are tennis courts, an aquatic centre, sports fields and beautiful gardens. We have to wear uniforms, that consist of a kilt, a white short sleeved shirt, long green socks and black (polished) shoes. It is currently summer in Sydney, which means it is around 25 degrees everyday. The sun

here is very different from what we are used to. Apparently, there is a hole in the ozone layer above Australia meaning that the sun is very strong. These means that you can burn very easily and even when the sun isn't out you should wear sunscreen.

The school is very different in terms of facilities, and things to do. Most people play sports at school and get music lessons at school. This also means that they compete against other schools on the weekends, instead of club sports. The school year is turned around, as they start their year in February and the year ends in December. This is because our Christmas holiday is their summer holiday. The classes aren't very different from what we know. They teach pretty much the same subjects as we know at home, however they have a lot more freedom choosing subjects. They can choose whatever subjects they want, if it fits in their timetable. For example, Ella follows Latin. There are only four people in year 11 that follow Latin, but they still run the class. So we have Latin class with four people. Another example is art, it's not just drawing. You can choose to follow, clothes and stage design, cooking, drawing and painting, art online, a lot of options and for sure something that you'll like.

We are following the lessons of Rosie and Ella, but during these lessons we can choose if we want to work on our own work or do the work from PLC. In most of the classes we do our own work, but during drama, art, English, CAFS we choose to go along with whatever the PLC students need to do. The lessons are 55 minutes and there are 2 breaks, the first one is 20 minutes, the second 50 minutes. Rosie takes the schoolbus to school and Ella takes the train and bus, it takes 30-50 minutes to get home or to school. So we have definitely been missing our bikes. The bikes give you so much more freedom as you are not restricted to the schedules of buses or trains.



(Kiora) Rosie and I have been doing a lot since I arrived. The first week was their last week of summer holidays, so we had plenty of time to get the first impressions of Sydney. I can't name all the things we've done, but I'll tell you about the prettiest and best ones so far. Visiting all the beaches was amazing, Sydney is popular because of its beaches, so I had to see them, I especially loved Palm Beach. The water is very clear and blue, and with the hot temperature, I really enjoyed swimming in this water. The Royal Botanic Gardens were also beautiful, a lot of plants and flowers. While walking along the water, we had an incredible view of "the Opera House" and "Sydney Harbour Bridge."

(Famke) Ella and I have done lots of things. The first week I was here, we even went on holiday to the Gold Coast. The Gold Coast is an area on the coastline of Queensland. It is known for its beaches and theme parks, so we had a lot of fun there. We have been to lots of beaches, with Bondi Beach as my favourite. The water is very clear but very cold, because all the water comes from the South Pole. "Sydney is best from the water" is what everyone says. I can definitely agree with this, we took the ferry to Manly beach and we had an amazing view of Sydney, the Opera House and Harbour Bridge.

## South Africa Exchanges

---

When we arrived in Cape Town after a long flight, we had a lovely welcome. All our exchanges were there for us to say hello. We were all really tired, because we arrived at the houses we stayed at around one o'clock, and we had to wake up to go to school around six.



We woke up and our first day started. We met lots of friendly people and we were really surprised by the size of the school. Compared to the Rijnlands, it is huge. They had an enormous campus, with all kinds of sport fields, classrooms, and houses where the students could stay in the breaks. Pretty soon after the arrival we noticed that the drought was really bad. There are a lot of water restrictions, so we can't use as much water as we are used to. We were allowed to use only 85 litres of water, but now we can only use 50 litres a day, which means we can't shower longer than 2 minutes, and have to wash our hands quickly as well, without spilling any.



We have to talk in English all the time, so our English improved massively. At school we also have learned several things about the world and South Africa. We have also seen how different life in South Africa is compared to life in the



Netherlands. Everything is really far away from each other and you are very dependent, because your parents have to bring you by car if you want to go somewhere. You can't go somewhere on your bike, because it is not safe and dangerous to be on your own in the night.

Of course we also did amazing activities. This week we went on the Garden Route. It was one of the best weeks we have ever had. We did so many things, such as walking with elephants, ziplining, crocodile cage diving, riding segways, we went into caves, and one of the scariest things, but coolest, bungee jumping. The weeks before, we did other things,

such as climbing Table Mountain, climbing Lion's Head, we went to Kirstenbosch (botanical garden) and we went into town. We still have two weeks left and we really want to make the most of it. The weeks that we spent here up until now, have been the best weeks of our lives, if not the best.

**Mathieu Dullaert & Douwe Vis**



Already 3 months ago our adventure started in Cape Town South Africa. We were welcomed enthusiastically by our exchange families. The next day, after less than 6 hours sleep, we were already shining in our too big uniform ready for the first day. Our exchange-partners Lauren and Hope go to a girls school called



Herschel. It's one of the best schools in the country and their accommodation is also absolutely stunning. They have several buildings: from a theatre to the atrium.

It's funny to see the differences between the Rijnlands and Herschel. Every morning, we had to get up at 6.00 AM. In Holland we would wake up by the time we arrive at Herschel.

Also, at Herschel you have to wear a uniform. Although the dress is quite uncomfortable, we liked the fact that everyone wears the same. It makes people look to the character rather than just their appearance. Besides, it saves you lots of time in the morning.

We were not allowed to wear make-up, jewelry nor nail polish. We just put on our uniform, tightened our hair, had breakfast and went to school. The ride to school was an adventure by itself. We had to be very lucky with the traffic. If we were, then it took us around twenty minutes. If it was bad, then it took us over an hour.



What we liked best of all was the weather. Every day we enjoyed the sun. We as Dutchies couldn't get enough of it. However, as you may know right now Cape Town is coping with the biggest drought in many years. It was weird for us to experience. There are certain measures that have been taken. For instance, the taps in school have been turned off. There is no water supply at all at Herschel. You constantly have to be alert not to waste water. This involves flushing your toilet with water you catch in a bucket during showering, for example. They say "D-day" is not far away anymore. In other words the day on which there won't come water out of the tabs anymore. This worries us so we tried everything to use as less water as possible just to postpone this day.



We stayed there for almost 2 months so we saw quite a lot. We went to Boulders Beach with the penguins, we went to Cape Point, we surfed, we climbed both Table Mountain and Lions Head, we went on the Garden Route, and we visited other amazing places nearby Cape Town such as Langebaan and Stellenbosch.

In short, we are in love with Cape Town. There is so much to do in this city, we never got bored. We would love to go back as soon as possible!

Berber van den Berg

Pien Hartong van Ark



## General Art and Cultural History

---

4VWO CKV pupils have recently completed music reviews in which they had to analyse a selection of songs which drew on issues of racial politics. This work was the culmination of a series of lessons looking at a variety of music genres such as the Blues and Soul music and how to a certain extent our Western Pop Music has its roots in black music traditions coming out of slavery in the U.S.A.

### Music Review for CKV by Lucy van Wijk 4V

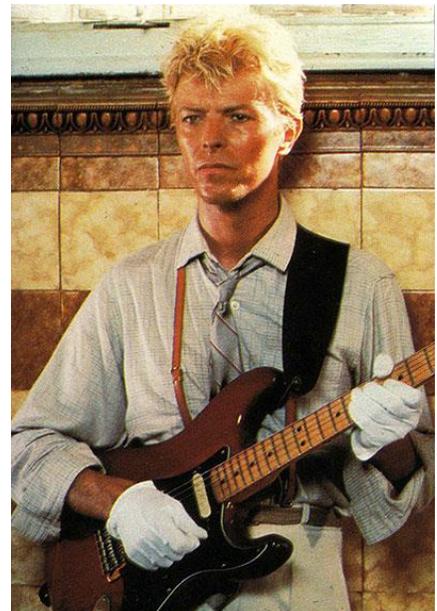
#### **'Telling a story through visual sequences; racial politics expressed through music'**

For this review, the following songs are going to be analysed:

1. *Let's Dance*
2. *Black Man in a White World*
3. *Black or White*

#### **Let's Dance by David Bowie**

David Bowie's *Let's Dance* music video features aboriginal people. In one of the first shots, an aboriginal couple is seen dancing in a pub, which is full of local white people. Some people seem annoyed by the loud music and dancing people, others seem to be having fun, and are dancing along. Only later when these people were filmed in the mountains, it struck me that they were Aborigines. Suddenly they see a red pair of shoes and the girl then puts them on and starts dancing.



After the sky changes color, the setting then changes to the city where white people in those same red shoes, are 'dominating' the Aborigines. At this point, you can see the racism in the video. The man is dragging a long a heavy weight machinery along a busy road, which brings about angry reactions of the people. This shows how the Aborigines were struggling under the dominant wealthy life of the white people. The scenes in which the girl cleans floors and

the boy drags a long heavy machinery resemble the serious racism in the country. The Aboriginals are working hard, doing the low-paid difficult jobs, while the white people seem to be annoyed at little unimportant things. As an example, the people seem to be annoyed about the small delay that the boy is causing. However, they aren't thinking about the struggle of this boy carrying a long something so heavy in the hot sun. It shows us how society at that point in time was and how people thought. Aboriginals were not seen as part of the society and seen as something lower. I think this is definitely shown in the video, literally as the people are looking down on the girl cleaning the street on her bare knees. Later, the couple goes into the city and they visit museums, buy expensive jewellery with a credit card, go to a very formal restaurant. In the next shot they see the red shoes, in one of the window shops. So, I think the red shoes are symbolic for the consuming, modern, wealthy life that the white people live. However, as the couple can be seen stamping on the red shoes in the end, I think they have decided for themselves that they will never really fit in with the lives of the people in the big city, and they can also be happy without that type of life. They do not need the consuming lifestyle to be happy, as all they need to do is dance, which they can do without the red shoes. So symbolically, they are stamping on the prosperous lives of the white people and recognizing that that is something they don't need for happiness. The video therefore, really effectively shows the struggle of the Aboriginals in society against the welfare of the white people. When I researched the video later, I found out that all the shots were real. This was something I hadn't been expecting, as I thought the video was acted. This gave me a surreal feeling of how real the racism actually is.

*"Put on your red shoes and dance the blues."*

This is one of the first lines of the song. The Blues is a music genre that focused on the struggle of discrimination even after slavery ended. This is very relevant to the storyline in the music video, as the Aboriginal couple are experiencing racism. The music of the Blues: can be seen as silent protest music, as they sung about examples of the discrimination they experienced. This is the same for the music video. The song itself is not very politically loaded, however the racial political message comes forward in the music video. Examples of discrimination are filmed, and because the scenes aren't acted it definitely makes you think about the evils of discrimination, just as the Blues did with their music. Therefore, the blues are very well connected to the storyline in the Let's Dance.

## Black Man in a White World by Michael Kiwanuka



Michael Kiwanuka wrote the song: "Black man in a white world." In this song he talks about racial politics in the form of discrimination based on the color of your skin. This already stands out in the title of the song, as he juxtaposes black and white. The audience immediately sees the two opposites and most likely knows what it will be about. In his song, he writes about his struggles of having a dark skin color while being surrounded by white people. This is reflected in the music video as the whole video is in black and white. This choice of color scheme stands out because it is such an interesting decision and therefore sticks with you after you have watched the music video. This color scheme perfectly reflects the idea of being a black man in white world, as the only colors you see are black and white. So, with only the choice of color in his video he has already brought the main message across.

*I've been low, I've been high*

*I've been told all my life*

*I've got nothing left to pray*

*I've got nothing left to say*



I think he is trying to say here that he has felt every emotion in the past: "I've been low, I've been high". However, his whole life he has been looked down on and been the outsider, because he was the black guy in the white world: "I've been told all my life". So as a result, he doesn't feel anything anymore because he feels like he was never listened to in life. "I've got nothing left to play, I've got nothing left to say". Actually, he does have a lot to say, but just feels like he can't express himself as the black man in a white world.

This is also reflected in the music video when the accident happens. In the music video, a man is dancing in the streets until a police car crashes into another car. From that moment he floats into the sky, but he keeps dancing. I think this represents two things that have to do with his past and are also mentioned in the lyrics. In his past he has felt ignored and an outsider, so I think him leaving

the accident represents how he has felt when everyone left him. In his lyrics he also says: "I've got nothing left to pray, I've got nothing left to say".

In other words, he's saying that he feels done, he can't fight against the feeling of discrimination anymore and therefore he feels no pain anymore. This is also reflected on in the music video when he floats up into the air and he is still dancing. He isn't affected by the car crash in anyway, he feels no more pain and just walks away just like everyone else did on him.

*I don't mind who I am (I'm a black man in a white world, I'm a black man in a white world))*  
*I don't mind who you are (I'm a black man in a white world, I'm a black man in a white world))*  
*I'm not wrong, I'm not wrong (I'm a black man in a white world, I'm a black man in a white world))*  
*Oh it's alright, it's alright (I'm a black man in a white world, I'm a black man in a white world)*  
*Oh it's alright (I'm a black man in a white world)*

This is the most important part of the message. Kiwanuka talks about how we should not mind who we are, what we think or believe and thus not discriminate but embrace each other the way we are.

The genre of the song is R&B. You can hear a jazzy rhythm, with the clapping sounds standing out. The tempo is pretty high and very danceable, which you can see happening in the music video. The background of R&B music being 'black music' and white parents not allowing their kids to listen to it fits perfectly with the message of the song.



## Same Love by Macklemore

Macklemore is an American rapper and one of his most controversial songs is: "Same Love". The song talks about gay and lesbian rights and the social issues with this. The song was made in 2012, in the period that Washington was trying to



legalize same-sex marriage. The song is also known as the "LBGTIQ anthem". In Sydney, I went to Macklemore's concert where he also played this song. Before playing the song, he gave an introduction. He was talking about how he got a lot of hate online, because he was due to play the song in Australia, while they were going through the legalization of same-sex marriage. He then continued by saying, that the only hate he had experienced was online, and once he arrived he had only felt love from the people. Everyone then started clapping and cheering, because Australia has now also legalized same-sex marriage. To be honest, before the concert I had never heard of the song. So, when I got home I looked up what all the controversy was about, and I saw the music video.

*"Call each other faggots behind the keys of a message board  
A word rooted in hate, yet our genre still ignores it  
Gay is synonymous with the lesser  
It's the same hate that's caused wars from religion  
Gender to skin color the complexion of your pigment  
The same fight that lead people to walk-outs and sit-ins,  
It's human rights for everybody  
There is no difference  
Live on! And be yourself!"*

In the song, Macklemore talks about racial politics. People are being discriminated based on their gender, skin color, belief and love. Rather than hating on this all, we should feel no difference because everyone deserves human rights.

*And a certificate on paper  
Isn't gonna solve it all, but it's a damn good place to start  
No law's gonna change us  
We have to change us. Whatever God you believe in  
We come from the same one  
Strip away the fear  
Underneath it's all the same love  
About time that we raised up*

Although changing the law to legalize same-sex marriage isn't going to solve it all, it is a good place to start. However, the most important thing is that we change ourselves, the way we look at it and the way we react to it. It doesn't matter, who you love because love is love. I think this is a very strong message and it is awesome that someone with such a huge number of followers is such a positive influence. It is somewhat the same as David Bowie's Let's Dance: the message to be yourself and stop judging other people on either race, color of their skin, the people they love or belief.

The music video depicts the life of a gay man from birth till death. The kid has a normal youth and grows up with love from his parents and the Cristian belief. When he comes into puberty, you can see his first struggles. He is struggling to find himself and finds himself in awkward situations like parties: where all his friends have a girlfriend. Christianity is against homosexuality and this gives him a very hard time as well, because he is scared that his own parents don't accept him as he is. Once he has a boyfriend, you can see how he introduces him to his parents. I think this is a very important part of the video, as it shows that even though you have a certain belief it does not give you the right to discriminate people. Later, the couple gets married and you can see that even though the parents have such a strong religious belief they have still accepted their son.

The video also shows the social struggles, that the couple has. They get shouted at on the streets when they walk hand in hand. One of the next scenes in the video is the proposal and I think putting these two scenes together is really important. Although people still discriminated them because of who they love, their love will always win, as long as they are happy. During the wedding party, he also has flashbacks of the party he was at earlier in the video during a stage in his life where he didn't know what do. This enables you to relate back and see the happiness he has now found when he lives his own life. Instead of living up to other people's expectations.

As well as the lyrics, I think the music video reflects such an important message. The music video enables people to relate to the subject, as it is such a realistic narrative video. It shows scenes that people may have struggled with themselves which enables them to be able to relate. The video shows exactly what Macklemore is talking about in the song, so the music video effectively shows the meaning of the song.

## Bibliography

CKV music text

<https://www.irishexaminer.com/lifestyle/artsfilmtv/music>

<http://www.metrolyrics.com/>

<https://en.wikipedia.org/>



## English TTO

---

3TTO studied Winston Churchill and his beautifully crafted speeches prior to visiting Wassenaar library for an informative talk given by Lieutenant Colonel Pennell of the British Army on the events around May 1940. Thereafter, the students watched the biopic, 'Darkest Hour'.

### Film review of 'Darkest Hour' by Jasmijn Goossen G3a



Our generation is taught about the horrors of WW2; we are told how dreadful it was and about the grief the world experienced after the devastation and deaths of tens of thousands of people. 'Darkest Hour' seems like any other movie that portrays this point of view, but is it really?



As a matter of fact, the movie portrays the war from a completely different perspective. It summarises the early days of Winston Churchill's political career and it gives us a vivid view of the crucial decisions and changes he made.

Instead of showing us WW2 being fought using guns, violence and hatred, the movie illustrates the war being fought with language and persistence as its main weapons.

The movie begins with parliament demanding that Prime Minister Neville Chamberlain resign. This meant that a new Prime Minister had to be chosen.

Chamberlain wanted Lord Halifax to be his successor, but Halifax was not in agreement. This meant that the king had to invite the only man whom parliament would support to form a new government – Winston Churchill.

Churchill had a poor reputation and when he had to decide whether to continue fighting or make peace, everyone wanted peace with Germany, with the exception of Churchill. He was thought of as delusional and incapable of being a suitable Prime Minister. Chamberlain and Halifax even tried to have him resign. However, using his extraordinary ability of persuasion, he used his words and with the support of King George VI, he was able to convince the British citizens, parliament and even Chamberlain to persevere, to keep fighting for the freedom of the homeland.

Churchill might not have been the greatest political and military mind, but he had done what nobody else could do, he kept Britain from making peace with Nazi Germany and he kept the British populace from losing hope. Without him, Britain would have faced certain defeat with dire consequences for the rest of Europe. This is perhaps a point which few realise, which is why I strongly recommend the 'Darkest Hour'.



# English TTO in the brugklas

Students compared the Elements of Fiction in Number the Stars, the novel they are reading with other famous stories.

### Elements of fiction Charlie and the chocolate factory

Element - Definition - book  
 Setting - time/place - Willy Wonka's factory  
 theme - being humble  
 Protagonist - main character - Charlie  
 Antagonist - conflict character - No one  
 point of view - 3d person Plot - Mr. Willy Wonka is the owner of the greatest chocolate factory and has decided to open the doors of his factory to five children. He hides five golden tickets in his famous chocolate bars. 5 lucky children get hold of a ticket. One of them is Charlie.

frederique de Jong 14

### ELEMENTS OF FICTION

DEFINITION: PAPER TOWNS, ORLANDO, FINDING A MIRACLE, QUENTIN JACOBSEN, MARGO ROTH SPIEGELMAN

TIME - PLACE: ORLANDO

STORY MEANING: FINDING A MIRACLE, QUENTIN JACOBSEN

MAIN CHARACTER: MARGO ROTH SPIEGELMAN

CREATES CONFLICT FOR MAIN CHARACTER: MARGO ROTH SPIEGELMAN

WHO IS THE REAL MARGO?

~ PLOT ~

Quentin always knew he would get a miracle, but he didn't know when it would come. One day a mysterious girl named Margo comes home. She has a message for Quentin, which is something both his miracle. After years of being lonely, Quentin and his girl, Margo, grow closer. Margo had a secret: she went to parties and Quentin stayed home, playing video games and at school classes, starting at Margo's. She Spiegelman. One night Margo comes climbing in Quentin's window. Quentin wants to find an ally, and she is strange. She is the real Margo. But the next morning when Quentin goes to school, Margo's name is missing. Margo, she says. He followed her but couldn't find her. Quentin's friends gave up, but Quentin knew he couldn't give up his miracle.

### Elements of fiction

Element Definition

Setting: time place. Snow White and the seven dwarfs. once upon a time in the woods, and at the seven dwarfs their house.

theme: story meaning. jealousy.

Protagonist: main character. Snow White.

Antagonist: creates conflicts for main character. evil queen, her stepmother.

Plot: summary. An evil witch wants to kill Snow White because she is more beautiful than she is. Snow White ran away and stayed at the seven dwarfs their house. The queen gets poisoned. She ate an apple and she died. Later the prince kissed her and she woke up.

point of view: who is telling the story. Third person.

### ELEMENTS OF Fiction

Element	Definition	Goldilocks and the three bears
Setting	Time/Place	Once upon a time
Theme	Story meaning	don't touch other people's stuff
Protagonist	Main Character	Goldilocks
Antagonist	Creates conflict for main character	Goldilocks
Point of View	who is telling the story	Narrator
Plot	Summary	

Plot: Goldilocks is having a walk when mama bear finished cooking the porridge, it was too hot to eat so the bears decided to have a walk too. Just then Goldilocks found the house of the bears. Goldilocks knocked on the door but there was no answer so she went in. Then Goldilocks saw the porridge she ate the biggest bowl but it was too hot so she tried the middle one but it was too cold so she ate the smallest one and it was just right so she ate it all up. Then she felt a little tired and sat on the biggest chair but it was too hard so she sat on the middle one but it was too soft so at last she tried the smallest one but it broke. Next she wondered what there was upstairs she went up and saw the beds. She tried the biggest and the middle one but she didn't like it so at last she slept in the smallest one.

Plot: While she was sleeping the bears came and saw that everything was messed up and baby bear saw that Goldilocks was sleeping in his bed. Just then she woke up, saw the bears and ran for her life.

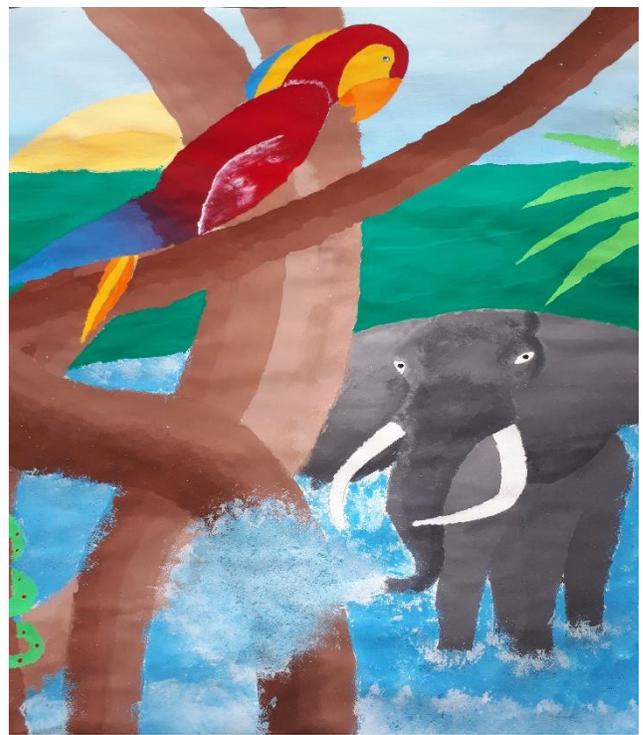
## Art in the Brugklas

---

The 1st years have recently finished their first big painting project with the theme: Jungle. There were some big, bold and colourful works to choose from. These pupils were selected for also having a strong composition, story, and for their attempt at painting a sense of three dimensionality through a variety of tones.

Feline de Maat 1c. (Branches) Frederique de Jong 1a. (Elephant close up)

Paul Wolters 1a. (Parrot)



## Art in Second Year

---

These examples are called 'life drawing'; quick sketches of a live model in front of you as opposed to the previous examples of studies of wooden dolls. In many Art academies you will still see students drawing from life.

Single figure in charcoal by Femke Pennings 2b

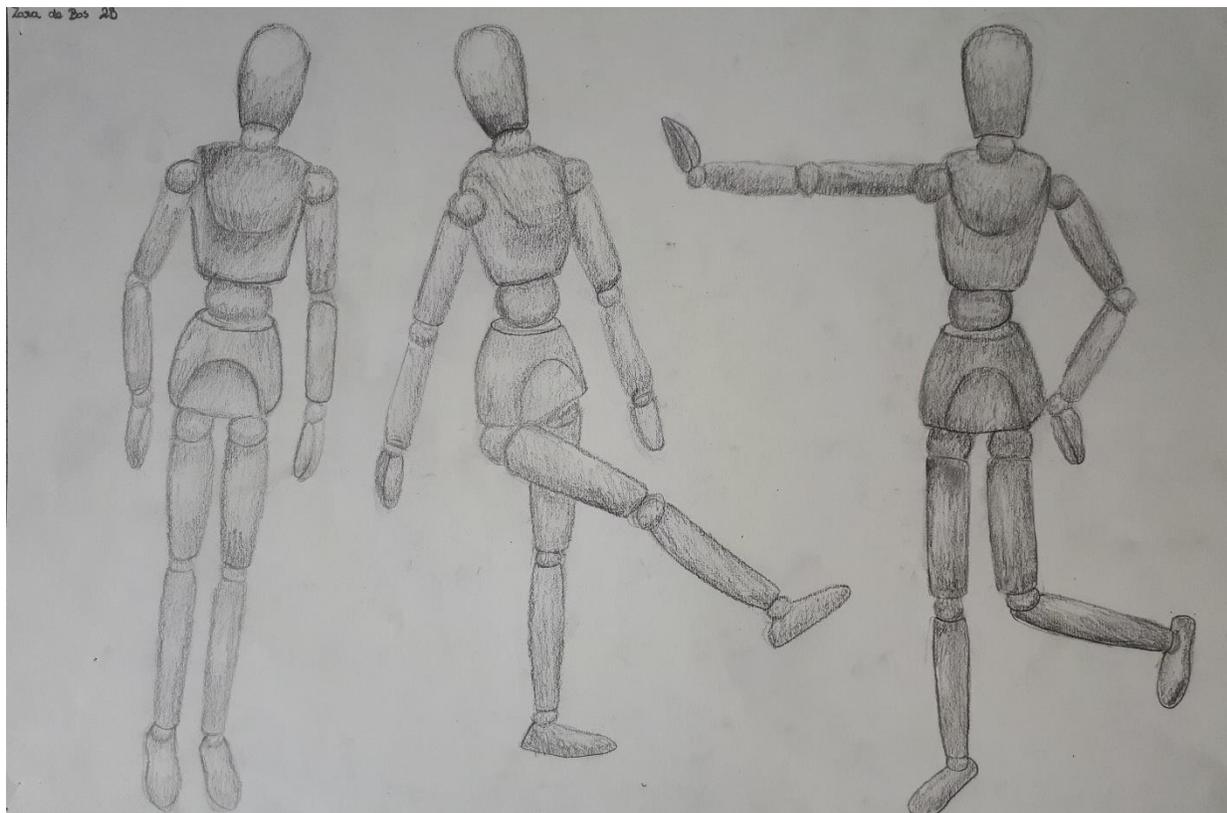
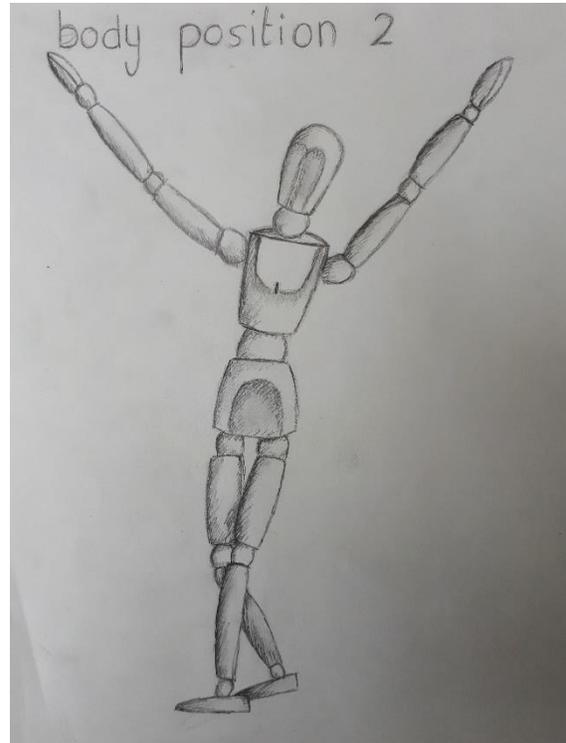
Three figures in charcoal by Lotus Dunnewolt 2b



This selection of drawings by year 2, show off their skills in drawing the proportions of the body in both pencil and in charcoal. In the next edition of MOTTO you will see some ink drawings showing how these skills will progress into expressing figures from Greek mythology.

First two drawings by Talia Crouchs 2a

Third drawing by Zara de Bos 2b



## Art in Third Year

---

Food Still Life. Work in progress by Sterre Hoving A3b



## History in the Brugklas

The concluding activity for the Ancient Egypt unit, was for the pupils to use their knowledge about Egypt, mummies and Pyramids to imagine that they have been invited by the Pharaoh to travel with him to Giza and see the progress of the construction of his pyramid..... This is a CLIL ( Content Language and Integrated Learning) activity! I hope you enjoy the stories!



### A DAY WITH A PHARAOH



Dear diary, today my brother pharaoh Khufu invited me and my sisters to come and take a look at his brand new pyramid. I can't wait! My brother told me fascinating stories about it being the biggest pyramid of all time. My brother invited me and my sisters because we almost never see each other but before we begin with our journey let me introduce myself. I am Herikseten, sister of Khufu and daughter of Sneferu. I always dreamed of being an architect but unfortunately women weren't allowed to work.

We were travelling by boat to Giza. Crossing the Nile didn't take long and when we arrived it was very hot! We walked to the workers' village first and the houses were made of mud and it smelled like bread being baked and beer being brewed. It had a kind of atmosphere in the workers' village, the people there were very busy though. I walked further on and the pyramid was in my sight already.

When I was standing right in front of the pyramid I saw thousands of workers. My brother told me there were over 20,000 hard workers there. While I was looking around I saw a row of workers pulling stones with ropes but the workers could not hold it so the stone fell on a poor man. My brother said those things happen every day. At least the pyramids almost finished. The workers were very busy covering the last bits of lime stone. Between the layer of lime stone was chalk stone.

At the end of a long day with my brother and sisters, we had supper with a very kind group of workers. We ate bread and meat and we drank wine. I learned a lot of new things like they do mummies with the stones. They carve out three stones from pyramids. And they scrape them with copper tools to fit on the pyramid. It was a day so never forget.



### THE PYRAMID OF KHUFU

Dear Diary

2480 BC there was a big base in the desert. On that morning I went to see the base. It was very important for me because I had seen the pyramid and now I was going to see the building of it. I had heard that the pharaoh had ordered me to make a design for the pyramid and I had to make it. I had to make it because the pharaoh was very angry and he had to see that I could do it. I had to make it because the pharaoh was very angry and he had to see that I could do it. I had to make it because the pharaoh was very angry and he had to see that I could do it.

I was very happy to see the pharaoh. He was very old and he was very angry. He said he would be with me for the rest of my life. I was very happy to see the pharaoh. He was very old and he was very angry. He said he would be with me for the rest of my life. I was very happy to see the pharaoh. He was very old and he was very angry. He said he would be with me for the rest of my life.

When we started to build the pyramid, the pharaoh was very angry. He said he would be with me for the rest of my life. I was very happy to see the pharaoh. He was very old and he was very angry. He said he would be with me for the rest of my life. I was very happy to see the pharaoh. He was very old and he was very angry. He said he would be with me for the rest of my life.

At the end of the day, the pharaoh was very angry. He said he would be with me for the rest of my life. I was very happy to see the pharaoh. He was very old and he was very angry. He said he would be with me for the rest of my life. I was very happy to see the pharaoh. He was very old and he was very angry. He said he would be with me for the rest of my life.




Elster von Klind

Dear Diary,

I'm Meresankh II and today my father, also known as Kufu, took me to the building site of his pyramid. It's his final resting place. He wanted to know what I think about it. I went with my brothers Kawab and Djedefhor. We went by boat, over the Nile, to Giza. It was a beautiful wooden boat that picked us up, early in the morning. I already felt the heat of the rising sun on my skin, so I picked a seat in the shadow. After a two hour boat trip we finally arrived in Giza. What I saw was truly amazing. We weren't the only ones mooring our boat, so were hundreds of other boats filled with supplies. Another intriguing thing was the huge stone mountain in the background. It seemed that the pyramid was as big as in father's stories. When we got to the boat, father greeted us from his throne. We couldn't wait to explore the building site!

First we went to the quarries, where thousands of men were carving out blocks of limestone, with nothing more than copper tools. Moving the blocks was an even bigger challenge. They used ramps, ropes and sledges to transport the stones. It was spectacular to watch.

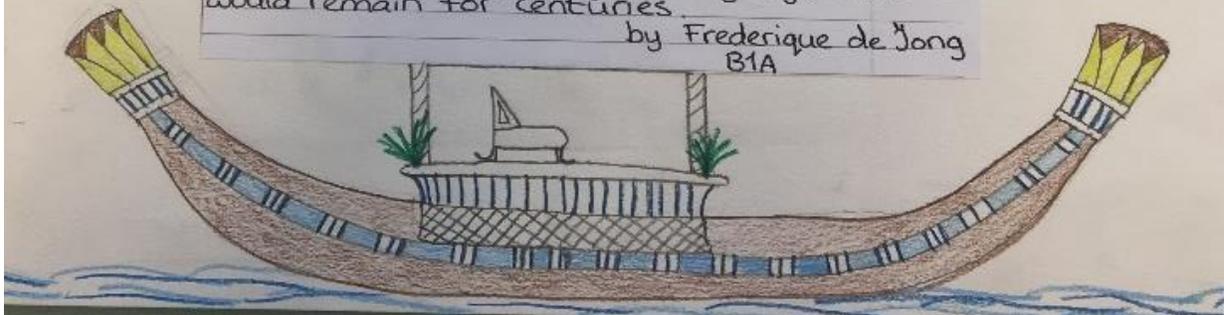
After the quarries we went to the pyramid. It was massive, and it wasn't even finished yet. The first half of the pyramid was already done. The plateau was as big as ten football fields together. The pyramid was going to consist of three chambers, the first two were already done. The pyramid is going to be huge.

Then we went to the workers village. That's the place where the supervisors and the workers live. They ate bread and meat and drank beer. Meat is a luxury in Egypt, but my father wants them to be strong and healthy. When I smelled the roasting meat and the ~~bread~~ baking bread, I realized how hungry I was.

The workers had simple lives. They worked hard all day and rested at night. The workers weren't slaves they were farmers. They only worked three months in the year, that was the time that the Nile flooded. From July to October the farmers couldn't work their lands. Their work was dangerous, but they did it to honor my father, Pharaoh Kufu.

The trip to Giza was amazing. I learned a lot about my father's project. I'm proud of my father for building this legacy, that would remain for centuries.

by Frederique de Jong  
B1A



## History – TTO Games

---

### Game of Discovery

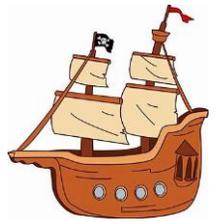
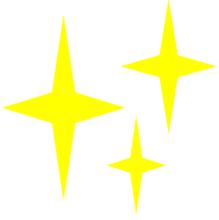
This is the Game of Discovery. We want to sell our game to TTO schools so that kids our age can play the game and learn from the game. The game itself is for children aged 4-17 years old and it is fun for male and female. Our demographic is TTO schools. We want to sell it to TTO schools so adults and teachers have to think that the game is educational and a fun way to learn history. Adults and teachers want their kids to have fun but they also want their students to learn from the game.

This game is perfect for a TTO school, because students are just starting to speak English every day and some of them might already be able to do that and some students might not be able to do that. For both groups this board game is fun, so if you are looking for a fun and educational game you are at the right place, our game includes a lot of tasks that are good for students who are starting to learn and speak English and it is a good way for them to get confident in speaking English. There are tasks like drawing and writing about discoverers and telling about journeys. There are also educational questions along the way in the game that you have to answer correctly. The game is also a good way to get students wanting to speak English because they like the game so much.

This game is better than all the other games because this game challenging but there are fun questions. All the other board games out there are or boring or are not educational and our board game is the perfect balance! Your students will love it so much that they will keep playing it they will never get bored of it!

Jessica Groot, Nienke Elink Shuurman, Anna Yildirim & Chris Van Der Zanden 2A

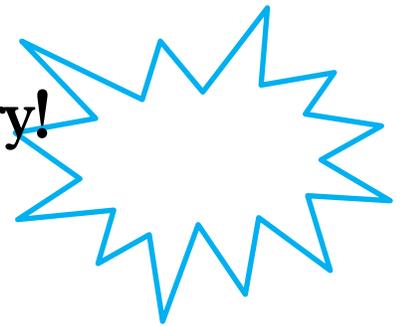




# GAME OF

# DISCOVERY

Go to war with 'boring' history!



With the educational tasks and questions you will have a lot of fun and learn about history faster and better!



Play the game in which you will meet and be some of the most important discoverers of history!

## Best Game for TTO Schools!

Do you want your students to have fun while learning English?

Then, the Columbian Exchange

Board Game is the solution!

Experience the Columbian Exchange while you are playing!



Earn money with trading. The person with the most money wins the game and is the master of the Columbian Exchange.

Get it now for just 15 euros!



# GNE PUBLIC SPEAKING AWARDS BY NUFFIC

---

## My Public Speaking Experience

Last week Miss Haasnoot and I went to Zwolle for the semi-final and final of the Public Speaking Contest. It started off in the morning with the impromptu speeches. We all had fifteen minutes to prepare a three-minute speech. The way we sat there was actually quite humorous. It was just a room full of trembling, nervous children preparing their speeches. Eventually, it was my turn and I delivered an in my opinion 'corny' speech. However, it was sufficient because after waiting for a very long time, I learned that I was one of the eight children that had made it to the final. Thereafter we waited some more.... All that waiting time however, did give me the chance to socialize with the other competitors (and of course with Miss Haasnoot). They were very interesting people in fact! Then, it was obviously time for the actual final. I was the third speaker and once again I talked about 'purposeful practice'. I did not win or ended up second, but that did not matter. I received sympathy from other people and made many new friends. I also learned a lot about delivering (impromptu) speeches throughout the whole contest. So, in the end we could say that I did win in some way, because those things are a much bigger prize.

Finally, I absolutely need to thank Ms Stout, Miss Haasnoot and Mrs van Otterloo for helping me get this far!

Shivani Khargi V4

