

MECE Reading Newsletter



Reviews of a new beginning

In this first edition of our newsletter, we hope to give you a promise of the good that is to come of the Reading Ambassadors. With reviews of our latest work. Including tutor reading, book recommendations, a Book Talk, and outstanding pieces of writing from across the school.



Upcoming:

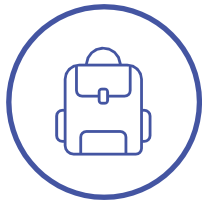
Book Talk!

Tutor Reading

Subject Spotlight

**Only a generation
of readers will
spawn a generation
of writers**

-Steven Spielberg



Tutor Reading

Since its introduction 2 years ago, tutor reading has been a great success. It gives years 7, 8 and 9 an opportunity every week to take time and develop their reading skills. With a wide range of books spanning from *Bear Grylls* to *Boy in the Striped Pajamas*, each new book has promise. I personally enjoy being able to begin the day with some reading before any of our lessons and think that the initiative is a great way to spend our tutor time.

Isaias – Only being in year 8, I started doing tutor reading last year and it was an amazing idea to put into a school. There are many books each tutor is reading together, like *Holes*, *Tins* and *Trash*. Everyone is engaging well in the activity in tutor, and it really helps the students boost their reading age to above average than they need to be at their year.

Lola- Evaluation of Tutor Reading
Every week during tutor there is tutor reading. This is a successful method for students to read by following along the book with a ruler as the teacher reads. This practice is useful in many ways and especially in introducing students to a variety of different genres of books that they may not usually have chosen. Several of these books include a *Bear Grylls* book, *the Diary of Anne frank* and *The Other Side of the Truth*. These books have an interesting view on the world and are interesting recounts of different people's lives.



Book Talk!

The Reading Ambassador's most recent venture was Book Talk! to year 7 and 8 tutor groups. We had different members go to each group and talk about the book that they were currently reading. The aim of this activity was to promote the work of the Reading Ambassadors and reading in general to the younger years. I had fun being able to talk about a book series I'm passionate about and it felt good to spend some time encouraging others to partake in an activity I enjoy a lot. I hope that these talks did the students some good and convinced one or two of them to go home and take a moment to read just a page or two of a book they enjoy.

Isaias – the Book Talk! was an excellent idea for the Reading Ambassadors to do. Each Ambassador was assigned to a tutor group, mostly in KS3 to talk to them about reading. I did a year seven tutor group, and it was a huge success: they were all listening to me, and it was very interesting hearing about what they read, and why they like to read as well.

Lola- During tutor on Thursday the Reading Ambassadors went to different year 7 and year 8 tutor rooms and discussed the book we were reading. I discussed and gave a brief introduction to *Anne of Green Gables* in 7C. The class listened well and responded to questions about the book. I think it went well and would be a good way to continue promoting reading in the future.

“Literature is the most agreeable way of ignoring life.”

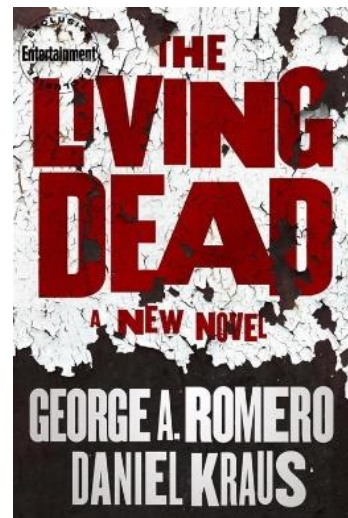
- Fernando Pessoa, *The Book of Disquiet*

Book Recommendations

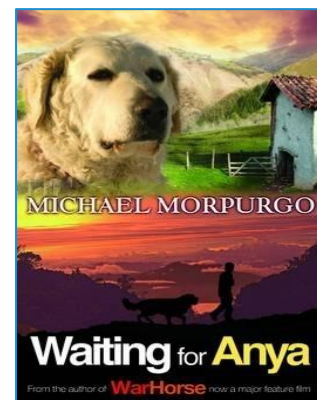


Our Reading Ambassador's current favourite books and why you should read them.

I'm currently reading *The Living Dead* by George A. Romero and Daniel Kraus. I am really enjoying it because I like quite fast paced books and action was almost immediately introduced to the plot instead of having a lot of buildup. The characters are also very interesting because they're all in completely different situations but are all trying to do one thing: survive. Dystopian novels are probably one of my favourite book genres as I find the world building of a post-apocalyptic earth fascinating. I would recommend this book to fans of horror, gore, and dystopia.



Isaias – I am currently reading a book by Michael Morpurgo called *Waiting for Anya*. This book is a really good read, because it is engaging and doesn't have too many words on a page which can be good if you are a new reader. This book has things about war which is really interesting because I find war novels very engaging and vigorous. I really like Morpurgo's style of writing it is very clever of how he writes.



Subject Spotlight

A look at some of the best pieces of work from different subjects across the school

English

Discrimination And Racism Through Out History:

Discrimination in America has been apparent for many years and is still around today. African-Americans have been racially attacked in many different ways. However, despite what others say, Africans were not always marginalised. For example in the 15th Century, Africans were viewed as the 'opposite' from what we may hear today. They were seen as 'superior' and were known as 'Kings' and 'Queens', this was because they had great kingdoms and empires, meaning that they were also wealthy. Moreover, Britain desperately wanted to trade with Africans as they were high in reliable resources and materials.

Although this, Pope Benedict XIV legalised the process of enslaving Africans in Portugal by the 17th century. This turned things around for the Africans, as they were now seen as 'objects' and had no rights nor freedom. They were sold and transported by ships across hundreds of thousands miles away from their homes to be brought from Africa, to The Carribeans, then to Europe. This was known as 'The Middle Passage'. Men, woman and even children were owned by slave owners and masters who would forcibly control and order them around. If in attempt of resistance, the Africans would receive a severe punishment from their slave owners, making it an overall 'living-hell' experience.

By the year 1865, slavery was finally put to an end and was declared to be abolished. However, many African-Americans still experience racism and have to still face oppression and discrimination. As a result of this, it has led to me numerous counts of protests, civil rights activists, and allies fighting for true equality and the hope of peace between the whites and the blacks.

One well known famous activist is called Maya Angelou. Maya Angelou was a fighter of equality and freedom, not only this but she was also well known for her inspiring poems. One of her most famed poems was titled 'Still I Rise.' Still I Rise was primarily about her self respect and confidence and how she stayed strong going up against racism and segregation throughout her years. In her poem there are many examples, 'you may shoot me with your words' and 'you may trod me in the very dirt' demonstrates the hardships not only Maya had to go through but all of the African-Americans. Another example was that if a coloured person walked past a white person, the coloured person would have to bow their head as at the time white people were viewed as more important and superior than

Sicily hopewell

Black Lives Matter DWC:

In the poem 'Still I rise' Angelou does suggest horror of slavery especially the last two stanzas. "Leaving behind nights of terror and fear." Highlights the fact that she could be talking about a situation a long time ago that she could have experienced. But the words 'terror' and 'fear' can speak for anyone who has been through racism in saying that they are scared to go along with there daily life, because of this it can effect them for the rest of there life. On the other hand, this makes them a lot more powerful mentally than they would've been before, perseverance is there fuel. 'I rise' is repeated to represent anyone who has been through racism. From the start of discrimination in the early 17th century, all races, religions, sexuality and disability have been strangled with this vine that has been going on for too long, but still they rise.

One idea explored in the videos is, segregation. During segregation in 1960, white people would attack any coloured people with many farm full weapons weather they were in public, or in the safety in their own home. This is portrayed in the following quote, "tasting the bitter fruits of racism." The phrase 'bitter fruits' shows us how horrifying segregation was in the 1960s as white people had no mercy as to go against the rights of people with coloured skin. 'Tasting' suggests that people all over the world has heard about segregation but has done nothing about it, no matter who they are. It was only the people in the true situation who have taken actions into there own hands. The video is wanting the viewer to understand that, segregation happened 62 years ago it is still happening across the globe, and it is a hurdle that we aren't even getting over. Overall, the video does talk a lot about segregation and how people have been reacting to it and how we are struggling with it in this modern century.

When Maya Angelou was interviewed on the video, she clearly speaks about a specific theme that is our progress of discrimination in the 21st century, and how we are loosing the face of courage. One of the questions that the interviewer asks is, "How do you think the world is lacking to stop discrimination?" Angelou on quote says, "we lack courage, it makes us look weak." I completely agree with Maya Angelou as, we are not talking freely about any of these problems and how we are sitting back and leaving it all to the government, public speakers and other important people to take care of this. But what is actually happening is that we have no clue how to face this problem head on, this means that we are scared in the face of failure. Which makes us look 'weak'. I personally have had experiences where I have found speaking up extremely scary as I think I am going to fail, but it has turned out successful and that has made me even more confident to do it again. Everyone anywhere just needs to brake the first barrier, and then anything is possible.

Subject Spotlight

A look at some of the best pieces of work from different subjects across the school

Maths

Benjamin Banneker

Benjamin Banneker was born on November 9th 1731 in Maryland, USA and sadly died on October 19th 1806 also in Maryland, USA. He was a mathematician, astronomer, compiler of almanacs, inventor and writer. Banneker was one of the first most important African American intellectuals. He was a freeman and raised on a farm near Balitman which he would eventually inherit from his father. Banneker attended a Quaker Schoolhouse but was mostly self-educated by various books. He read about literature, history and mathematics.

In the early 1750s Banneker borrowed a pocket watch from a wealthy friend. While studying this pocket watch closely he looked very carefully at how it was built. After drawing detailed diagrams Banneker started to build a clock. In 1753 at the age of 22 he built one of the first wooden clocks that kept precise time. Banneker was later heavily encouraged in the study of astronomy by George Ellicott (a Quaker and amateur astronomer) whose family owned nearby mills. In 1788 Banneker made astronomical calculations and he accurately predicted a solar eclipse that occurred in 1789.

Later on in Benjamin Banneker's life he opposed slavery and advocated civil rights. He even sent a letter to the U.S secretary of state (at the time) Thomas Jefferson asking Jefferson's aid in bringing about better conditions for African Americans. He wrote this letter in 1791.

I think that Banneker's legacy lives on because if it wasn't for him a lot of things wouldn't have been done to help African Americans. Others would have not been protesting for Black Lives Matter ~~the~~ now if he had not taken the first steps in doing so.

Níamh King 7 MA1

Who Is Benjamin Banneker?

Benjamin Banneker was an African-American naturalist, mathematician, astronomer and almanac author. Also, he was a landowner who also worked as a surveyor and farmer. He was born on the 9th November 1731 in Baltimore City, Maryland and passed away on the 9th October 1806 in Oella, Maryland. His significant accomplishments include the successful prediction of a solar eclipse, publishing his own almanac and an annual calendar containing important dates such as astronomical data and the surveying of Washington D.C. Another significant change he made to the world was making the first clock to be made completely in America. He did this from a wealthy neighbour loaning him a pocket watch, so he took it apart and studied its components. After doing so, he made a fully functioning clock entirely carved out of wooden pieces. The clock was amazingly precise and kept going on for decades.

I think that his legacy still lives on because the world has changed since his discovery and there are numerous clocks in one building now. Also, people are still astronomers to this day and maybe he inspired their descendants years ago.

By Iris Jones, 7ma1.

Subject Spotlight

A look at some of the best pieces of work from different subjects across the school

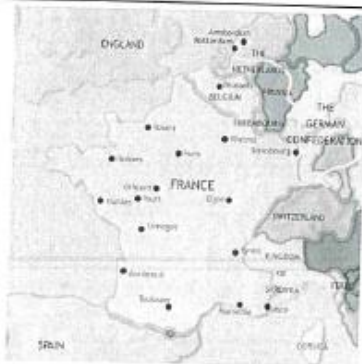
History

The people of France were engaging in a Revolution!



KEY INFORMATION:

In 1789 the people of France began the French Revolution. The revolution brought down their king and made France a republic—a country ruled by the people.



What does liberty mean?

Liberty means the state of being free within society from unreasonable restrictions long autonomy.

Why did the French feel they weren't getting liberty?

There were three estates ^{the} which meant to meet at the estate general, but the third estate consisting of 97% of the population were not helped despite them being the majority.

What happened during the revolution?

Bastille was stormed, slavery was abolished in France, the Declaration of the Rights of Man, Louis was executed, people were executed after the king's death, Napoleon got control of the army then overthrew the revolutionary government and he made himself consul of France.

What happened at Bastille?
In 1789 revolutionaries stormed Bastille, the royal prison in Paris.

Give two reasons for why people of France started a revolution?

1. The third estate had no say about what happened in their and their country, whereas the Estates General had it make in over a century.
2. France had given lots of money to help the American Revolution so the French were poor and hungry and blamed the king.

What year was the French Revolution?

1789-1799

Who was in charge of France at the time?

King Louis XVI

What was the Estates-General?

It was where the three estates annually met to discuss important matters.

What was the result of the French Revolution?

The outcome of from the French Revolution was the removal of the monarchy, which was replaced by Napoleon Bonaparte king Louis XVI was not executed and the French gained more freedom.

Useful websites, videos and podcasts

<https://kids.britannica.com/kids/article/French-Revolution/353712>

<https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-the-french-revolution/zb9d2sg>

This 'meanwhile, elsewhere' was designed by:

Miss Shepherd

Subject Spotlight

A look at some of the best pieces of work from different subjects across the school

PE

Isaias – Dance is one of my favourite subjects, you can express yourself in so many ways and there are so many different things you can do to perform things. But what might surprise you is that we do writing and critical appreciation which is writing about what we are learning.

At the beginning of topics, you will write up about what you are learning, and how a specific style was originated. Like down below there is a spider diagram of what you will first do in year seven. Probably the best topic Avengers assemble. The reason why that person did a spider diagram is to write what type of characteristics do each super hero have, and in the dance, they had to re-create that.

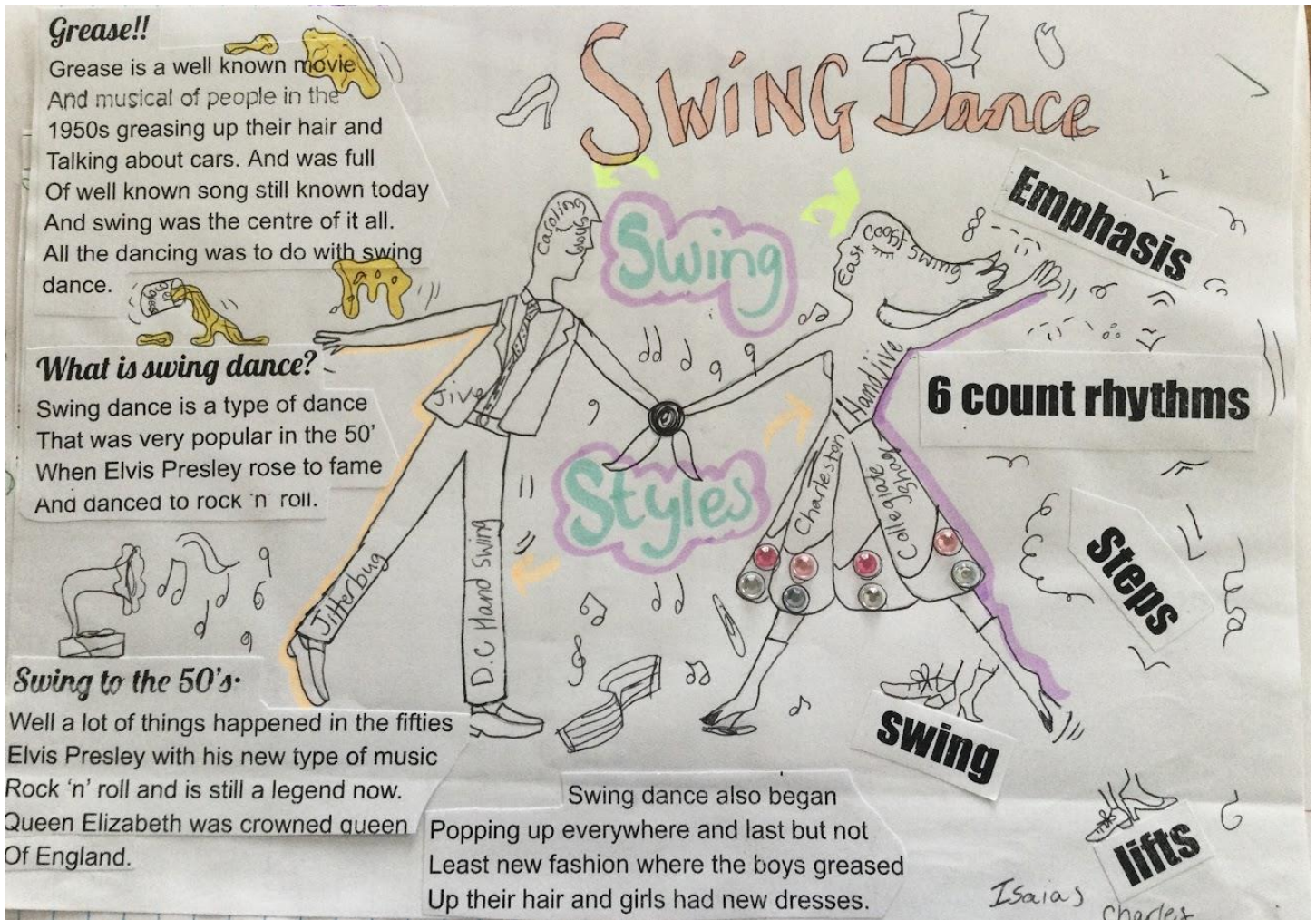
Also, at the end of that topic sometimes you have homework which is usually making a poster or fact file of what different styles they learnt about. This poster done last year was about swing dance and what was happening in the fifty's which I loved.

8/9/21

Marvel unit

- Technical performance skills
- Key subject specific Vocabulary
- How to use characterisation in dance
- How to embody stylist movements





This picture is from last year, and at the end of that topic this person made a poster of swing dance because that is what they did that term. it has all the information of what happened during the 50's!

Subject Spotlight

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Drama

~~Do Now~~ Physical Theatre

~~Do Now~~-

Physical theatre is when an actor uses their body as their main way of communicating to the audience. It is important to use exaggerated movement, making sure everything you do is clear.

In the first couple of lessons, we did some puppet work in pairs. This was to help focus on body isolation and controlling our movement precisely. Along with this, as groups, we created a short piece to show us travelling over diverse landscapes. During that performance, we got to work on exaggerating our body language and large, precise movements. Finally, we looked at a poem called 'Giovanni' which was about a sad clown. This piece allowed us to use tableaux and soundscapes.

As Gregor Samsa ^{awoke} woke up one morning from uneasy dreams. He then finds that ~~to~~ the stress of his life has transformed him into a beetle. It was a very unusual piece but I had lots and lots of fun working on it. ~~It was~~ The scene ~~it~~ is very unerving and not right in a way that's hard to put your finger on; I really enjoyed trying to recreate this feeling in my own performance. At first, the

Reading Ambassadors

A large amount of stage directions were slightly ~~a~~ intimidating but once we were able to dissect ~~to~~ them a bit, they ended up being really helpful whilst trying to come up with ~~to~~ our movement and staging. One of the things I think went really well was the scene with the ticking clock. I do, however, think there were a few scenes that we neglected and needed some more movement.

zzy, Fin, Emma, Lola

The start of the performance saw you follow the stage directions well. I really liked the way you represented the alarm clock and adding in the ticking for this part. This was a well-rehearsed performance that showed a good understanding of the Physical Theatre style we have been studying. In the middle of the performance, when Gregor is talking about his job, there was little movement. What movement could you have added at this point? The end of the performance was really creative, again showing a good understanding of what makes a successful Physical Theatre performance. You ended with a 'family' image. This was a great performance.

I was playing the role of Greta Samsa ~~a~~ for my performance. I used a few different physical theatre skills throughout the piece. When there was the line about the alarm clock, our group worked together to create a soundscape of a ticking clock. We also ~~also~~ shifted the focus throughout certain parts of the scene. To achieve this, I popped up when I was saying my lines. ~~Other~~ An improvement I would make - if we were to do another physical theatre performance would be to add in some more movements. I often found myself standing and saying my line without doing much. ~~To~~ To change this, I could use gestures to expand my movements.

Year 7 pupils produced some wonderful war poetry of their own!

War

The sky begins to turn,

Sirens ringing,

bombs exploding,

Guns firing,

War had begun,

Soldiers live,

Soldiers die,

Some see their family,

Some don't,

I sit there waiting,

"Ready",

I climb,

Finally,

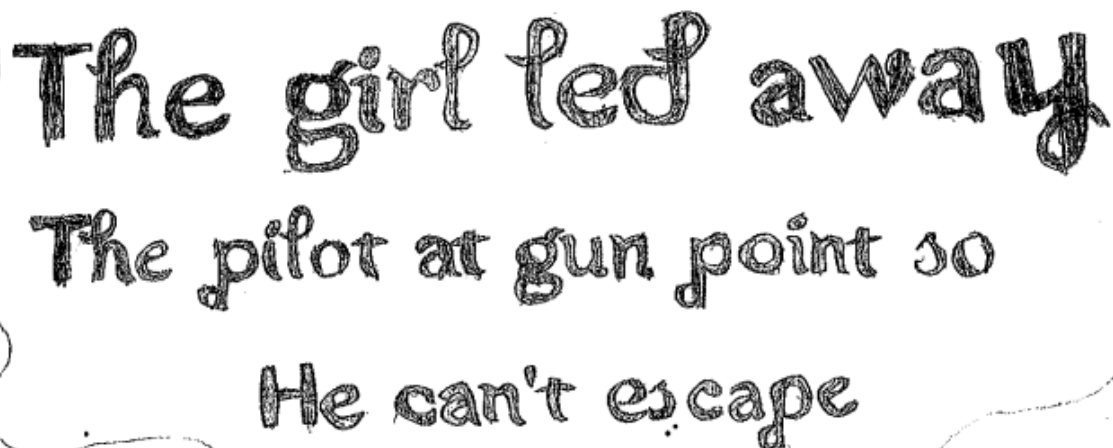
I fire my gun.



War

War is life threatening,
Dead corpse on the ground,
Most of your life your fighting,
Can't turn around,
Gun shots left and right,
Can't hide Can't leave,
But in the end,
Bring war to peace.

Year 7 pupils worked on some haikus whilst exploring rhythm and rhyme based on their study of war poetry!



The girl led away
The pilot at gun point so
He can't escape

ポピー
Poppies

poppies glowing red,
Blooming in spring, lasting long,
Message eternal.

赤く輝くポピー
春に咲き、長持ちする
永遠のメッセージ



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.....
Reading Ambassadors
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They fought for freedom

They fought for our country, for us

But now lay their heads

By konstantinos



Short story by Isaac Edwards

It was the day of the launch. NASA decided to launch their first coloured human into space. The coloured community felt as if they were a part of something great until they realised the reason NASA had done it. The original plan was that after Catherine Johnson figured out how they would be launched, they would send their crew up-to space so they could win the space race. They didn't want to risk losing a superior white person, so they sent a black man up into space for a test run.

When he left the ship, he started to suffocate like a blanket was strangling him, he lost control and his lungs lost oxygen and his skin started to dry up with shriveled flakes of flesh and skin left his body. As he made his way back to the shuttle with every piece of strength, he had he finally made it back with a few breaths to spare took off his helmet and tried to regain self-control instead of hyperventilating and dying without saying goodbye to his wife and children.

He returned into the Earth's atmosphere and the shuttle lit aflame and crashed into the ocean. The ship sank and the man inside didn't manage to escape in time.

This is the truth of how they knew it was safe to get into space.

Descriptive Writing by Isaac Edwards

It was beautiful, stars filled the sky with brightness and the moon stood out as its light echoed. Its pale white face orbited around us undisturbed. Unreachable. Stars shifted as if they were an endless ocean glistening, shining, flickering individually showing off their beauty- it was almost as if it looked like a black canvas with millions of white freckled dots scattered all over, leaving the moon as the centerpiece. Its glassy, eternal, everlasting, opal white surface shone over us beaming with unpigmented light. Destined to shine as bright as it could. Our overlooker watched as we silently fell peacefully asleep.

Thank you reading our newsletter! We appreciate all your efforts in spreading the love of reading at home with your children. We love reading at MECE and hope to develop more ways for pupils to engage further.

Happy reading,

Emma Thorne

Zoe Thorne

Isaias Charles

Lola Sheers

Faye Ballard

Chloe Grieve

