From the TTO coordinators’ desk

Dear TTO Students & Parents,

We are close to the end of the strangest year in the history of TTO at the Rijnlands. Of course, we could perhaps rephrase and state that this year was – to a large extent – the most dystopian year in the history of the Rijnlands period. Early March – the second years had just returned from the Oxford Trip – schools were closed and we had to continue your education online.

In the previous MOTTO, you will have seen what amazing work you managed to produce despite these trying circumstances. It was a beautiful edition that made us very proud of all you do and achieve. Thank you, Mrs Royle, for all your hard work on the MOTTO!

Now, we have come to the end of the third report period and there is much to celebrate! All of the 6 IB students passed the 2020 IB exams. Their results are amazing and once again show what an impressive level of English our students achieve after they have completed Junior and Senior TTO. We wish all of you the very best on the journey ahead of you!

This MOTTO, however, does not just celebrate the achievements of those that completed Senior TTO. In this MOTTO you will find many wonderful projects that our students completed. Year 1 TTO, for example, recreated the Leiden Week – which unfortunately could not go ahead due to COVID-19 – from home. Year 2 TTO wrote amazing poems, made beautiful artworks and worked on exciting Biology projects. Year 3 TTO were inspired by Klimt and wrote stunning fables. In the upper school, you will likewise find wonderful projects completed by Year 4 TTO in KCV, CKV and English TTO.

Extra special is that Jacobien Wiersema and Floris van Pelt, departing Senior TTO students, have a tribute to the Kunstklas. This special art programme was a part of their lives in the past six years, a first for the Rijnlands Lyceum pupils.

This MOTTO is the final one for the school year 2019/2020 and this also makes this a bittersweet edition. All the more so, because two beloved TTO teachers – Mrs Guidera and Mr James – will no longer be teaching at the Rijnlands at the start of the next school year. Mr James will be enjoying his well-deserved retirement, while Mrs Guidera will be teaching at a TTO school closer to home. We will miss them dearly and thank the both of them for all they did for the RLW TTO department.

Now there is nothing left for us to do but wish all of you a wonderful summer! Stay safe and healthy! We look forward to seeing you at the start of the next school year in which we will celebrate 25 years of TTO at the Rijnlands. We can’t wait!

Best Wishes,
Miss Haasnoot & Mrs van Otterloo

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LEIDEN WEEK at HOME

The traditional Brugklas ‘Leiden Project Week’ in April could not go ahead - of course! A real pity, as it is always such a fun activity week; away from school, learning outdoors and in museums.

Instead, pupils researched online what they would have seen ‘live’ on their walks through Leiden.

Here is a taste of what some pupils produced for Art and English TTO.

For **ART** they brought together the theme of Leiden’s Past in the Present with some fun drawings of the Burcht decorated with typical Pop Art inspired designs imitating a graffiti-look. The result: they turned this ancient fort into a colourful 21st century hang out.

Floor Kees 1Ba
Above: Ishani Awasthi 1A. Below: Magali van Vollenhoven 1Ba
Above: Marcel Sutedja 1A. Below: Noa Weiner 1C
LEIDEN WEEK at HOME continued with English TTO

This at-home-researched Leiden report replaced what would have been learned ‘live’. Never mind; Hannah has done a great job, as did the other 1TTO pupils in expressing the theme Leiden’s Past in the Present.

Leiden’s Past in the Present:

By Hannah Leeuwenburgh 1B

This report is going to tell about three interesting places in Leiden. Molen ‘de Valk’, University of Leiden and the ‘Pieterskerk. Leiden is a city in ‘Zuid-Holland’ (or South Holland). The nickname of the city is ‘Sleutelstad’ (or Key City). In addition, the city is known for its rich history and the old town, with canals, monumental buildings and courtyards. With 124,899 inhabitants, Leiden is the fourth municipality of South Holland, measured by population, after Rotterdam, ‘Den Haag’ (or The Hague) and Zoetermeer.

Molen de Valk

The first topic is ‘Molen de Valk’. ‘Molen de Valk’ (or ‘the Falcon Mill’) was built in 1611. Back then it was called ‘de Valck’. In 1667 a wooden mill was placed there and in 1743 there was build a higher mill made of stone. There were two houses in the mill, one for the miller and one for the servant. In 1869 both the houses were fused to one house. The current interior is from that period. Since June 2, 1966, the mill has been used as a municipal mill museum. Since 2000, ‘de Valk’ has been able to grind again. As of June 1, 2013, the ‘Molenmuseum de Valk’ is part of Heritage Leiden and environs.

Source: https://nl.wikipedia.org/wiki/De_Valk_%28Leiden%29

‘Molen de Valk, 2e Binnenvestgracht 1, Leiden’

University of Leiden

Moving on to the University of Leiden. The university has seven faculties (six in Leiden and one in ‘Den Haag’ (or The Hague)), with more than 28,000 students enrolled. The University of Leiden was founded on February 8, 1575. Previously, Leuven University (founded in 1425) was the best place for higher study in the Netherlands. Due to the Dutch
Revolt, this was no longer possible for students from the northern rebellious provinces. So there was a need for a new or replacement university institute in the Northern Netherlands. The university was founded by ‘Willem van Oranje’ in 1575. The University of Leiden is the oldest university of the Netherlands.

Source: https://nl.wikipedia.org/wiki/Universiteit_Leiden

‘University of Leiden/Academic building, Rapenburg 70, Leiden’

**The Pieterskerk**

Then the last topic, which is the ‘Pieterskerk’ (Peter’s church). It was built in 1121 and restored in 1978-1982 and 2001-2010. The ‘Pieterskerk’ is a church in Leiden and traditionally the main church of that city. To the saint, Saint Pieter (Peter), to who Jesus says in the Gospel according to Matthew: "I will give you the keys of the Kingdom of heaven ..." the city owes its nickname Key City.

The earliest history of the ‘Pieterskerk’ is by no means certain. Different structures may have preceded the current church. Around 1100 the chapel of the Counts of Holland stood there. During World War Two (WW2), the ‘Pieterskerk’ was still used as a church. Of the nine pastors, one was a member of the NSB. The sexton, on the other hand, W.K.L. Rameau, supported the resistance. People in hiding were housed in the Pieterskerk, resistance groups were trained, and the university’s valuables (including the great seal and the beadle staff) were hidden under the floor, in the grave of Coccejus. The ‘Pieterskerk’ is certainly a very important and interesting place in Leiden, with a great backstory.

Source: https://nl.wikipedia.org/wiki/Pieterskerk_(Leiden)

‘Pieterskerk, Kloksteeg 16, Leiden’

**Leiden**

Leiden is a very interesting place to live or just to visit, because there are plenty of new things to learn about the history of Leiden. All the buildings have their own backstory and they are all different. And in the present it’s a beautiful city. The university was founded by ‘Willem van Oranje’ himself. The church has an interesting backstory. And the windmill is part of the Heritage Leiden. Leiden is certainly one of the most beautiful cities in the Netherlands.
The story of my great grandfather

My great grandfather William John Hooper was a spy during World War II. The family recently discovered that he worked as a double agent for both MI5, MI6 and infiltrated the "Abwehr" and the NKVD (the later KGB). His name can be read in several books about spies in World War II.

There are little pictures of him, but here you see one. Just like James Bond he was working in different countries and did not speak about his work to his children. One of them is my grandmother.

My grandmother told me how the family escaped to England during World War II:

Daddy would receive a message from England when he had to leave the Netherlands. The war had been going on for 5 days. He decided to leave on May 5, 1940. We should have left much earlier with the boat that also included Queen Wilhelmina, but the Germans had intercepted the message. There was little time to pack, we were allowed to bring one cuddle bear. There was a car
outside, a car with running boards and a soldier with a rifle at each side. We drove in convoy to IJmuiden. We had no time to waste because IJmuiden was our last chance to escape the Germans. We should not have stayed in the house much longer because, shortly after our departure, we heard later, the Germans came to take us.

Our convoy was on the quay next to the last destroyer that was supposed to sail to England. The hours on board were extremely dangerous because of the many mines. There was a lot of activity on board during the very dangerous crossing. I heard a deep rumble of iron along iron, a sound I can still hear in my ears.

I don’t know where we disembarked. I remember a station waiting for the train to London. In London we stayed in the beautiful Grovner Hotel. I remember what I think are huge steps. Then we left for Waverdon in Buckinghamshire with the Cowgill family. Mr. Cowgill also worked for the British Intelligent Service (he was the second man of MI6).
Inspired by work of M.C. Escher, TTO created puzzle-like drawings that twist and turn flora and fauna shapes to create a design. With the help of an instructive video and PowerPoint, they managed to draw intricate images.
Left: Véronique Verweij 1A. Right: Armaan Munnink 1A.

Floor Kees 1B
BIOLOGY

B1A, B1B and B1C enjoyed lots of fresh air during Biology lessons over the last few weeks, investigating pond life and other flora....
And back in the classroom ....
In Year 1 History everyone designed a guild shield as the final activity for the Middle Ages. Floor B1b designed a wonderful shield for a painters guild!

My guild sign. The name is “the painters 4” in Latin.
DRAMA

For music and theatre we have been watching the BBC-show ‘Taskmaster’. After analyzing that show it was time for us to make our own episodes. The Taskmaster show is about challenges and not just regular challenges but weird ones. For example: Draw a cat in 30 seconds but ... blindfolded. Or try to plank as long as you can but there’s a cup of water on your back that might fall. Or by an impressive gift for the taskmaster with only 1,5 euros etc. etc.

We had a lot of fun creating this show and we’re looking forward to seeing each other’s episodes!
During online Art lessons year 2 TTO made masks with the intention of protecting themselves against something, or, giving them a particular power. Before making the masks, they researched masks from different cultures and also masks from superheroes and heroines.

Luuk Hoff of 2C’s mask certainly captures attention. Lodewijk Kraal, 2C, explains his mask.

The red manes are like manes of a lion, king of the animals. With the manes, you show that you are not afraid and you make yourself bigger than you really are.

The silver tongue is from an ancient battle mask to fight evil spirits, this was often used in ancient times.

The gold shows wealth like the ancient masks of the Egyptians. The mask therefore also protects against poverty.

White is purity, cleanliness and protects against diseases and stands for pure and honest
‘Nerd Master’. By Berend Zwitzer. 2C.
This mask is very smart!
It has very big ears so that it can concentrate better in class and it has glasses to study better.
It uses his big teeth to scare bad grades away.
It’s always having an idea for every question and that’s why it has a big light bulb above him.
This mask protects and helps me at school, It’s simply amazing!

Chloe Lomans. 2C.
This mask will give you the ability to communicate with birds.
It will also allow you to fly like a bird.
To activate the masks, you need pull out one of the feathers which will grow back immediately. Then you have the ability to fly 1000 km/h this will help you get around fast.
Julia Rueb 2Ba made the Mask of Liberty, it protects you from war and creates peace.

Left: Lara Pilouw 2A made a mask to protect her from bad spirits and connect with the good ones.

Left and above: Tygo Bentvelzen 2A made this mask as a tribute to African tribes, it gives you the power to control the weather.
The Greek (super)hero Hercules and his twelve labours was the challenge for 2TTO while they were still having online lessons. They had to complete form studies, preparatory sketches of a choice of three of the labours and, a final drawing in biro. The final drawing had to incorporate a hatching technique.

Morris Nouwens of 2C, expressed the strengths of this ancient (super)hero with a modern twist using his cartoon-like drawing style.
ART & BIOLOGY CROSS-CURRICULAR

Endangered Species. An important topic. 2TTO researched an endangered species then wrote a script from their information. This script would be used for their mini documentary in Art about their species.

Quite a few David Attenborough’s emerged and a lot of fun films, whilst also keeping in mind the seriousness of the topic. Well-done 2TTO. You deserve the red carpet treatment!

Endangered Species Documentary
The Sloth

Floris Emde, 2Ba

Text of the script for a 60 seconds mini-documentary

Brief introduction, 10 seconds

In this video we will take a look at an example of an endangered animal. An endangered species is any species, plant or animal, that is at risk of extinction, because of a sudden rapid decrease in its population or a loss of its critical habitat. Possibly more than 1 million species are on track for extinction in the coming decades. Let’s look at the example of the Sloth.

[Picture different levels of endangerment]

The Sloth, 45 seconds

Sloths are a group of tree-dwelling mammals. They are well known for their slowness of movement. They spend most of their lives hanging upside down in the trees of the tropical rain forests of South America and Central America.

Sloths are so named, because of its very low metabolism and deliberate movements, sloth being related to the word slow. This supports their low-energy diet of leaves and avoids detection by predatory hawks and cats that hunt by sight. Sloths are almost helpless on the ground, but are able to swim. The shaggy coat has grooved hair that is host to symbiotic green algae which camouflages the animal in the trees and provides it nutrients.
Not all species of sloths are endangered at the moment. However, over the course of history three families of the animal have gone extinct.

Of the six existing species, one, the Pygmy three-toed sloth, is listed as critically endangered. Another one, the Maned Three-toed Sloth, is enlisted as a vulnerable species. The other four types are enlisted as least concerned species.

The critically endangered Pygmy three-toed sloth is a small sloth that is endemic to an island off the coast of Panama. It is typically found in mangroves on this island. One of the rarest mammals in the world, the pygmy sloth was scientifically described only in 2001. Despite the fact that it has no known predators, the population of this sloth species has always been low, mainly because of its restricted range. They only have offspring once per year. Also there is some poaching at times. In 2011 a study revealed that there were only 79 pygmy three-toed sloths in the wild, which was much lower than what was estimated. Eighty percent of the population disappeared in a decade.

The major threat to the Pygmy three-toed sloth is habitat destruction. Though the island is largely uninhabited, lumbering is rampant in this area. The habitat fragmentation and habitat loss makes it difficult for this sloth species to breed. Inbreeding is another issue that threatens its future. Experts are afraid that inbreeding will reduce the level of genetic diversity in this three-toed sloth species, eventually leading to its extinction. Measures to protect the species would be protecting their habitat and preventing the limited, but impactful poaching.
Conclusion 5 seconds

The example of the sloth shows there can be quite some difference in the level to which related species are endangered. Human influence and the reduction of their habitat are key threats to the vulnerable and endangered species of sloth.

[Closing image: sloth and documentary credits, website]

Below a few screen shots from Floris’ mini-documentary with his home-made sloth.

A screen shot from Teddy van Pelt’s (2C) Stop Motion film about the Amur leopard.
BIOLOGY

As well as Endangered Species the topic of Evolution has been dealt with by 2TTO. Below is a Creative Writing Assignment written by Floris Emde 2B, followed by Jurre Kees of 2C.

Biology: Evolution, Natural Section & the Missing Link

Floris Emde, 2Ba

Presentation at the Reed’s School

Dear students,

Thank you for inviting me to give a presentation. I am very happy to be with you this morning.

My name is Floris Emde. I am a palaeontologist. A palaeontologist is a scientist who studies fossils. Palaeontology as a word breaks down to the Greek for "ancient" (paleo), "being" (onto-), and "study" (-logy).

I also have my own museum that I founded ten years ago. Maybe you have been to the museum or you have seen things that I found while doing research somewhere around the world. The museum has quite some objects, because I have a large team and they all work hard. I think they are the best.

Today I will tell you about the Theory of Natural Selection and I will show you my greatest finding to illustrate what we mean by a so called Missing Link. We found this missing link in the Great Rift Valley, in Africa. My team and I were so excited to find the remains of this animal and to understand what it teaches us about how life developed on earth. On this slide you can see my team.

When I was young I was fascinated by Charles Darwin and his Theory of Evolution. I am sure you all heard about Charles Darwin. He is one of the most important scientists in biology and his theory and the example he set has been very important to me.

His theory of evolution is still valid today. To be complete I must tell you that it is called the Theory of Evolution through Natural Selection. In this picture you see Charles Darwin and some of his important findings about how life developed.
When circumstances changed the species that was best adapted to those circumstances had more chance of surviving and reproducing. Via that mechanism of natural selection, generation after generation kept adapting to changing circumstances. Darwin’s theory of evolution through natural selection was a very important step in biology. Darwin is even seen as one of the most important scientists in human history. For humans he explained that the historic ancestor was the ape. The human species developed from the apes through natural selection. His theory created a shock, because it was new and it did not follow the religious beliefs about how the earth, animals and plants had developed. Evolution is gradual change, because each generation that survives and reproduces is better adapted to the changing environment. Darwin had to defend his theory. He had to defend it mainly against other theories but also against the Creationists who thought his theory was immoral and heresy.

These are some videos that illustrate the theory that I just explained. We will only watch a few of them today, but you can watch them later at home. Darwin developed a theory called “survival of the fittest”. Animals that are best fit for their environment have more chance of survival and reproduction.

The Pepper Moth is a great example of natural selection. We can see two species moths: the black one and the white one. You can almost not see the white moth on this white tree. This is a big advantage over the darker moths that were more easily seen by the predators on the white trees. These white moths had very good camouflage. Then there came more pollution in the air, because of the increase of the number of factories during the Industrial Revolution. This caused the trees to become black by the exposure to the black dust from the factories. This also ended the camouflage of the white moths, because the trees were black now. So the white variety of the species was now seen more easily than the black moths that now had camouflage. You can see these changes in the population. First 80% of the population was white and 20% was black. The white moths could more easily survive and pass on their genes. So the percentage of white moths in the population increased.

With the pollution, the black moths had better chances to survive and pass on their genes. Now the black moths were 90% of the population and the rest was white. You can clearly see that the environment and the conditions influence the population. The species that is best adapted to the environment survives longer and is the most successful. The survival of the best fitted. In this specific example the situation changed one more time when there came laws and special measures to stop the pollution.
What do you think happened to the population of moths?

[student answer, discussion]

Great, indeed. The white moths increased again and the black moth numbers came down again. Sometimes a change does not take many generations. And for me it is an important illustration and proof of the theory of Darwin.

I will show a few more examples to you, but only briefly. After that we will talk about my big finding of the missing link. We now go along to the giraffes. Generation after generation a species gets better adapted to the environment. For example, giraffes with long necks were better equipped to eat leaves on high trees. Over time the neck of all giraffes was longer because survival and reproduction rates were better for animals with relatively long necks.

There are also examples of artificial selection. What do we mean by artificial? (wait for students answers). The definition indeed is that the selection is made or produced by human beings rather than occurring naturally. So in the context of selection we can say that Darwin plays for god with some of his breeding of animals. What do I mean by this? Darwin selected pigeons breeding them in such a way that the pigeons became very different. These different pigeons had the same ancestor, but they were so different that they became different species. He selected for example pigeons with large breasts and let these pigeons produce offspring together. Even the skeleton and bones changed. Different kinds of feather lengths or shapes developed. To prove his theory he selected the pigeons in the opposite direction. So they developed from the extreme examples to how their ancestors had looked originally. So he selected back towards the beginning. What do you think this is used for nowadays? (wait for students answers). In the Netherlands we use this kind of selection for tulips to get different lengths and colours. Also breeding with dogs leads to dogs with special features or developed parts of their bodies and new species. It can also be used in producing medicines, food and all kinds of other things.

Last but not least I should mention Darwin’s finches that you may have heard about. Charles Darwin lived about 150 years ago. He liked studying animals. In 1831 he went on a journey on board of a sailing ship: the Beagle. The ship sailed to the coasts of Australia and South America. During the trip Darwin collected many plants and animals. Back in England he studied his collection. His ideas about evolution started to form. On the Galapagos Islands he had spotted fifteen species of
Finch on the different islands. The birds were very similar but they had developed different shapes of beaks on each island. Darwin studied these differences and found that the birds had changed to better fit the food situation. The birds that ate insects had pointed, skinny beaks for picking up the insects. The birds that ate hard fruits had sharp beaks to break through the skin. Darwin concluded that the birds had adapted to the circumstances on their own island.

I have too many videos to show you, but you can watch these videos at home. I think the videos give you a good idea of the concept of evolution through natural selection.


I will now talk about the most impressive thing that happened in my life as a palaeontologist till today. I’m proud to tell you about my finding: a special fossil in the great rift valley in Africa.

First let me give an explanation about fossils and why fossils are important.

Like buried treasures, fossils lie hidden in the ground as echoes of the ancient past. They give information about what life was like long ago. Animals and plants that lived many millions of years ago are preserved in layers of earth or in stone. Their bones or imprints of their skeleton are like photos that I can use to study what these animals and plants were like. So, fossils are remains or impressions of ancient organisms that are naturally preserved in stone. There are two groups of fossils. Body fossils are the preserved remains of plants and animals. There are also trace fossils which are records of an animal’s behaviour such as footprints. Together they form the fossil record which is a primary account that tells the story of life on earth through stone. With every fossil uncovered, the planet’s ancient past becomes clearer, helping shape our understanding of our world today.

Let me tell you how my team and I found the animal that is most likely the missing link between two other key species in the process of evolution.

It happened two years ago. We were working in Africa, in the Great Rift Valley to be exact.

We were almost finished for the day and preparing for the weekend. Suddenly I found some bones that formed a skeleton and a stone with an imprint of a similar animal. Some people of my group said that these were ordinary bones that were from a species found more often in this area. I doubted this idea. Remember that one of the things we should learn from Darwin is to be independent and think on our own. I came to the conclusion that I had never seen these bones before. The next day I went back to the digging area and I called my team together. Some were annoyed when I told the news and that we could not get the days off, because we
should go on with carefully working on and preserving what we had found. In the end all were as enthusiastic as I was and they wanted to get started right away. We came to the conclusion that it must be the missing link between two important phases in evolution. The animal is the connection between aquatic animals and land animals.

What is a missing link?
(wait for students answers).

A missing link is a way of looking at special jumps in evolution. The missing link is a hypothetical fossil form that could have lived as an intermediate between two living forms. My fossil is the real missing link between aquatic animals living in the water and the development towards the land. Where I found the bones and other proof there used to be a lot of water long time ago.

We looked at the objects very carefully and noticed that the animal showed most characteristics of a fish, but it also had some characteristics of a reptile. The ancestor of this species was a fish kind of animal. Over time some of these fish started to develop a kind of fins that could be used a bit like legs. Generation after generation that this animal got stronger and larger legs such as we know from reptiles. Remarkably the animal I found had not only gills but also the start of very basic lungs. This made it possible to survive in the water and on land. The lungs were very basic so the animal had to go back in the water to get extra supply of oxygen from time to time. Later the species would develop larger, proper lungs. The water animal changed into an amphibian generation after generation. The skin of the animal was slimy, but it also had scales. The ancestor had more scales and the following generations lost their scales. In my museum I have displayed the evidence surrounded by the aquatic animals that came before and the amphibian animals that lived after these missing link creatures.

It is so nice to see the ancestor, than look at the animal I found and the later generations. You can see the development. It is like a puzzle that is solved. I also brought some materials with me. You can even touch some of it, because we found quite some material in the same place.

We found some bones. So, we could make a kind of skeleton, but we did not have enough bones to make the whole skeleton. However we could make it with some 3-D printed replicas of bones and put this with the real bones. We also had the imprints in stones. I also brought these with me to show you today. We reconstructed the fossils and other evidence and concluded it was indeed a new species and the missing link between two other species. It was able to live on land and in the water. Over time it adjusted even more and became an amphibian animal.

My colleagues were so nice to vote and call the animal after me. The animal is now officially called Florius Piscesquoue et Pedes. They choose the name to reflect that
the animal had special features. It looked like a fish with legs and it showed some reptile features.

The animal is related to the fish found by my brother called Pascira Thoma and is named after my brother, but also to the Reptilia Florentio that I found last year. Indeed, it fits quite well between those two in the path of evolution. This is why I concluded that this was the missing connecting stage in this part of evolution.

My next project will be to explore more of the world and build on the findings till now. I hope to find more connections and evidence using the three animals we found and making the theory even stronger based on more evidence.

I hope you enjoyed this lecture. Maybe your interest in biology will grow or you will become a palaeontologist. Then you could be part of the next generation of scientists finding evidence and explanation about how life developed on earth. Before you know it you will be standing here sharing your story with a new group of students.

You can always contact me to learn more. If you are really interested you can consider taking a summer class at the museum or to do holiday work as part of the museum’s research and education programmes. www.missinglink.museum.edu


Are there any questions?
[Answer students questions]

[Hand out brochures of the museum to the teacher and offer discounted tickets to the museum and to the special exhibition “The Missing Link”]

The Missing Link Speech

Good day everyone, my name is Jurre Kees and I am a palaeontologist. Now before I start with the important stuff, what is a palaeontologist, and what does my team and I do for a living. A palaeontologist is a person who studies the history of life on earth, for example long extinct animals or fossilised leaves. My team and I start by finding an area of interest, usually an area with lots of fossils in the hope of finding a bigger fossil. We carefully dig up the area and if we are really lucky, we hit the jackpot.

Now the reason I am here is to tell you about a very interesting discovery we made quite recently, in other words, we hit the jackpot. We made our discovery in the Great African Rift Valley, which stretches all the way from Ethiopia to the northern parts of Mozambique. What my team and I discovered in the valley in Tanzania was a new species, a species which had great similarities to us humans, homo sapiens. The creature was clearly bipedal meaning it walked on two legs, it had a human like skull and closely represented our direct ancestor Homo Ergaster often referred to as an older version of the Homo Erectus. The Homo Ergaster was discovered in 1984 and was found close to Lake Turkana in Kenia and is believed to have lived around 1.4 million years ago.
We believe the new species we discovered to be a so-called missing link in our evolution tree. To clarify, a missing link is a species halfway between two already discovered species, see it like a missing puzzle piece that you need to finish the puzzle. The reason we believe this creature to be a missing link, is because it looks to be from the same evolution tree as us Homo Sapiens, as I previously mentioned. But the more damning evidence we discovered were the bones. The bones were calculated to be approximately 1,250,000 years old putting it between the Homo Ergaster and the Homo Antecossor, only feather confirming our suspicions, and explaining the similarities with the Homo Ergaster.

However, you may be asking yourself: why is this important, why should I care? The reason these discoveries are important is because it can tell us more about who we used to be; it could also answer some of our many questions about life and how it developed and evolved throughout earth's history. For example, before William Buckland found the first dinosaur, the Megalosaurus, we had no idea there was something before us mammals we thought we were one of the first. Now it's common knowledge that we are just a spec in earth's life history.

To sum it all up, the new species we found could be a part of our evolution tree. If this turns out to be the case, we have just found a missing link, one of our long-gone ancestors. Who can hopefully tell us more about who we used to be and how we used to act 1,250,000 years ago.

Works Cited


2TTO also made the most of the recent good weather to have outdoor Biology lessons.

Isabel Rubbens and Laurel Rutten.

Julia Reub and Marieke Vledder.
Writing a Poem - by Pieter Gent 2B.

I have to make a poem but I can’t think of a topic.  
It is too hot to work, it feels like the tropics.  
I want to do something else, I reach for my phone in my pocket.  
It makes no sense, it isn’t logic.

I can’t concentrate, what should I do?  
I’m sitting here for days with nothing on my screen.  
I’m trying to think but my brain is like goo.  
I’m getting distracted, I want to watch Mr. Bean.

I go outside to give my brain some rest.  
I watch the birds flying from east to west.  
After some time I feel less stressed.  
I go back to work and I do my best.

Suddenly I get a plan.  
I type some words and I make them rhyme.  
My poem isn’t sublime,  
But I won’t throw it in the trash can.

Poetic devices:  
Imagery, Repetition, Hyperbole, Assonance, Half rhyme
Standing in Strength

To capture this school year in a poem,  
All lessons held online,  
A bit lonely staying at home  
But in the end it worked out fine.

Fighting the furious, vicious virus is what I will remember,  
How stressful our lives have been,  
While I hope we all return in September,  
That remains to be seen.

No more singing. Now, 1.5, 1.5, 1.5, keeping distance is key,  
1.5, 1.5, 1.5, is our new rhythm,  
1.5, 1.5, 1.5, how it impacts me,  
1.5, 1.5, 1.5, the end of this Deadly Disaster, how will that be?

All standing together as a proud forest of trees,  
The distance is our strength and saviour,  
With 1.5, 1.5, 1.5, we are the Wall,  
Hoping the virus - our feared enemy - will fall.
Corona

Keep your distance
For an instance
Or a long time
No one knows

Keep your distance
From one another
Or each other
From friends and foes

Keep your distance
We need persistence
Only together
We will step out of the shadows

Keep your distance
Keep your nerves
It will flatten the curve
Before we know it we can be close

Poetic devices: Rhyme, Repetition, Caesura, Quatrain, Imagery

Jasper Koster. 2B
Charlie Poem

A I love my dog with all my heart Repetition
A But not so much his stinky farts
B His doggy breath isn’t the best
B I hug him nonetheless

C The house and garden are his domain
C When a cat enters the garden he goes insane
D Charlie will growl and bark with his mighty beard Hyperbole
D Until all enemies have disappeared

E I love my dog with all my heart Repetition
F He looks like a lion, with his giant paws Simile
G When he catches a ball Imagery
F He gets a big applause Imagery

H I love my dog with all my heart Repetition
H Our friendship will never fall apart
I He will always be my best friend
I Until he gets a girlfriend Rhyme Scheme

Alec Kerckhoffs 2B

PS: Charlie is my dog 😊
2TTO have made timelines related to the French Revolution. On this page you see one by Alexa de Lanoy Meijer 2C

### 1780

**The Meeting of the Estates General.**
A meeting in which representatives of the three estates together discussed important matters.

**1789**

**Tennis Court Oath.**
A pledge of the third estate and its sympathisers not to break-up the National Assembly until a new constitution for France had been written.

**1788-1789**

**July 14th 1789**

**Storming of the Bastille**
The National Guard, an army formed by French people, stormed the Bastille. The storming of the Bastille is considered the start of the French Revolution.

**June 1789**

**The National Assembly**
This was a meeting established by disappointed members of the third estate; several members of the lower nobility and clergy also joined.

**July 17th 1789 - August 3rd 1789**

**Declaration of the Rights of Man and Citizen**
A declaration was written by the National Assembly, stating that everyone is born free and is equal in the eyes of the law.

**March on Versailles.**
Thousands of angry people went to the Palace of Versailles for a violent confrontation with the Royal court.

**October 1789**

**Failed escape from the king and his family**
The French royal family tried to escape from Paris. With loyal troops they wanted to start a counter-revolution. However, the royals were caught in the township of Varennes after being recognised.

**1790**

**The Reign of Terror.**
A period of violence in French Revolution marked by mass executions using the guillotine.

**1791**

**Directoire.**
A committee which governed France after the Reign of Terror.

**1792**

**1794**

**1800**
Timeline

The French Revolution

❖ 1788 – 1789
The Rigorous Winter. The Rigorous winter was a harvest failure and a famine on the countryside. King Louis the 16th didn’t do anything to help the farmers. He had spent all the money on fighting. A lot of farmers passed away because of this.

❖ 1789, May 1st
The Meeting of Estates, The Meeting of Estates was a meeting of clergy men, nobles and the citizens where they discussed the political and financial situations. 300 clergy men – 300 nobles – 600 civilians.

❖ 1789, June
The National Assembly, The National Assembly was a meeting of disappointed members of the 3 Estates. There were several members of the lower nobility and clergy.

❖ 1789
The Tennis Court Oath, The Tennis Court Oath was a pledge of the 3rd Estate and it’s sympathiser’s to prevent the break-up of The National Assembly until a new constitution was written.

❖ 1789, July 14th
The Storming of the Bastille, The Storming of the Bastille was when the Bastille (A state prison with in there ammunition stored) was stormed by the National Guard. This was seen as the start of the French Revolution.

❖ 1789, July 17th – August 3rd
The Great Fear, The Great Fear was a revolt of the peasants against their landlords on the Countryside. They believed the higher classes created the famine. The peasant destroyed many villas and castles and killed thousands of people.

❖ 1789, 2 weeks later
The Declaration of the rights of men and of citizens, The Declaration of the rights of men and of citizens was a declaration written by the National Assembly. Starting that everyone is born free and is equal in the eyes of the law.
1789, October
The March on Versailles, The March on Versailles was a march of thousands of angry people on the Palace of Versailles for the violent and dramatic confrontation with the Royal Court. Because of the suspicions and hunger that had escalated again. They smashed the royal possessions into bits and pieces.

1791
The Failed Escape, After the March on Versailles the Royal family tried to escape but soon were recognised and arrested. Louis the 16th was charged with treason. 387 people voted for the death penalty. 334 people voted against the death penalty. In 1793 Louis the 16th was executed at Palace de la Revolution.

1792
The Reign of Terror, The Reign of Terror was a period in time of violence in the French Revolution marked by the mass executions due to the Guillotine (A quick method of execution by beheading). The leader of this movement was Maxime Robespierre. A lawyer working in the Estates General. He believed that everyone who didn’t agree with the ideals of the Revolution should be executed.

1794
The Directoire, The Directoire was a committee which governed France after the Reign of Terror. This group consisted of educated people with more moderate views. This was the first parliament in France. It consisted out of 2 divisions The council of 500 and the council of Ancients (250).

Teddy van Pelt 2C

2TTO continued with the theme of revolution and looked at the Industrial Revolution and its consequences.
On the following pages a work by Mark van Damme of 2C in newspaper format.
Children are working in factories, gaining work experience, and helping the economy. But is it worth endangering children for this? And is the goal of factory owners helping these children or pure profits?

Due to the Industrial Revolution, people were split into one of two classes. They were either employers, incredibly rich people who owned factories or mines, or they were employees, they were often poor. I will be talking about the latter, the employees who are not treated well by the employers.
Capitalism has improved our standard of living, now we have more food, clothing, and jobs. The average person however still lives in poverty, in cramped apartments barely having enough food and working 10-14 hour days. Their jobs are incredibly dangerous. Many lose their fingers, hands, legs, or even their lives. They don't make much either, only making $600 per year. Children make even less, and their jobs are more dangerous too. They have to crawl in small spaces which is incredibly horrid, as many lose limbs, or suffocate.

This is mainly because the factory owners don’t spend much on safety equipment. They don’t have gloves, machines that are safer to clean, etc. This is because they are greedy, only thinking about profit. New equipment costs money, but there are many children to replace dead ones. This should change, to help the poor, not the rich.

There should be a few new laws. These ideas are socialistic, meaning they try to make everyone equal. First of all a minimum wage. This will force factory owners to pay employees enough for them to live. This will also improve the economy since everyone will be able to afford goods. Secondly, there should be safety laws since too many people especially children die. This will also help improve social inequality since everyone now makes more and the employers will make much less.
ART

You may remember in the last edition of the MOTTO we saw a beautiful painting by Caia of A3A inspired by the artist Klimt and his use of patterns within his artworks. A3B and G3A started this project as we went into lockdown and so had the choice to continue the project as a drawing or painting or do it digitally – at home.

Ismey Otterstede, A3B features on our front cover with her modern-day Klimt-inspired digital artwork.

This Digital art piece is about a girl who can’t tell the difference between reality and imaginary. She is basically living a dream she can’t get out of. Ismey.

Below is a second artwork she made for this project.

This digital art piece is about a girl who can’t tell the difference between reality and imaginary. She is basically living a dream she can’t get out of. Ismey.

Right: Jolan Dhuique-Hein of A3B captures movement and musical rhythms in his take on the project.

This digital art piece is based on things I love most in the world. It shows; sunlight, the ocean, music, stars, flowers and on the model’s body you can see different zodiac signs because of my love for astrology. Ismey.

Left: Yaquin Bekkali of A3B also looks to music for inspiration in how he constructed his digital artwork.
Paul Wolters, G3A, takes us through his working process bit by bit.

I used two abstract paintings to cover the model’s face and his jacket. His new jacket has a rose on it in the shape of North-America, because that is where the model comes from and the background is New York. I used another abstract flower for his face and I erased the parts that covered his nostrils, mouth and eyes. Unfortunately, I could not find the names of the artists of the paintings and the paintings themselves.

I used two more abstract paintings of flowers. One as a tattoo covering his neck and a bit of the model’s torso. The other one as a tattoo covering the model’s lower-left arm. The left painting is called “Abstract Canvas Garden Flowers Abstract Painting” and it is painted by Céline Marcoz. The right painting is called “Chora Menino” and it is painted by Beatriz Milhazes.

I added another abstract painting onto the model’s right arm as a tattoo. At that moment, I had added all of the paintings I wanted to add. I adjusted the background, so it had the same colour tints as the model which has blue and red colours. I also stretched bits of the background layer to make the creation more energetic, because when I think about New York, I think about the bright colours, the billboards and the load noises. At that moment, I finished my creation, which you can see on the next slide. The names of the painting on the right and its artist are unknown, but it is offered by JJ Studios.

“There’s always a seed before there’s a rose, the more it will rain the more that it grows.”

I know that I chose a long title, but I have my reasons. New York is known as a rainy city, as you can see in the background of my creation. New York started out as a small city (the seed) that turned into a beautiful big city (the rose).

I chose 4 abstract paintings with a flower. When people think about New York, they see Times Square and the buildings, which may lead to them thinking that the city is noisy everywhere. Yet the city has very peaceful and quiet parts, for example Central Park and Bryant Park. These parks have a lot of flowers in them. In my creation, the flowers represent these peaceful parts of New York. The title is also based on the rose on the model’s jacket.

My creation itself represents a man staying calm in a loud city. Again the flowers make him peaceful and the stretched-out parts in the background make the city more energetic.
Some pupils chose to stick with a drawn or painted version of the project. Below Sofia Barnes of A3B has incorporated current political events and the Black Lives Matter protests into her drawing.

Title of my drawing: 'Build a better world'.

- The idea behind my work has to do with the current problem of racial inequality in our world.
- I chose this topic because of the death of George Floyd. I felt so sad after hearing what happened to him.
- Therefore I wanted to create a drawing with a world that has equality.
- All the words I drew on her body stand for things that are important to her; peace, family, friends, purpose, friends, love and equality.
- In her dream she is seeing a very colourful world with equality and no negativity.

Paul Wolters of G3A’s cool sneaker design was made during the ‘home’ Art lessons, while during ‘school’ Art lessons 3TTO illustrated their own fables. See next page.
ART & ENGLISH TTO CROSS-CURRICULAR

Fables. 3TTO. This was the theme of work in English TTO; writing their own fable after having read Animal Farm. Mrs van Otterloo was impressed by the way 3TTO took up this project, with some clever references to current political events and politicians.

In their Art lessons 3TTO illustrated their own fable.

Here is a selection of just a few of the very many great illustrations made and their own fables they were based on.

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**BIG IS BAD AND SMALL IS SOFT**

A fable by: Eline Nederlof, A3B

One rainy day a little mouse left his small hole to enjoy a walk along the garden. The little mouse had always been reminded by his mother that it was dangerous outside of the small hole he called home, but that didn’t stop him. He got bored of sitting and doing nothing all day. Having no friends made him feel awfully lonely, so today was the day he would find someone who would want to play with him.

There he stood, out in the open, not knowing what was going to happen. The little mouse looked up to see the chirping birds judging every step he took. The little mouse wanted to greet the birds, however the birds would be ashamed of talking to a mouse so they flew away. He knew they weren’t an option to become his friends. How could the little mouse be friends with a bird if he didn’t have wings? Still, he didn’t give up. After walking a bit further, the little mouse came across a small pond. He was amazed as a beautiful orange fish swam straight to him. The little mouse couldn’t help but think the fish had actually noticed him. The orange fish asked the little mouse what he was doing so close to the water. The little mouse said he was looking for a friend to play with and if the fish would want to go play on the field. The orange fish stared at him for a while before starting to laugh: ‘You want me to come play with you on the field? You think I can just grab a pair of legs from my closet?’ The little mouse was too excited about finding a friend he completely forgot fish cannot leave the water. He was very ashamed of making such a mistake and left immediately.

It was getting dark, so the little mouse headed home. At home he couldn’t stop thinking about the impolite birds and the mean fish. The little mouse was very confused why no one wanted to be friends with him. Did he do something wrong?

The next morning the weather cleared up. It was a new day with new opportunities. Keeping his head held up high, the little mouse took a walk along the flowers. Here he saw a bee.

The bee kept flying from flower to flower and the little mouse was curious as to why the bee did this, so he asked her. The bee said: ‘Shouldn’t a child like you stay by your mother’s side? I expect that your mother raised you well enough to know that you should not stick your snout into another animal’s business.’ The little mouse was sick of being mocked by all these animals and said to the bee: ‘I am not a child anymore and I was just fascinated by the work you do, however I have just changed my mind.’ The bee was in shock and the little
mouse left. The little mouse was happy for standing up to the bee. He was always judged by animals bigger or smarter than him, animals who were faster or who could fly, but after today this would change. He would only become friends with animals who would appreciate who he was from the inside and wouldn’t see him as just a little mouse. With the new mindset the little mouse knew he could find a real friend, even if it would take a while, it would be worth it because patience is key.

A couple days later the little mouse came across two bunnies. The bunnies approached him and asked if he wanted to play. The little mouse couldn’t believe his ears. Not one but two animals wanted to play with him! The bunnies suggested they could play soccer with an acorn. After a few kicks the little mouse kicked the acorn into the bushes and had to go get it. The little mouse was over the moon because of his new friends and he was already thinking of new games they could play.

When he finally found the acorn and returned to the field, the bunnies were nowhere to be seen. He was very confused to why they would leave him there. Did he say or do something wrong? Why would they want to let him think they were friends? That’s when the little mouse heard a sniff.

The little mouse looked around to eventually stumble upon a hefty cat. The little mouse was scared at first. His mother always told him to stay far away from cats. They were aggressive animals and contact with one could be fatal, however the little mouse went to comfort the cat. If the little mouse would be scared and left the cat alone, it would be judging and the little mouse despised animals who judged others. He asked the cat if he was okay. The cat was so sad because he could never find a friend to play with. The cat explained that he approached two bunnies thinking they would want to play with him, but they screamed and ran away as fast as they could from him. The little mouse didn’t think twice and asked the cat if he would want to be friends with him. The cat couldn’t be more delighted.

Till this day the little mouse and the cat are best friends. Every time they walk around the garden they turn heads, because who would have thought a mouse and a cat could be friends? Luckily it doesn’t matter. The only thing that matters is the happiness friendship brings.
There once was a fox, always in a mood, who called himself Snouts. Snouts was not just mean; he also stole from people. He once took the squirrel’s nuts and the bee’s honey. He always told the animals they had to do whatever he wanted, because he was stronger than they were.

For a long time, Snouts was the only fox in the woods. He did not have any friends, nor any family. All the animals hated Snouts and did not want to hang out with him, because they did not know whether they could trust the grumpy fox.

It wasn’t until the start of summer, when he woke from his hibernation, that he saw another fox. It was a young, little fox, who did not have any parents. All the other animals worked together to help the little cub, because they always helped. The animals loved the little fellow so much, they even named him: Orangejuice.

Snouts thought: Since when do the other animals trust foxes. Why do they help him and not me?
Snouts was very mad at all the squirrels and bees who just gave their nuts and honey to the little Orangejuice. They never gave him anything! How dare they?

Orangejuice always loved the animals. He offered them help wherever he could. He assisted the squirrels with finding nuts, he followed the bees to the fields so he could tell them stories if they wanted him to. But Snouts did not know this.

As Orangejuice grew older, he wanted to know more about Snouts. He asked the wise owl called Flys: “Old Flys, why don’t we ever talk to Snouts? Is he my father?” The old owl immediately explained: “Oh my dear Juice, he is not who you think he is. He never gives me a little piece of his meal. And he never asks me for advice.”
“Well, he is very dumb,” Orangejuice said, “you are the smartest owl I know, and I love your help. I just wish I had someone to talk about fox stuff to.”
“You can always ask little friend of mine, even though I don’t know whether I will have the correct answer.”
“I know Old man, but I think I will visit Snouts’ bush when I am a little older.”

Flys immediately summoned all the other animals. Every single one came to talk about this serious problem.
“Does he really want to go to the Death Trap?” A goat asked.
Flys seriously answered: “I think he does, but we can’t stop him.”
“Yes, we can!” All the others shouted. They were scared Snouts would disappoint their enormous friend.

Orangejuice grew older, so he started to go to the fields by himself and get some wood to help the birds. He wanted more alone time. He struggled being the only fox in the group. Of course, his friends were lovely, and he could not thank them enough
for raising him, but he really missed getting to know how to scare someone or eating flesh instead of berries.

So, one day he told the animals he was going to the fields again, but he secretly went to the bush. He went to the one place his friends told him not to go. He searched for Snouts and found him. Sleeping on the ground. He made one big mistake: he waked the fox up.

The fox immediately attacked. No one had ever woken him up before. He scratched the little Juice right by the eye and the young, innocent fox fled home to the animals who always loved him.

They asked him where he had been, and he said he walked into a tree. Every single animal believed him, except from the wise Flys. The owl came to Juice later that day and asked him: “Why did you feel the need to lie little friend?”
“I did not” Orangejuice answered.
“You just did” the wise owl said, “you are not telling the truth.”

Every time the little fox asked the owl for advice, the bird lied. The owl knew it was not right, but he kept doing it. He treated the fox just like he had done to him. So, everyone, treat one another just like you want to be treated.
THE BEAVER AND THE DAM

Henriëtte Kettler G3A

It was early in the morning when a beaver called Eddy woke up from a restless night. His alarm was the sunrise. He got up and he knew he had to work again. Eddy was working on building a dam. He knew it was necessary but every day he had to work for a long time and Eddy didn’t like this at all. He always complained to his friend which was a butterfly called Marie.

As usual Eddy started swimming and collecting little branches to build the dam. He was really tired because he didn’t sleep well last night. He had a dream which normally is a good thing but he wanted this dream to come true so bad that he couldn’t sleep because of it. He dreamed about a workless life, a life with lying in the sun, eating bog plants and talking to Marie. Instead of complaining to her he would tell her about his fantastic life of rest, but when he saw the sunrise he knew it was time to go back to work and live in the harsh reality.

While Eddy brought the branches to continue building the dam, he was thinking about his wonderful dream again. Then he saw Marie flying around and told her all about it. Marie thought it was a wonderful dream, with emphasis on dream. Marie told Eddy that it was his duty in life to build a dam and that there was nothing he could do about it. Eddy was slightly offended by Marie’s reaction.

Later in the afternoon Eddy’s rival a frog called Bob came jumping by. Actually, Bob wasn’t Eddy’s rival, but Eddy was very jealous because he thought Bob lived an easy live. He thought Bob was just jumping around and looking for food. That was the life Eddy wanted. Bob knew that Eddy was very jealous of him and liked rubbing it in his face.

Eddy was so tired: he had to work, hear the nonsense Marie had to say and deal with Bob. His day couldn’t be worse and he decided to sleep.

The next day Eddy woke up again because of the sunrise and it was time to work again. Today he really did not want to work and he wanted to take the day off but he couldn’t. He had to finish the dam. Before he started working he made a wish: “May this be the last day I have to work” he said. The day went on; He saw Marie and talked to her. He noticed that there was less water than normal in the river but he didn’t worry about it. He succeeded avoiding Bob today, which he was happy about.

The following morning, he woke up but this morning was different, the water was gone. The river was completely dry, so it wasn’t necessary to build the dam anymore. He screamed: “This is the best day of my life, I am free!” He was so happy, he told Marie. Marie was happy for him but she thought he was going to get bored. He soon found out that there was also a downside of the river being completely dry: he saw dead animals, fish and also Bob. Eddy spent the whole day just lying in the sun thinking about the passing of Bob and being lazy for once. He went to bed and he had never slept so well. He knew tomorrow was a day of rest. Nevertheless, he felt ambivalent.

The following days continued like this until Eddy realised, he didn’t have anything else to do. He lived in a lodge but that was finished a long time ago. He had nothing to do. He lost
purpose in life and as Marie predicted he was bored. He regrets wishing never to work again; animals had died, Bob died and his days were filled with emptiness.

Weeks past, weeks of boredom, weeks with no purpose and more dead animals. One day Eddy woke up and he knew the day had nothing to offer. Until he walked to the river and he saw water, much water. He screamed: “Yes I have purpose in life again!”. He was so happy that he could work and he could build a dam again. He made a promise to himself and Marie that he would stop complaining about working on the dam.

Days past and Eddy was still so happy that he could wake up every day and work on the dam. He worked with pleasure and almost every day he reminded himself of it by saying: “The past weeks were useless. They were filled with boredom. I am happy with my duty and I am happy to fulfil it. I never should have wished that I never wanted to work again.” Saying this became a ritual for him, and he worked for a long time with pleasure on the dam.

Moral: If a wish is granted, it is not always wanted.
THE FOX AND THE HEDGEHOG

Once upon a time, there was a fox called Frederick. He was very rich, very famous and especially, the most self-absorbed animal you could imagine. Frederick was the director of the largest hospital in Rich York and everyone in town knew who he was and bowed their heads respectfully when he drove by in his luxury car.

Frederick the Fox had a large staff of various animals who worked in his hospital. They worked so hard day and night to serve him and his patients. However, Frederick was never appreciative of all their efforts. He showed little respect for his dedicated staff members and paid them low wages. Indeed, Frederick was demanding and selfish!

Holly the Hedgehog was the most faithful and kind of his staff. Every day, she got up early to go to work as a nursing assistant. She would spend all day comforting patients, washing and feeding them and changing their dirty bedsheets. If Tony the Turtle had dry skin, she would treat him with a suitable lotion. If Christy the Cat had (YET AGAIN!) swallowed a big hairball, Holly would know how to help her. All animals adored Holly for her true kindness and generosity, but to Frederick she was just a number…

One day, Frederick invited some of his fox friends to come over and see his hospital. Holly was walking by the group while carrying a bucket of soapy water. Startled by their noise, she dropped it and the bucket fell onto the floor, spilling lots of water on Frederick’s expensive silk suit. Frederick was highly embarrassed; his cheeks turned even redder than normal. He screamed, “What are you doing, you stupid hedgehog?” Holly saw his anger and feared for her job. “Oh, I am so very sorry for my clumsiness Sir, please forgive me,” she pleaded. “Let me try and dry it for you.”

Frederick’s first thought was to fire her immediately. It was clear that his suit was completely ruined. However, as his friends were watching, he decided to be friendly and said, “Do not worry, everyone makes mistakes.”

Life went on. A couple of years later, the Coronavirus pandemic hit the city severely. Many animals became ill and Holly was busier than ever, taking care of them and at the same time, risking her own life. She felt great satisfaction when helping other animals and caring for them. Holly worked day and night, sometimes without any sleep.

Then, the worst happened. Frederick also became sick. When he arrived at his own hospital, his staff immediately recognized him as the cruel and selfish Fox. No one really wanted to make an effort to help him get better. However, Holly thought about that one moment he had been kind to her…

Next page: Sofia’s illustrated fable
Frederick the Fox
I only like money

Rich York Hospital

Gucci

Diamonds
The Boomerang Effects

Feline de Maat A3A

Once upon a time in the sunny hot Australia there were two best friends, the kangaroo, and the koala, the two friends did everything together and were like brothers for each other. Every day they played together in the sunny hot dessert together with the other animals. Once a month the market came by their village to sell product from all over the world. Kangaroo and Koala loved this market so much that they could not wait for the last day of the month to arrive. This time they were even more excited because they felt like it would be a special one.

The Kangaroo and the Koala were on their way to the market, excited as always. The whole day they walked across the place and looked at all the different stuff the animals were selling. At the end of the day they saw a little shop a bit away from the rest. There was an old wise sloth. The friends walked to the man and asked what he was selling. Slowly the sloth started to talk in a deep and wise voice he said, “Hello my fellow animals I am from the steep high mountains in the north and what I brought here is an extra-ordinary item, it is an object made of the strongest wood of the world and decorated by the best sloth artist. It is a world-famous boomerang and for a hundred euros it can be yours.” The kangaroo and koala were shocked by the story they just heard and by the amounts of money they had to pay for the special boomerang. Together they ran home to get their piggy banks to see if they had enough money to buy this special thing. They had precisely enough money if they combined their money. So, they went back to the old sloth and bought the special boomerang. They carried it with pride and showed it to all their friends telling the story the old sloth had told them. Eventually Koala had to go home for dinner and the friends made a deal. Kangaroo would take the boomerang home, but they would try it for the first time together the following morning. Kangaroo agreed knowing it would be awfully hard to resist the temptation, but he took the boomerang home to keep it safe.

The next morning Kangaroo woke up early because he was excited to try, the new boomerang. He thought about the deal he had made with the Koala but couldn’t resist throwing it once he felt sorry for lying about the deal but he thought if Koala doesn’t find out, it will do no harm just throwing it once. He sneaked out of his house and went to an open area. He threw the boomerang and it flew away but then out of nowhere Koala arrived and saw Kangaroo throwing the boomerang. Kangaroo was shocked by the sudden appearance of his friend that he didn’t see the boomerang return and with no announcement the boomerang flew right in the Kangaroo’s stomach causing him to fall on the ground and not being able to see that their precious boomerang was split in two. Koala was furious at Kangaroo for destroying the boomerang and for trying to throw it without him. After a million times of sorry from Kangaroo, Koala forgave him, but they wouldn’t ever be as close as they ever were, and he was still mad about the broken super expensive boomerang.

After this day Kangaroo learned a good lesson, he learned that even is the change of getting caught with lying is very small it is still bad and it still messes things up like the long friendship with Koala he had lost.
OLIVER, THE LONELY OWL

Paul Wolters G3A

On a sunny windy day, an owl named Oliver wakes up. Oliver is a lonely owl, because he does not have any friends. Every day, he looks down from his nest at the large green meadow with beautiful flowers. This is the place where lots of animals meet. This morning, he sees a great variety of animals. First, a large group of ants arrive. Some of the ants are servants, Oliver can tell, because they clear the way for Charlotte, the queen of the ants. A few seconds later, Donald the cow approaches the meadow, after tripping over his own legs. Finally, a craw named Louise lands on the back of Donald and Alexander the mouse runs alongside his friends to the group of animals. Oliver is excited to see Louise with the group, because she sometimes greets him, which always makes him feel less lonely.

Oliver is looking at the group of friends having fun, while they are talking, laughing and running through the field with Louise flying above them. After a few hours of staring at the meadow, Oliver gets interrupted by his mother. She says that a virus has broken out in the countryside. She explains that they have to wash themselves more often, to stay in their tree as much as possible and that she has to hunt for food all by herself. At the end, she tells Oliver that he is safe. Oliver asks why, after which his mother responds: “Because, Oliver, you do not have any friends”. He still does not understand why that is keeping him alive. “Animals get the virus, if they do not keep their distance from other animals,” she continues, “so spread the word to save the rest, Oliver, but keep your distance.”

A few minutes after his mom went hunting for food, Oliver flies out of his nest. He immediately wants to approach the group of friends, but he is too shy. That is why he first goes to other animals. After having warned a family of horses, two foxes and a group of butterflies, Oliver knows that he has to warn the group he does not want to approach. But he has to, to keep them alive.

Oliver lands in the meadow and he starts walking. “Spread the word to save the rest” he keeps in mind. After greeting Louise first to make him feel less lonely by her happy reply, he greets Donald, Charlotte and her ant slaves and Alexander and his friends. It feels less embarrassing than Oliver thought at first. He starts explaining what his mother taught him about the virus that has broken out in the countryside. He explains why everyone has to keep their distance and why it is so dangerous. All of them are shocked. A friend of Alexander, named Hannah, asks if animals can be close to their family and after hearing Oliver’s positive answer, she is very relieved. Donald seems to get it, but at that moment, Charlotte starts questioning the virus and why they should stay away from each other. Donald believes everything Charlotte says, so he agrees with her. Charlotte says that maybe Oliver is making this up, because he is jealous of always seeing them having fun. The group of friends start laughing, except for Louise, who is
wise enough to believe and defend Oliver. Alexander ends the argument saying: “Say what you want, but we are staying.”

A few days have passed in which Oliver noticed that Louise did not go to the meadow anymore, which makes him happy. However, on this morning, Alexander and all of his friends are missing too. This is unlikely for them. Oliver minds his own business, because they did not want to listen to him in the first way.

Months of quarantine have passed, but on a sunny morning in mid-July, it was announced that the virus was completely gone and that everyone was allowed to go outside again. Oliver flies over to Louise's nest, who now is Oliver’s new best friend. They are both very happy that they kept their distance from everyone, but there are some losses. They fly over to the green meadow, where they meet Alexander's friend Hannah, who asked the question about families. She is sad to tell them that all of her friends, including Alexander, Charlotte and Donald are gone, because they did not listen to Oliver. She starts crying, but Oliver and Louise say that she is not alone and that she should be brave, because she did listen to Oliver. Oliver tells his new friends: “Keeping your distance keeps us together.”

ANIMAL FARM RETELLING
Sena Aras G3A

It all started that one night, when Mr. Jones was too drunk to remember to lock the doors of the animals in his farm. All the animals were gathered that night to listen to the important and precious words of the old Major. Old Major was an old pig that told them about the dream he saw the night before. He explained that he had dreamed about a world where animals lived free and peacefully, without their one true enemy: men. He ordered the animals in the farm to fight against humans and rule the farm by themselves, since he was too old to experience it, he wanted his comrades to do it. From all his words it was clear that all he desired was a rebellion.

After the Battle Cowshed, or also remembered as the Rebellion the farm was ruled by two pigs, Snowball and Napoleon. Snowball wanted to build a windmill on the knoll which was the highest point of the farm, and he had planned every detail of it. The reason why he wanted a windmill, was something new for all the animals. He wanted to convert wind power into electricity, by operating a dynamo it would be possible to supply electricity to the farm. The electricity created, would be used to warm them in the winter, to create
light, and most importantly it would be used for mangle-slicers, electric milking machines, and chaff cutters, which would make their lives easier. Napoleon was against the windmill and one day when he was looking closely at the details, he urinated over the plans. Whether the windmill was or wasn’t going to be built was going to be decided by an election, but no one had any doubts on who they wanted to vote for. Snowball had persuaded everyone and made the plan clear. Napoleon was frustrated and Snowball was chased by nine enormous dogs owned by Napoleon. From that moment Napoleon was the ruler of the farm and Snowball was never seen again.

Three weeks after Snowball’s expulsion, Napoleon announced that the windmill was going to be built after all. All the animals started working even though they were surprised by the announcement. They worked on the mill for two years, but one day they were all disappointed. The windmill, they had worked on, day and night had fallen down. Napoleon immediately accused Snowball, according to him Snowball had done it during the night. The footprints near the mill was the evidence he showed to his comrades. Some animals disagreed with Napoleon, they believed it was because the walls were too thin. Napoleon had made his decision and even though one of the commandments said that no animal was allowed to kill any other animal he ordered to find and murder Snowball.

After all the events that had taken place at the Animal Farm, it was decided that the windmill was going to be rebuilt. They all started working again until a war against Frederick was declared. He was the operator of Pinchfield Farm. The Battle of Windmill was a difficult war for both sides, but the winners were the animals. They started celebrating but everyone was upset about the windmill that was destroyed during the war. After the celebrations they started building the mill, again.

After years of hard working, the Animal Farm had two windmills but no one remembered the old days before the Rebellion, except a few animals. From the seven commencements only one was left, but even that one was changed. All animals are equal, but some are more equal than others. The last part of the commandment was added by Napoleon. The animals had doubts and they had difficulties in discriminating between humans and animals.
KCV – Classical Cultural History

Over the last month, our KCV students have worked on several assignments about the Odyssey. Everyone has read four books of the Odyssey (not as we know them, but four texts the size of book scrolls, so about 35 pages in total!). The Odyssey is one of Homer’s masterpieces. After reading their part, all students have answered questions about the text. After that, it was time to use the gained knowledge about the Odyssey by searching for artworks from different time periods about their read texts. These artworks could show a scene from their books, or represent a central theme of their texts.

They are now working on the last part of their Odyssey-trilogy: they create an artwork of their own, using their gained knowledge about the Odyssey and existing artworks about that. Unfortunately, the artworks are not finished yet, so we cannot show the results yet. But we are very much looking forward to that!

Evelien van der Schee - Penelope’s Suitors


An abstract sculpture made by Elite Crafters in 2017 in Greece. It is a Ceramic sculpture with a bronze support system and arrow while the tip of the arrow is also Ceramic. The length is 35 centimeters, the width 7.4 centimeters and the height 55 centimeters. As already noted, the sculpture is abstract because the suitors whom the arrow pierces, have no clear body shapes and do not look like human bodies at all. And the colors are unrealistic body colors, especially the blue, but this is what makes it abstract. It is created as a home or office decorations with an unique style.

The way that the arrow pierces through the hearts of the Suitors in a row can be compared with how Odysseus was able to shoot an arrow through a dozen axes in a straight line too. The shape of the figures in unconventional but still clearly shows that it are people. Some drapery has even been applied at the bottom of the clothing and the three figures form a symmetry and flow which I find particularly pleasing to the eyes. It is a totally different style than the styles that originated and resemble antiquity but it carries nonetheless the same message like all the other artworks where Odysseus’s bow and arrow kill the Suitors. Thus it is connected through the theme revenge although it is not a literal representation like the others.

This is a vase painting that was made around 480-470 BC, and since it is so ancient, the artist is unknown, but was called “The Siren Painter”. It was created in Attica and found in Vulci, Italy (because the Romans liked the Greek style tremendously and so stole many of these art artefacts). It is now located in the British Museum in London. The vase is made of terracotta, and it is a “red figure vase painting” as the depictions are red, not black. The “red figure painting” was a refined technique of the “black figure painting”, both used the three-phase firing technique. The “red figure painting” technique enabled to include more internal details as can be seen in this vase. The vase itself is a stamnos. Its size is: height 34 cm, width 38 cm, depth 29 cm. It is of the design of the late Archaic style, where “red figure painting” was a characteristic of the Archaic period. The vase that it is painted on (the Stamnos), the people in the painting that look stiff and unnatural, the people that have cochlear curls as hair and the mythological story are all characteristics of the Archaic period. The stamnos was used to store liquids. The painting on the vase was for decoration, as the Greeks loved to make everything beautiful.

The sea is represented by a space in the foreground shaded with a bit of black paint. The ship moves to the left, with the help of ores that the crew is using five crewmates; four are rowing and one is the steersman who is encouraging the rowers. It is somehow ironic as it seems that he is talking to them but they can’t hear him as they have all plugged their ears in order to protect themselves from the singing of the Sirens. Odysseus is attached by his hands to the boat and looks at the three depicted sirens. Two of them are on rocks that overhang above the ship and one flies over the ship. The sirens look like birds whose heads are that of women’s, their mouths are open as they are singing.

This vase painting portrays a fragment from when Odysseus encountered the sirens (book 12). This vase tells the story of when Odysseus wanted to hear the sirens sing so he told his men to plug their ears and tie him to the mast of the ship so that he could not go to them. Here you see him struggling to break free to go to the sirens and his crew trying to pass the sirens as quickly as possible. Odysseus became a wiser man after hearing the sirens sing.

I loved this painting because even though it was made a long time ago and the tools and techniques were very different from today, “The Siren Painter” really succeeded in making this a very dramatic scene, as you can really see the struggle of Odysseus pictured as he tries to go and see the sirens. The crew also tries to row away as fast as possible as the sirens are hunched over them, waiting for a crew member to go to them so they could devour him. This shows that complexity is not always better and that simplicity can also lead to great effects.

https://nl.wikipedia.org/wiki/Odysseus
https://www.stilus.nl/oudheid/wdo/MYTHOL/O/ODYSSEUS.html
https://www.britishmuseum.org/collection/object/G_1843-1103-31
Anna Yildirim – Varvakeion Athena

This image of the statue “Varvakeion Athena” is the closest replication of the well-known “Athena Parthenos”, a statue with a staggering height of 11.5 meters, not even counting the pedestal, which measured about 4 meters in length. Phidias and his assistants started working on the sculpture in 447 BC but was only finalized in 432. It was made of 26 cubits of ivory with a wood base and was plated in certain places with gold. The statue’s name comes from where it was placed, as it was designed to be the focal point of the Parthenon in Athens, but the statue came to have a much more interesting backstory: In 296 BC, a man named Lachares stripped the statue of its gold to turn into coins, funding his soldiers with it. Then in 169 BC, a fire broke out in the east Naos of the Parthenon, causing the statue’s wood base to go up in flames and leaving it destroyed. Nowadays, the closest copy of the statue is to be found in the National Archeological Museum of Athens. Another grand copy of the statue was made in Nashville. In the relatively short time that the Athena Parthenos existed, it served as a great symbol for the city and a grand tribute to the gods.

The statue is from 447, hence it is from the classical time period. As seen in the image, the statue was made to show the extravagance and beauty of the gods. Athena is shown to be wearing a valuable helmet, a richly decorated breastplate and is dressed in a very luxurious peplos (a type of Greek dress), as an ideal warrior, hence the style is idealistic. You can also see that the goddess is standing in a manner called “contrapposto”, meaning that she is depicted to be putting her weight slightly more onto her right foot and bending her left knee, creating diagonals in her posture. This concept was extremely up-and-coming in the classical time period.

The idea behind her appearance on the statue is that she has just returned from a successfully victoried battle, which is why, on the Athena Parthenos, Athena has been described to be holding up Nike, the divine personification of victory in her right hand. Her left hand is positioned to show that she is supporting her weight on a shield, engraved with scenes from the battle of the Athenians against the Amazons.

I chose this statue, because Athena is a constantly recurring character in the book, helping Odysseus through many of his problems and protecting him subtly. I find the artwork to be incredibly impressive, especially regarding its size. The Nike resting on her hand and the helmet on her head are details that draw my attention, because they indirectly yet clearly explain what Athena is known and honored for.

2 https://en.wikipedia.org/wiki/Athena_Parthenos
https://www.ancient.eu/article/785/athena-parthenos-by-phidias/
https://www.britannica.com/biography/Phidias#ref79950
3 https://www.quora.com/Where-is-Athena-Parthenos-the-colossal-statue-of-Athena-that-was-once-inside-the-Parthenon
Another consequence of lockdown meant the CKV cultural activity at school had to be cancelled. The famous Scapino Dance Company could not come to us for workshops, so the pupils had to take initiative and come up with their own choreography using an app on Google Arts and Culture. They also wrote a report, based on watching a piece of choreography by Rennie Harris.

The following report by Heleen Klapwijk 4V, is an excellent piece of analysis. It draws together what they have been learning in CKV about the roots of Western pop music lying in the slavery of the U.S.A. and also developments and genres in Western dance.

*Exodus by Rennie Harris: Dance that is More than Dance*

The African American spirituals, “Deliver Me (This is My Exodus),” “Go Down Moses,” “Oh! Let My People Go,” all compare the experiences of African American slaves to the Jewish slaves described in the book of “Exodus” in the Bible. This history of mixing music and hoping to escape oppression can be seen in Rennie Harris’ work *Exodus*. Although African Americans are no longer slaves, his work clearly draws comparisons between what the Jewish people underwent in Egypt, what the American slaves experienced in pre-Civil War America and what many African Americans are still encountering in the 21st century. In the hands of a clearly professional and talented performance dance group, Harris uses a mix of music, dance and visuals to bring to life the message he wishes to get across: namely, that Harris wants people to move away from “ignorance and conformity” to that of “enlightenment.”

Harris blends music genres and dance moves to represent the variety of people who will hopefully see the light. He fuses gospel music with a hip-hop techno beat. The negro spiritual, “Swing Low, Sweet Chariot,” is mixed with vocalization and harmony in the background as well as poetic narration. The dance movements are a mix of hip hop and expressionist dance interacting with the rhythm of the music. It includes some Charleston-dance elements as seen in the swinging of arms and legs as well as the fluid use of hips, shoulders and heads. Some Lindy hop is also glimpsed when we see the jumps and stamping, certainly at the beginning, hinting at its minstrel and vaudeville roots. The movements in the body are often in sync with important lyrics echoing some of the elements of the more primitive dance form. It seems to grow from the roots of the African influences as seen in the repetition and isolation of body parts especially when looking at the feet which often seem to blur because they are moving so quickly.

This movement and the way the dancers move highlights Harris’ purpose in creating a dance work that calls people to stop conforming and stop being ignorant. Harris matches their dance moves to this journey towards enlightenment. Traditionally, choreographers, such as in early ballet, want the dancers to be in sync and move in a uniform and unified manner.
However, Harris wants the lack of constant synchronization to match the message. It is okay, it feels like he is saying to us, “Think about what you are doing and how you are acting.” It is okay to stumble now and again. It is okay to be a bit different. As long as we change and grow. What I found fascinating was, despite the lack of synchronization through the dance, there still were moments they came together in movement and clothing. By doing this, they build off each other and this enhances each other’s significance and their strength. The dancers interact with each other. You see them purposely noticing each other at specific times as they use the entire stage. They do different movements in varying sides of the stage and move, at times, from right to left while using the foreground and the background and then again from left to right. The facial expressions and use of their entire body highlight their emotions and accentuate the lyrics.

The visuals (or the “non-dance/music elements”) accentuate the comparison Harris is hoping to make between his work and his message. He uses lighting, color, staging and clothing to make it clear that he wants thought, action, and change to take place. I found this the most interesting. His use of the non-dance elements, such as the clothing and the color of the clothing, captured my attention. I liked how he made the dancers wear similar types of clothing in the beginning: they all wore street clothes in the form of sneakers, jeans, and baseball caps. They could all be hanging out in the inner city. Having the dancers wear different kinds of shoes and clothes but still mainly having them stay a part of the same color palette made it seem as if it wasn’t an actual performance but instead a representation of real life. Throughout the dance, Harris has the dancers change their clothes into what could be considered “spiritual” clothing: they are wearing flowing tunics, white, loose pants, and shoes. It could be a metaphor for leaving behind the tough ‘hood’ life into one that is more thoughtful and spiritual. The white literally represents “light,” but it could also figuratively represent the purity of angels who live in the heavens. The importance of the clothing builds on Harris’ portrayal of a dancing-exodus where his dancers show the way to follow the Moses-like dancer and go towards the ‘light’ of being enlightened. This one point does lead me to my one criticism of his dance: If Harris wants his viewers to move towards enlightenment and AWAY from conformity, why does he have his dancers all conform in their color and type of clothing at the end?

Even though I do not have an answer to that last question, I do find this a moving piece of dance -- especially after having looked at it closely for historical influences as well as the symbolism of the music genres, the dance styles, and the dancers’ movements enhanced by clothing, color, and lighting. Harris is successful in proving that dance is so much more than music and dancers; it is a story that shares a powerful message.
Shown here is a little bit of choreography created through the Wayne McGregor site. I chose these specific poses because they fluidly sync from the one to the other. I aimed for a swing dance personified Charleston and Lindy hop type dance with the over the top and chaotic but still flowing movements of the arms and legs.

One of the practical assignments for CKV was a set of photographic shoots. The themes were ABSTRACTION EXPRESSED THROUGH THE HUMAN FORM, ABSTRACTION IN NATURE, FASHION PHOTOGRAPHY and SURREAL DREAM LANDSCAPE.

Below Aloyse and Geert van Waesberghe supported each other as photographer and model in their photo-shoots.

Aloyse: In these series of four photographs which represent abstraction expressed through the human form, I chose to create a dark mood with the help of the dark background (I took them around midnight). The photographs show the story of mental- and or physical abuse, and how that affects someone. This is expressed through the way the body is represented (the body language of someone who is vulnerable (arms leaning on the head) and the focus of light (is focused on either the body (the first and fourth picture) or the expression of the person’s emotions (second and third picture). With these photographs, I hope to create awareness for the effects of abuse and that this needs to stop.

Next page. Aloyse: In these series of six fashion photographs, I wanted to show the power and beauty of an independent woman. Although the living conditions for women have improved a lot throughout the years, women are still discriminated all over the world. They often do not earn the same salaries as male co-workers and a lot of prejudices and stereotypes are present. By showing that we as gender are strong and independent, these stereotypes and prejudices will change and we will be considered equal to men.
Geert: In the fashion photography, I am creating a more depressed way of showing a photograph. Like in the second photo I created a human shadow which represents two faces. One happy face, which you show to the world and the other face which you keep private. This can be very depressed. I created this using light sources and angles. As a special effect I showered so that the pain can be seen when laying down or think about yourself.

Fashion shoot: Aloyse and Geert
Below left: Abstraction in Nature and below right: Abstraction Expressed through the Human Form, both by John Huizing. “In all photos I tried to make good use of lighting.”

Left: Friso Berends created this atmospheric dream landscape in Pixlr for the theme Surreal Dream Landscape.

Below: Daniel van Hilten’s digital Surreal Dream Landscape
Just one of Ruben Dunnewolt’s superb shots for the theme fashion photography, deserving to be in Vogue I think.

And Ruben’s take on Abstraction Expressed through the Human Form

Finally, a shot from his Abstraction in Nature series.
Rationale

Sofie van der Sterren’s story, Two Kittens, One Queen, is inspired by the classic 1950s Cinderella by Walt Disney. The story takes place in Oman, a country located in the Middle East. The Middle Eastern culture is shown through the use of language, names, and religion. For example, the word “yalla”, which means “hurry up” in Arabic, is said in the story. Another example is the word “habibi”,...
which means “my love” in Arabic. Also, the names of the human family in this story are all Arabic. Religion also plays a role in the story. Oman is an Islamic country, which means there are many mosques and religion is very important. This is also why, in the story, Jip is offered halal sausage, which is sausage without containing pig. This is because in the Islamic religion it’s forbidden to eat pork because pigs are seen as impure. Weather phenomenon such as Cyclone Gonu also really happen in Oman and are part of the climate there. The author, Sofie van der Sterren, also lived in Oman with her family for six years, so she knows what it’s like. She uses real-life experiences and to inspire her story. In fact, this story is based on how her family adopted an abandoned stray cat in Oman. The story also has a moral. The reader is taught to treat others how he would like to be treated and to stay kind to the people around him. It also includes magic, helpers, protagonists, antagonists, talking animals and a prize at the end, which are all typical folk tale characteristics.

Once upon a time, in a warm land called Oman, a cat gave birth to three little kittens. Two of them were boys and the other one was a girl. Both boys looked a lot like their mother, who had white fur with orange and dark brown spots. One of the boys had white fur with orange spots and the other boy had white fur with dark brown and orange spots. The girl, however, looked nothing like her mother. She was a small, brown tabby cat.

The cats lived in the garden of a kind family, consisting of a mother called Amina, a dad called Ahmad, a daughter called Farah, a daughter called Safi and a son called Naji. The family cared for the cats and gave them extra food and milk. The oldest daughter of the family, Farah, named the little female kitten “Jip”. Safi, the other daughter, named the kitten with the dark brown and orange spots “Einstein”, for he was very sneaky and smart. Naji, the son, named the kitten with orange spots “Storm”, for he was very quick and strong.

Jip was often bullied by her two older brothers and mother because of her different appearance and small form. She wasn’t allowed to go explore with her brothers and was always pushed away by the other two kittens when she wanted to drink her mother’s milk. She was always left alone at home and was expected to do nothing all day. Yet, she remained kind and gentle to all living creatures and she quickly made friends with the family to whom the garden belonged. That is also how she learned that the family possessed magic!
She would often go to them during the day when her mom and her two brothers went out. She would play, get fed, look at their magic tricks and talk about many things. It was the only highlight of her day. Then, when the mosque’s call to prayer happened for the fifth and final time of the day, she’d rush home before her mother and brothers arrived and pretended to have done nothing all day. This was life to Jip. This was all she knew.

Now, all Omani kittens had been waiting for a very long time for “Play Day” to arrive, which was when all the little kittens would play on the grassiest area of Oman and make new friends. Jip had begged her mother if she could go, but her mother said that it was only for strong and big kittens. Jip felt hopeless. She decided to go to Farah and ask if she had any advice.

“Jip! Great to see you! How are you today?” Farah asked when she noticed Jip.

“I’m fine, thanks. How are you?” Jip replied.

“I’m fine too. Thanks, Habibi!” Farah answered. “Do you want some milk and halal sausages?” Farah added.

“Oh, yes please that would be fantastic thank you!” Jip replied.

“Of course! Let me just say the spell. Ḍī milka sa salls!” Farah said as the food and milk appeared.

When Jip had eaten and drunk everything, she said, “Farah, I have a question. Would you know a way for me to go to Play Day tomorrow? My mother has forbidden me to go, but I really want to.”

“Oh, how cruel of your mother! I’ve never liked her. Anyways, I think I know a solution to your problem,” Farah answered. She went inside and came back with a little, red ball. “This here is your way in! I know they’ve got a lot of security and tall fences in the grassy area, but this will take care of that. Just say wherever you want to go, and this ball will take you there. Just be careful, because when the mosque calls to prayer for the fifth and final time of the day, the magic will wear off, and you won’t be able to use it anymore.”

“Wow! How cool, Farah! Thank you so much! I’ll take good care of it,” Jip replied.

“No problem! Oh, and before you go, here!” Farah said as she did several spells. Jip felt a magical tingling feeling and noticed Farah had put a beautiful collar on her! She was ready for Play Day!
When the day finally arrived, Jip used her magic ball and came extra early to play with everyone and meet new friends. She was playing with her new friend Mohammed when she saw her two older brothers coming towards her. Mohammed recognized the two brothers and knew their reputation.

“Listen Jip, I’ve loved playing with you today and getting to know you, but I see Storm and Einstein coming! If I were you, I’d run away!” Mohammed said.

“Oh but Mohammed, those are my –,” but it was too late; Mohammed was gone.

“What do you think you’re doing, Tiny?” Storm asked.

“I’m just playing in the grass. And I’ve asked you multiple times not to call me that. My name is Jip.” Jip replied. “Oh and mom said it was ok for me to be here,” Jip lied, hoping her two brothers didn’t know.

“Oh my, I don’t think Tiny understands, Storm,” Einstein said.

“I don’t think so either, Einstein,” Storm said.

“Understand what?” Jip asked.

“Do you really not understand? I don’t care if mom allowed you to be here, which I doubt. Either way, we don’t want you here!” Storm said annoyed.

“I think we should teach her a lesson,” Einstein said to Storm.

“I agree!” Storm replied.

Both kittens ran towards Jip and jumped on her. Jip tried to fight back but her efforts were useless; she could hardly take on one of her brothers, let alone two. When she surprisingly found a way to escape from their sharp claws, she took the first chance she got and ran away. She managed to escape through a lucky hole in the fence and ran as quickly as she could. When she thought she was far enough, she lied down to rest. That was when she realized she’d left her ball behind and her collar had fallen off! She hoped Farah wouldn’t be mad. She wasn’t too worried about someone finding out the ball was a magic ball because the magic had already worn off when she was getting attacked by her brothers and the mosque was calling people to pray. Yet, she really liked her collar and was disappointed in herself she lost it. She was also unhappy that Mohammed had left without given his address. Sad that a great day had to end this way, she walked back home and hoped her mom wouldn’t punish her too hard.
The next morning, Jip wasn’t woken up by the usual call to prayer by the mosque, but by shouting voices. Who could that be? Jip looked around and noticed Amina and Ahmad arguing.

“Ahmad, we can’t just take in a whole family of stray cats just because there’s a storm coming!” Amina shouted.

“But Amina, this isn’t just a storm, this is a cyclone! It even has a name: Cyclone Gonu! Think about the poor cats!” Ahmad screamed back. “We’ve seen them grow in our garden and our children have formed a connection with them! Do you really just want to abandon them?” Ahmad added.

“Ok, you know what, I’ll make you a deal. We’ll see how serious the storm gets. If it’s serious, we’ll provide them with a shelter in our house, if not, they stay outside,” Amina replied.

“That seems fair,” Ahmad agreed.

Jip wondered what they were talking about. She didn’t know what a storm or cyclone was, but it sounded dangerous.

When her mother and brothers finally woke up, her mother took her two brothers with her to teach them helpful skills and socialize with the many other stray cats while Jip was left alone to think. Jip was confused that her mom hadn’t punished her yet, or maybe this was her punishment; being scared of what would happen. Jip continued her day as usual, but when she went home again, she noticed her mom and brothers weren’t there. “This day just keeps on getting weirder,” Jip said out loud. She looked around and saw a little note on the ground. She read aloud, “There’s a storm coming so we’ve gone somewhere else to take shelter. Don’t expect us to come back after what happened on Play Day. Regards, your mom and two brothers,” Jip couldn’t believe this. Her very own mother and brothers just abandoned her! There she was, all alone, not knowing what to do.

Jip had to think fast. Even though she didn’t know what a storm was, it couldn’t be good. She had to find shelter somewhere. Jip decided to see if she could seek help at the house of Amina and Ahmad. She hoped they would provide shelter for her. When she arrived at the house, it was as if they’d been waiting on her.
“There you are Jip! We just heard on the news that a huge, dangerous storm is coming! Where’s the rest of your family? We’re here to provide shelter for you!” Amina said.

“Well, I think my family just abandoned me. They didn’t even say goodbye!” Jip cried.

“Oh, you poor thing! Come! Yalla! Come stay with us! We’ll adopt you. I’m going be honest, at first, I was unsure but Ahmad made me realize you have to treat others the way you want to be treated, and I definitely wouldn’t want to be left without a family. Come inside and have some milk. Oh, and I almost forgot, we’ve got a surprise for you,” Amina replied.

“That’s amazing! Thank you so much!” Jip said excitedly. She wondered what the surprise could be.

Once Jip was all warm and full of milk, she thanked the family again for taking her in. That’s when she heard a familiar voice.

“Hey! I’m here too!” Mohammed said.

“Mohammed!! What are you doing here?” Jip asked.

“He needed a place to stay for the night. Oh, and he wanted to give you something,” Amina said.

“Yeah, I found this when you left,” Ahmad said. He gave a beautiful pink collar and a red ball to Jip.

“My collar and ball! Thank you so much, Mohammed!” Jip said excitedly. “Wait, does this mean Ahmad and Amina are also adopting you?” Jip asked.

“No, I already have a family. I just needed shelter for tonight and I had to give you your stuff back,” Mohammed explained.

“Well, thanks anyway. You’re a great friend Mohammed,” Jip replied.

“No problem,” Mohammed said.
A few days later, the cyclone had passed. Jip had finally found the family she’d been longing for! She was pleased to know that another family had taken in her mom and two brothers. Of course, she didn’t have a great relationship with them but she would never stop loving them, even after all they did.

“I admire you so much Jip. Even after everything your family had done, you still love them. If you ask me, when I look at your two brothers, all I see are tiny kittens, but when I look at I see a queen,” Safi said.

Jip stayed friends with Mohammed and later traveled the world with her new family. She lived happily ever after.

Works Cited


IB English 6TTO

2020 = 20-year anniversary!

22 years ago, Mr Joop Born started a “klein maar fijn” additional certificate for those RLW students who wanted a bit more. Two years after starting this new program, his students sat and passed their exams. They were the first group to earn their IB certificates in English (it was called the “English A2” exam then).

On Sunday, 5 July, RLW heard, for the 20th time, that their IB pupils passed with flying colors. Before anyone pooh-pooh’s these results due to corona, consider the following. Our IB students worked hard. Our teachers (a shout-out to first-time exam-teacher, Ms Haasnoot: well done!) worked diligently and tirelessly. Our students went above and beyond in their work and effort. Our external examiners (meaning: no RLW teacher graded or assessed their work) agree with me that our RLW pupils are worth complimenting: they awarded our Higher Level group with 17 certificates consisting mostly of 6s, a few 5s and even two 7s. We haven’t had a 7 since 2016 (and that was Standard Level). As well, they awarded our Standard Level group with 24 certificates and high average of almost a 6.

[Please note: the best grade for the IB is a 7 (think: the equivalent to the Dutch vwo “10”). A 6 out of 7 is great! A 7 out of 7 is fabulous.]

We are very proud of our pupils and wish to congratulate them on an excellent job! We look forward to welcoming them back in the fall (Friday, 2 October, at 16:00, in the toneelzaal) and wish them an amazing summer.

- Deb Stout, IB Coordinator
Look what Mrs van Otterloo found in her archives? Our current 6TTO doing their Year 1 TTO testing.
EXTRA NEWS

At the back of the last edition of the MOTTO and on the previous two pages, we congratulated our 6V TTO pupils on completing six years of the TTO programme at this school. As we could see and read, they were the proud recipients of the IB certificate as the crowning glory of all their TTO achievements.

In this last edition of this school year 2019-2020, we are shining a light on two outstanding representatives of TTO at this school. They have been inspirational in their love of and commitment to the TTO programme. However, as many of you may know, they are also massive representatives of our Kunstklas programme at the Royal Academy of Fine Arts in The Hague.

The following assessment forms by one Academy teacher from year 3 and year 6, show how Floris and Jacobien have kept up a consistent high standard over the years.

ASSESSMENT FORM KABK Rijnlands Lyceum Wassenaar - Kunstklas


The text has been left in Dutch.

Inzet: zeer goed (Bij IA gaat dit vooral over, je aanwezigheid en een actieve studiehouding)
Onderzoek/verslag voldoende (Bij IA gaat dit vooral over, je eigen initiatief mbt tot schetsen en experimenteren)

Uitvoering: goed (Bij IA gaat dit vooral over, je keuze mbt materiaalgebruik en of je netjes hebt gewerkt)

Kwaliteit: goed (Bij IA gaat dit vooral over het niveau van de inhoud)
Toelichting: Floris, jouw enthousiasme, ambitie en optimisme is aanstekelijk. Heerlijk om te zien hoe je ervan geniet om met het Kunstplan bezig te zijn. Je begint ook echt al een beetje een handschrift te krijgen. Super leuk! Je hebt je fascinatie goed ontleed en bent tot een prima wiskundig ruimtelijk object gekomen. Dit heb je heel slim net wat spannender gemaakt door niet iedere keer met even dik karton te werken! Heel goed. Het is en blijft wel een klein beetje een voorspelbare vorm, het zou wat spannender kunnen. Ook als je trouw blijft aan je architectonische wiskundige benadering. Ik denk dat het je ook echt heel erg kan helpen als je tijdens je schetsproces wat meer vrijheid opzoekt. Je vertelde dat Robby Cornelissen een held van je is, kijk eens of hij je kan inspireren om snelle beelden te schetsen. Probeer daarbij vooral ook niet te veel na te denken, je zult zien dat het helpt. Uiteindelijk ook mijn complimenten voor je planning, je was bijna op tijd klaar! Een wereld van verschil met vorig jaar! Chapeau!!

ASSESSMENT FORM KABK Rijnlands Lyceum Wassenaar - Kunstklas


Inzet: zeer goed (Bij IA gaat dit vooral over, je aanwezigheid en een actieve studiehouding)
Onderzoek/verslag uitmuntend (Bij IA gaat dit vooral over, je eigen initiatief mbt tot schetsen en experimenteren)

Uitvoering: goed (Bij IA gaat dit vooral over, je keuze mbt materiaalgebruik en of je netjes hebt gewerkt)

Kwaliteit: zeer goed (Bij IA gaat dit vooral over het niveau van de inhoud)

Inzicht: goed (Bij IA gaat dit vooral over, hoe je de opdracht begrijpt en of je makkelijk en spannende verbanden legt)

Ontwikkeling: goed (Bij IA gaat dit vooral over, je leerproces binnen de opdracht)

Presentatie: goed (Bij IA gaat dit vooral over, of je zuinig bent op je werk en hoe je communiceert met de docent en klasgenoten)
Ideeën/orginaliteit: goed (Bij IA gaat dit vooral over eigenheid en creatieve oplossingen)

Dummy: zeer goed (Bij IA gaat dit er vooral over of je je ruimtelijke ontwerpproces hebt gedocumenteerd in je dummy!!) Natuurlijk ook of je, je dummy als een creatief dagboek gebruikt

Cijfer: 9,5

Toelichting: Jacobien, wat heb jij een ontzettend compleet en rijk proces doorlopen. Vanaf het begin heb je de lat hoog gelegd, door gefascineerd met hele abstracte begrippen in vorm tenminste te gaan werken. Je hebt je verdiept in geluid, hebt je verdiept in ruimtelijk interessante sculpturen en uiteindelijk heb je ook weer afstand kunnen nemen van je ruimtelijke object en het visueel interessant in een meubel weten te plaatsen! Ontzettend ijverig en zelfstandig, maar je hield me wel goed op de hoogte van je stappen in je proces. Je dummy is een afspiegeling van deze werkhouding, hartstikke rijk en echt een genot om doorheen te bladeren. Je kon, zoals je zelf zei, echt opgaan in het project en alles om je heen vergeten. Dat is te zien, nergens is het eerste idee, ook hetgeen je uitgevoerd hebt. Hier en daar zou een schets iets verder uitgewerkt mogen worden, om zo te laten zien welke schets jij spannender vind dan de ander. Maar lieve Jacobien, ga vooral zo door, blijf genieten en jezelf uitdagen binnen en of buiten de opdracht.

In year 6 the same teacher Interior Architecture and Furniture Design gave Jacobien the following feedback for her assessment. Again, three years later she scored a 9,5. At the Art Academy such a score is very unusual.

The word uitmuntend was used rather a lot next to the criteria for assessing all aspects of the work process and presentation.

Jacobien, Je hebt je verdiept mark bradford in.. Deze verdieping heb je geweldig ingezet. Zijn materiaalgebruik inspireerde je om zelf ook met materiaal uit je omgeving te gaan werken! Super slim... . Dit blok heb je een verbluffend proces doorlopen! Wat heb je een veelheid van experimenten gedaan. Ontzettend goed kan dat je door de randomness van je experimenten heen kan kijken en ze steeds verder te ontwikkelen en uiteindelijk ook nog alles samen laat komen! Geweldig. Je vertelt over intuïtief spelen, iedere stap levert nieuwe ideeën en inzichten op. Je vuurtje is AAN! Dat is machtig mooi om te zien. . De werkschouw heeft jouw opgeleverd dat Je liet verrassen door de manier hoe dat de toeschouwers de ‘losse 3 werken’ aan elkaar verbonden. Daar mag je van mij iets meer in regiseren, maar het getuigt ook van lef en zelfvertrouwen!. Het enige wat ik je mee zou willen geven, is iets wat je ook al zelf geconcludeerd hebt. Zie je dummy niet als een document om later bij te werken, maar probeer het zoveel mogelijk direct te verwerken. Ik hoop dat de volgende stap waar je het over hebt verder gestalte gaat krijgen. Ben heel benieuwd hoe je licht, mensen, beweging, reflectie samen laat komen binnen het concept ‘verbinden’. Blijf genieten ook de laatste blokken! Succes met de aanmeldingen, maar daar heb ik alle vertrouwen in!
Let’s take a further look at what they have achieved.

**Floris:** In the lower school he was already a charismatic participant of the Kunstklas. He could always be relied upon to help and promote the Kunstklas at Open Days and you may have seen him in one of the promotion films for our school. Already in the lower school his height and social presence was invaluable to me (Mrs Royle) in the bus to and from the Academy – keeping an eye on, and entertaining all the Kunstklas pupils.

This socially-engaged quality led him in the 4th year of Kunstklas to do a short internship for the Graphic Design teacher Max for her 3rd year class. As can be seen (right); taking up a very relaxed teaching style!

Floris with Jacobien (right) and Hannah de Boorder (left) on the Museum Excursion to Arnhem in 2017.

The Kunstklas is a unique programme, and also lots of fun!

The final Kunstklas exhibition in 2018, with Hannah, Jacobien and Megan Boender.

“Kunstklas has always been special to me. Not just because I could work with my creativity, but mostly because of the awesome people you do kunstklas with. In the past six years I have met so many awesome people and teachers at the KABK and I had so much fun with my fellow students that for me kunstklas became more than art lessons in The Hague. They became fun trips and excursions with friends. Kunstklas and the teachers have taught me a lot, and inspired me to create many interesting works. I will miss kunstklas and the possibilities of making art there a lot, but I will mostly miss the fun I’ve had with my teachers, my fellow students and my awesome begeleider: Miss. Royle.” - Floris
Final series of work and presentation.
And now over to Jacobien.

“Overall kunstklas has been one of the best things ever for me. I remember how in the Brugklas I immediately loved it, we entered the building for the introduction day and I was sold.

I have learned many important things and grown a lot as an artist and have met incredible people (teachers and students). I don't know exactly how to write it, but it has meant a lot to me and I am incredibly glad to have been able to do kunstklas for 6 years. I really liked the expos, but they were also always very nerve-wrecking. Last year, people stood in line to look at my work, that was insane!

So safe to say I have really good memories of kunstklas :)

Here is just a small selection of works by Jacobien from this year.

“I experimented a lot with light, sound and tactile materials this year. The experiments felt like playing with materials, but there really was a process in all this playing. All the experiments together are a collection that I call "connections", because my experiments where about making connections in many different ways. Due to the Covid crisis I could not finish the series of experiments, but my next step would have been to include people in them.

I also spend a lot of time on my portfolio this year, this is why I have inserted pictures from that project as well.

It was an important year for me, it was about freedom and it has led to me daring to take more time for art and I have gained more confidence in my work.”
“And this is my most recent work that is still unfinished, it’s the last thing I made and showed at my last ever Kunstklas lesson.”

Finally, have some of you younger pupils ever wondered about the artwork hanging above the table in the Science section?

This was made by Jacobien some years ago. School wanted to commission an artwork to be made by a Kunstklas pupil to hang in our school. Jacobien’s proposal stood out from the others for its ingenuity and flare. The proposal itself was also an artwork!

This is typical of Jacobien; her work has depth of thought, but is playful and experimental at the same time. Called Lampenkappen, the artwork is about the connections between art and science, with an underlying theme of light.

Jacobien, you are on the verge of leaving us, but we are privileged to still have your fascinating artwork to be a permanent reminder of all you have done for the Rijnlands.

All the teachers and the pupils who have known you over the last six years, wish you well as you soon start the next chapter in your creative journey at an Art Academy in Germany.

And to Floris: We wish you well with your ‘International Studies’ degree at the University of Leiden.
FAREWELLS

Frederique Kampen goes to UWC Adriatic!

TTO provides our students with many opportunities. In the past two decades, several of our students have benefitted from TTO. Their IB and Senior TTO Certificate have, for example, granted them access to universities in the United Kingdom, the United States of America, Australia and many other countries.

Frederique Kampen (5 IB) has decided to leave us a bit earlier. Late August, she will be continuing her education at the United World College in Italy. A massive achievement as only two students from The Netherlands have been accepted. Frederique is one of them!

Of course, we will miss Frederique at the Rijnlands. Frederique – from the very start of her career at the RLW – has always been an enthusiastic TTO student. She, for example, participated in the Public Speaking Contest, which she won last school year and enjoys IB so much that she has decided to go to a school that allows her to take the full IB programme. Frederique, we will miss you, but we know the UWC Adriatic couldn’t have made a better choice of student. Good luck and know that you’re always welcome at the Rijnlands!

- Your TTO Teachers

AND A FINAL HEARTFELT FAREWELL

The TTO department – its teachers and pupils - will truly miss two well-loved teachers who are on the verge of leaving the Rijnlands.

Mr James, Biology, who is retiring, and Ms Guidera, English, who is going to work at a school closer to home (Utrecht).

All of us wish to thank you both for all the many years of dedication to the TTO department and your care for all its pupils.
The 2TTO England Trips won’t be the same without Mr James. From the days when we went to London to now in Oxford, he has always been a huge part of the Trips. As can be seen from the photos below; he had lots of fun with the pupils. As for his legendary Biology lessons; all his pupils past and present will have fond memories of his fun-filled lessons, dinosaurs and caring nature.

Ms Guidera’s passion and energy for teaching English is boundless. Her many contributions to assignments in English and cross-curricular teaching have become valued parts of the TTO programme. Her pupils will miss her energetic lessons and her dedication to getting the best out them. As a teacher and mentor, Ms Guidera has gone above and beyond her role in helping her pupils.

Both Mr James and Ms Guidera feature in the RLW Year Book 2019-2020 which has just come out. We highly recommend you take a look and read about the fascinating lives that they have lived.

Leaving a legacy at school. Making lots of bird boxes for school Biology lessons.

Nice wood-working skills Mr James!
Various 2TTO Trips


Previous Trips:
2C’s goodbye cake!
Ms Guidera’s 4V English TTO and mentor pupils are going to miss her total dedication and fun English lessons:

Dear Ms. Guidera,

I want to thank you for all your help and kindness throughout the year. You have had an incredible impact on me, and I would never have made it through this year without you.

I’m going to miss having you as a teacher and the mixed nuts you always brought. You were both my favorite teacher and mentor, and it’s sad seeing you go.

All the best, Anouk.

Dear Ms. Guidera,

Thank you for teaching me this year. I have enjoyed your lessons greatly and I have learned a lot. I will miss them next year! – Femke Pennings

Dear Ms. Guidera,

We’ll miss you and I hope you will enjoy your next job.

Kind regards, Ruben

Dear Ms Guidera,

I loved having you as my mentor and IB/English teacher. I started liking these subjects so much since the lessons were always fun. I’m sorry to hear you are leaving but I wish you all the best at your new school. Thank you and good luck!

Many greetings, Madeleine Bijnen