100 OBJECTS NORTH EAST

A HISTORY OF THE NORTH EAST IN

100 OBJECTS

A Toolkit for Teachers
Primary: KS1 and KS2

To find out more, visit

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FESTIVAL OF THE NORTH EAST
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A History of the North East in 100 Objects
A Toolkit for Teachers - Activities
Primary: KS1 and KS2

Introduction to 'A History of the North East in 100 Objects'

This project tells the story of the creativity and innovation that springs from the North East, as told through a 'virtual exhibition' of 100 objects held by museums, galleries and archives across the North East. Some represent engineering or inventive firsts, some mark a creative person, and some have several stories to tell. All, however, demonstrate that the North East is a region which has seen incredible moments that have changed itself and the world!

Using the objects for introducing debate

The objects on the list were chosen because they help tell the story of the creativity and innovation of the North East. Some are inventions, some are 'firsts', and some represent a creative person. They have been selected by curators all across the North East. Ultimately, though, the choices involved lots of discussion and debate – and you might disagree with some of the choices! Should the people of the North East have been allowed to vote on what they thought should be included? What if children chose the objects? Maybe pupils disagree on whether or not certain objects should have been included? This can provide a good opportunity for introducing the idea of debate to pupils – perhaps they could even have a mini-debate in the classroom.

Activity ideas

The activities listed here are intended to provide ideas of ways of incorporating the objects into lessons and activities in the classroom, but can also be used to generate ideas for engaging with the objects in person. Each activity is designed to be flexible so they can work with a number of objects. We have grouped the activities by curriculum area, however most objects and activities are cross-curricular. Unless otherwise stated, these activities are adaptable for Key Stages 1 & 2.

Art and Design

Paintings and Collages: There are many paintings featured on the list of 100 Objects than can form the basis for art and design activities. Have pupils study a painting from the list and determine how they think it might have been made. What kind of brushstrokes did the artist use? What colours and textures were used? What kind of mood or feeling has the artist tried to create?

Pupils could then try working in the style of the artist to create their own piece of art. They could try painting like the artist, or try creating a new version of the painting with different materials. For example, they could try using collage materials to recreate the painting.

Key Stage 3 Extension Idea: Have pupils use the internet to research particular artists or time periods to find out more about the work. What other artists were working at that time? What was life like at the time the work was made?

Create a container: There are also many containers on the list, from commemorative plates to a Greek jug. You could talk about different types of containers and what they are used for today, choosing one from the list to talk about. What was it used for? Does it have a design, pictures or writing on it, and why?

For example, the *Margaret and Winneford Punch Bowl* from the Laing Art Gallery was made to celebrate the launching of a ship called the Margaret and Winneford. The ship's Admiral, Sir John Foster, named the ship after his two daughters. The punch bowl has a picture of the ship on one side and the Foster family's coat of arms on the other. Pupils could create a container to celebrate an event in their life using recycled materials. What pictures can they use to represent the event? What writing might they include?

English/Drama

English Speaking and Listening

Story Circle: Working with historical objects can provide a great source of inspiration for creating stories! Pupils could create a group story using objects as a starting point. Print off a selection of objects for pupils to choose from.

The first pupil starts off the story using their chosen object. For example, “this silver bowl belonged to a famous artist…” The next pupil weaves their object into the story being told. “Each time the artist wanted to paint a new picture, he would stand on this magic proggy mat…”. The more imaginative, the better! As the story is being told, scribe it into a story map for later use.

Hot Seating: Using drama is a fun way to bring an object to life. Choose an object from the list and find out more about it using the 100 Objects website. Ask a member of the group to think of what kind of character might have owned or found this object, and pretend that they are that character. The group then interviews the character.

For example, the group could ask questions like “Where did you get/find this object?” and “How did you feel when you got/found it?” These interviews could be the inspiration for further drama activities or story writing.

Writing

Object Stories: Use one of the objects as the basis of a story. Using the discussion questions provided at the beginning of this toolkit, talk about the object’s possible history, what it was used for, what emotions it might provoke or other topics. Use one of the discussion questions as the basis for a story. For example, pupils might think about when the object was first produced or acquired and write a story about a day in the life of the object.

Key Stage 3 Extension idea: Rather than a story, pupils could write a play script or screenplay. How could they bring the object to life?

Mathematics

Mathematics: Shape, Space and Measures

Measuring: With 100 objects to choose from, there are many ways of using them in mathematics. You could print off pictures of selected objects and turn them into cards. Pupils can then estimate the size or weight of the objects and arrange them in order, or group them into categories. If you are able to visit any of the objects in person, pupils can record their measurements if they are small or gather information from the site for larger objects.

Making and Drawing 2D and 3D Shapes: The objects could be used to help pupils understand the properties of shape by examining images of them and visualising them in 3D form. Pupils could then create 3D models of the objects. Or, use the images to practice drawing 2D shapes using a grid.

For example, *Turbinia*, on display at the Discovery Museum in Newcastle, was the world's first turbine powered ship, launched into the Tyne in 1894. The length of the ship is 103ft 9ins (31.62m), its beam is 9 ft (2.74m) and its draught is 3ft (0.91m). Pupils could use these measurements to help them draw a picture of the ship or estimate how it compares to other familiar objects, like a car or a bus.

Mathematics: Handling Data

Grouping and Classifying: Have pupils group objects differently than how they are grouped on the 100 Objects website, then create a chart illustrating their groupings. For example, younger pupils could decide to group the objects by colour and draw pictures on a chart of the objects. Older pupils could classify the objects by material, by date, or by location.

Key Stage 3 extension idea: The objects could be used as part of an activity on chronology. The date of each object is available on the 100 Objects website. Using printed images of selected objects, have pupils try to estimate how old they are and arrange them on a timeline, then graph their estimations compared with the actual dates.

History

Become a reporter: Many of the objects on the list are notable because they made headlines at the time they were created- they represent amazing achievements, fantastic inventions and some broke world records.

Have pupils choose an object to research, finding out everything they can about the object itself and the time period in which it was created. They could use the 100 Objects website, the internet, library or interpretation from the site where the object is located. Then, create a news article or a TV news bulletin about the object.

Superpowers: Many of the objects also have interesting stories to tell! Have pupils imagine they have superpowers and can 'see' the memories that an object has. Choose an object and have them use their superpowers to describe the object's memories, such as where it's been, what it has done, who has owned it, and what it was like when the object was made.

For example, using the Coble from the RNLI Grace Darling Museum in Bamburgh as inspiration, pupils could think about the way it started its life as a traditional fishing boat – but in 1838 it was used to rescue nine survivors from a shipwreck by William and Grace Darling. Imagine the memories that this boat has! Pupils could write a story of the boat's memories, create an annotated drawing, or create a comic strip of the events they can 'see'.

Key Stage 3 Extension Idea: Have pupils think about the ways in which the North East has changed over time. Using the 'superpowers' activity as a starting point, think not only about the memories the object has of the past, but those it has acquired over time. Have pupils write about the object's early memories and then later memories, and compare life in the past with life in the present.

Geography

Jobs in the past: Many objects on the list are related to the industry of the region and can form a starting point for discussions about mining, shipbuilding, glass production and more.

Use images of ships, objects relating to mining and glass/ceramic production to talk about jobs that people once had in the region. Then, imagine what it was like to do those jobs. For example, you could look at the painting *Going Home* from the Laing Art Gallery, which portrays miners walking home from work. Pupils could pretend that they are then men in the painting and recreate a conversation that they might be having.

Key Stage 3 Extension Idea: Using objects relating to coal mining as a resource, discuss changes in coal production in the region over time and the way this has affected communities. Use the internet to carry out a comparative study of changes in the mining industry in both the North East and in another locality. Use the information as the basis for a writing activity.

Bridges: Many of the objects related to engineering could form the basis for activities about features in the environment. For example, the painting *The Building of the Tyne Bridge*, from the Laing Art Gallery, shows the Tyne Bridge being built. Use the painting to talk about bridges in the region, how they have changed over time, and how they help cities to function. Pupils could create maps of the local area, identifying the location of bridges and when they were built, and find out more about their history. Or perhaps pupils could design their own bridge.

Science

Grouping and Classifying: The objects on the list are made from a variety of materials, from glass to steel. You could discuss the material properties of a selection of objects, asking pupils to decide why particular objects are made from certain materials. For example, why don't we make cups and bowls from steel? Pupils could also classify and group the objects according to their materials.

Engines: On the list there are several objects relating to engines and railways. You could use them as the basis for a discussion on how engines create power. For example, how does a steam engine make a train move forward? The most interesting example is the *Sans Pareil* from Locomotion, the National Railway Museum in Shildon. Its design meant it didn't work very well, but its peculiar appearance makes it interesting to look at today!

Inventions! Some of the objects on the list have been included because they were the first of their kind, invented in the North East. For example, the first electric lightbulb was invented by Joseph Swan from Sunderland, and one of his lightbulbs is now on display at the Discovery Museum.

The Joseph Swan Lightbulb could be used as part of an activity on electricity and how lightbulbs work. You could talk about the differences between early lightbulbs and today's 'energy efficient' bulbs. You could also use it to talk about the usefulness of scientific inventions, or have pupils invent a new and improved 'light-emitting device'.

Key Stage 3 Extension Idea: Use Joseph Swan's lightbulb as the starting point for an activity on ways of generating electricity. Think about all the different ways of generating energy: wind, solar, coal, oil, gas, nuclear, etc. and discuss the advantages and disadvantages of each. Pupils could write a paragraph on the most effective way to power a light bulb, arguing the advantages of their chosen method.

Design and Technology

How was it used?: While all of the objects on the list are now in museums and galleries, many were intended for everyday use - such as items of glass and ceramics. Pupils could investigate the materials and processes used to make selected objects, finding out how they were originally used and why they might have been designed the way they were.

Pupils could then design their own object. They could examine proggy mats and create their own textile mats, design jugs or vases from clay or even design a modern equivalent of one of the objects using computer software.

Bridge Building: There are some objects on the list relating to bridges, such as the painting *The Building of the Tyne Bridge* at the Laing Art Gallery which shows the Tyne Bridge during its construction. Using the painting as well as other images of regional bridges as a basis for discussion, then have pupils think of different types of bridges and why they have been designed the way they have. Afterwards, use recycled materials, build a 3D model of a bridge.

Key Stage 3 Extension idea: Hold a bridge building competition. In small groups have pupils research different bridge construction types, then use newspaper, cardboard, or other materials to build a model bridge. See which group is able to construct the strongest bridge by using weights to test the strength of their models.

Religious Education

Holy Books - The Bible: The 'Davison Bible', printed in about 1820, could be used as part of a lesson on the importance of the Bible in Christianity. William Davison was a printer in Alnwick, and he had a strong desire to increase Christian learning. Rather than print an entire bible for customers to buy, he broke it up into 100 separate sections and sold the sections for 1 shilling each. This enabled it to be more widely available to people.

The Davison Bible could be used as a resource for talking about how historically, books were very expensive and often the only book in the home was a Bible. The Bible was so important that even owning a section of it meant a great deal!

Key Stage 3 Extension idea: Have students research holy books from other religions, comparing and contrasting them to the Bible. What is similar? What is different?

A look at Christianity: Several objects on the list could form part of a lesson or unit on the development of Christianity in the region, or on religious pilgrimmages. For example, the St. Cuthbert of Farne sculpture by Fenwick Lawson (now on display in the garden of the Durham Heritage Centre and Museum) depicts St. Cuthbert, who the Lindisfarne Gospels were written in honour of. The sculpture is made from wood, and was made in 1984.

Pupils could find out more about St. Cuthbert and step into a 'time machine' to talk to him. Where would they find him? What would he be doing? What questions would they ask and what would he say? Pupils could create a tableau of the scene, or act out what happened in the scene.