

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

www.100objectsne.co.uk

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A History of the North East in 100 Objects
A Toolkit for Teachers - Projects
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!

Project: Creating riddles and illustrations from objects

Curriculum Connections: English: Speaking and Listening, Writing; Art and Design; History
Suitable for KS1 – KS3

Get your learners enthused by playing with describing words and create a poem in minutes! Then, use your poems and images of the objects as inspiration for a piece of art.

Print out a selection of objects from the 100 objects website. You'll need one for each pupil, plus some extra for the warm up and games.

Part One: Kenning Riddles

Warm up: Fast Connections

Start off by making word connections.

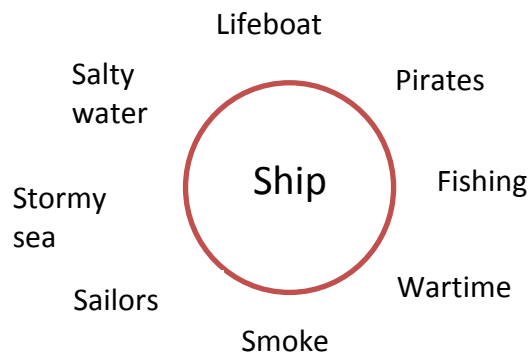
- 1.) Ask your group to form a circle.
- 2.) First person says a word.
- 3.) Follow on round the circle with each person saying an associated word.

Example: First person: Bicycle
Second person: Wheels
Third person: Round
Fourth person: Ball
Fifth person: Tennis and so on.

- 4.) This must be a fast game- no time for deep thinking!

Object Circle

- 1.) Place an image of an object in the middle of the circle.
- 2.) Ask the group to shout out what the object makes them think about.



- 3.) You could begin to introduce poetic features here by brainstorming words that sound familiar or have alliteration. Or use thesauruses to create new word-banks to describe objects.

kennings

Kenning is the Norse word for riddle

- 1.) Guess what the object is from these kennings:

Kenning 1: Rain drops Pouring down Windy gust Inside out Blown away!	Kenning 2: Pink, blue Plastic handle Bristles sharp Teeth shine Big smile
Answer: Umbrella	Answer: Toothbrush

- 2.) Now that pupils are enthused about describing an object, they could try writing their own kenning. Give each pupil a printed image of an object to work from. The rules are:

Use two word phrases
The riddle must be over four lines long
It doesn't have to rhyme
Don't mention the object

Part Two: Drawings

- 1.) Now that pupils have written a riddle about their object, it's time to illustrate it!
- 2.) Depending on the age of pupils, there are several ways to approach drawing an object from a photograph.
- 3.) Younger children can simply look at the object and draw what they see. Use pencil for the outline, then fill in with coloured pencil or crayon.
- 4.) Older children can use tracing paper to first outline the shape of their object, then transfer their drawings to white paper by rubbing pencil on the back, placing the tracing paper on top of the white paper, then going over their lines with a ballpoint pen. The image should transfer onto the white paper.
- 5.) Use a fine-line black pen over the pencil outline to create a bolder image.
- 6.) Display the kennings and drawings together.

Project: Inventors and Inventions

Curriculum connections: English: Speaking and Listening, Writing; Art and Design; Design and Technology; History
Suitable for KS1 – KS3

Many of the 100 objects were invented in the North East. From the electric light bulb to Stephenson's miner's lamp, the North East has been home to many creative inventors. This project will encourage children to invent, or re-invent, objects and to create prototypes from recycled materials.

Part One: Ideas for re-inventing an object

Have pupils look at some of the objects from the list, and choose one to report on. Use the 'object report form' at the end of this toolkit to record their findings. Identify the need that would have been met by the invention of the object.

Once they've found out a bit about the object, it's time to have fun re-inventing it!

- 1.) Use one of the selected objects to demonstrate how you might re-invent it. For example, did you know that the windscreen wiper was invented in Whitley Bay? You can see the first one made on display at the Discovery Museum in Newcastle. Perhaps a better version would operate in time to music in the car? Or maybe it could be invisible?
- 2.) Ask pupils to come up with ideas for how they would modify and develop the chosen object. Have them creating drawings showing their modifications, making notes on the changes and what improvements they have made to the original invention. For younger pupils, a simple annotated drawing could be used.

Part Two: Design a model of your new invention

After planning out their invention on paper, use recycled materials to create a model of it. For younger pupils, a simple discussion activity could accompany the models, with pupils doing a 'show and tell' of their invention for the class. They could also write or tell short stories about their inventions.

Older pupils could create 'working models' of their inventions, testing them out, keeping records, and making tables of results. They could then write scientific or formal reports on the process of inventing their object, describing the purpose of their invention, the materials used, the method used to construct the invention, and results of testing. Extend the activity further by encouraging pupils to conduct research on inventors and inventions.

Object report form (KS2 – KS3)

Name:.....

Name of object:.....

What material is it made from? (wood, metal, leather?)

.....

What was it used for?

.....

What does it look like? (is it round, long, short?)

.....

Who would have used it? (rich man, poor woman?)

.....

Any other information?

.....

My drawing: