

THE HISTORY OF POLAR IN 16 OBJECTS

POLAR EXPLORATION KS4

POLAR 16: Lesson 1

Main Focus of activity:

The main focus of this introductory lesson is to begin to understand the notion of artefacts and their importance, also to appreciate the precise, descriptive language that is required if the artefact is to come to life for a radio audience.

Learning Objectives:

To understand the conventions of the 'genre' *History of the World* in 100 objects and to use observational skills to examine three artefacts and provide a detailed, close description.

Links to English Curriculum

Key Stage 3 and 4 Creative Writing and iGCSE Directed Writing and Composition

Suggested Lesson Activities:

Introduction

- Introduce students to the idea of History in 100 objects which was originally carried out by the British Museum. Use **L1 – Polar 16 PPT** and perhaps an audio clip or extract from the Polar Exploration resource (exploring the website with students is useful as there is a section on communication artefacts)

Discussion Point:

- What might the language choices be when creating work for this medium? (How to make the listener feel as if they can see the object)
- We might expect to use descriptions of texture, close analysis of colour, age, contrast of materials...

Main Part of the lesson

Teaching and Learning:

Show students the short clip about the Tea Bell and discuss afterwards what they may focus on in their description. **Slide 2 on L1 – Polar 16 PPT**

Show the clip a second time without the sound, pausing at points to emphasise the prolonged observation of aspects like the rope and the scales and dents on the ironwork.

Polar Exploration in the Heroic Age of Scientific Discovery @ London Grid for Learning

www.polar.lgfl.net

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Pair/Share their writing.

Now students will try to describe two more objects independently.

Show the clip of the Satellite Phone and the Handheld GPS

Differentiation

If students require some linguistic help, use the website for 100 objects to highlight the language used in description; adjectives, adverbs...

Plenary

Students should be guided into choosing their best descriptive phrases from the three exercises and reflect on what made them successful.

How far did they make use of the language choices and techniques suggested at the beginning of the lesson?