

A HISTORY OF THE WORLD IN 100 OBJECTS

from the
British Museum



Western Australian Museum – Perth

13 February 2016 to 18 June 2016

Teacher Resource

Travel back in time and across the globe to discover how humans have shaped the world and, in turn, have been shaped by it. Capturing two million years of human history, *A History of the World in 100 Objects* invites students to consider the remarkable achievements of humans in the face of change. The exhibition encourages students to consider a diverse range of cultures and societies throughout history.

Exhibition Information

In partnership with the British Museum, the Western Australian Museum is proud to present *A History of the World in 100 Objects* - a rare opportunity to view treasured objects along a timeline of human history.

This travelling exhibition features objects from the British Museum's collection to explore a diverse range of places and cultures. Objects have been carefully selected for their ability to tell powerful and surprising stories about the societies which created them.

These fascinating objects represent a vast range of materials, from stone to gold, clay to plastic, and vary in size from a large Egyptian sculpture to a small, exquisite gold llama from Peru.

A History of the World in 100 Objects will be at the Western Australian Museum – Perth from 13 February 2016 – 18 June 2016.

For more information, visit:
museum.wa.gov.au/HOTW100

Bookings

A History of the World in 100 Objects is best suited to students from years 4–12.

Bookings are essential for this exhibition.

For excursion bookings and enquiries please contact:

Telephone: 1300 134 081

Email: education@museum.wa.gov.au

- Entry fees apply.
- Please refer to our website for our Excursion Management Plan, which includes information on adult supervision ratios and emergency procedures:

museum.wa.gov.au/explore/education/perth/resources



Inner coffin of Shepenmehyt, c. 600 BCE, Egypt. ©Trustees of the British Museum

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Curriculum Links – Exhibition and Self-guided trails

The exhibition and self-guided trails offer the strongest links to the following areas:

Year Level	History: Knowledge and Understandings	History: Historical Skills*	Visual Arts: Responding	General Capabilities
4	First Contacts (Explorers)	Chronology, terms and concepts Historical questions and research Analysis and use of sources Perspectives and interpretations	Responding	Literacy Critical and Creative Thinking Intercultural Understanding
5				
6				
7	The Ancient World			
8	The Ancient to the Modern World			
9	The Making of the Modern World			
10				
11	WACE Ancient History			
12				

* These areas also translate to similar areas in the WA Curriculum: Humanities and Social Sciences.

At the Museum

All school visits to the *A History of the World in 100 Objects* exhibition are self-guided.

- Allow approximately one hour to view the exhibition.
- For optimal engagement with the exhibition classes should be split into small groups of no more than ten students with an adult supervisor allocated to each group.
- Please note the following important exhibition requirements:
 - No food or drink is allowed.
 - Photography is only permitted without flash.
 - Pencils are allowed, but no pens or other writing implements are permitted inside the gallery. Please bring your own clipboards and avoid leaning on display cases.
 - Students must be supervised at all times.

Self-guided trails

- Two self-guided trails and an Object Analysis sheet are available for use with your students. These encourage exploration of the exhibition in more detail, as well as consideration of source material, perspectives, chronology, and the visual arts. Self-guided sheets are available for download from: museum.wa.gov.au/HOTW100/Education
- After identifying the most appropriate trail for your students, make sufficient copies to bring along with you on your visit. You may find that one copy per group (facilitated by the adult helper) is adequate.

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At School

Following are some classroom activities that support the exhibition's themes.

History

- Share your own history with the world! Take part in the *A History of Me in 3 Objects* challenge. Visit museum.wa.gov.au/HOTW100/Education for details.
- As a class, make a list of all the reasons that make an object special. Bring in a special object of your own to work with. Arrange the class' objects in a timeline, starting with the oldest object. Discuss the use of chronology in retelling history. Brainstorm all the alternative ways for arranging objects (eg by origin, use, material).
- Conduct a class debate on the topic of 'Museums aren't relevant in a modern world'. What is the role of a museum? How are the objects and their stories chosen? What role does technology play in preserving the past?
- Create a class Museum display or a Time Capsule on the history of your school. Research your school's past and collect as much primary source material as you can. Write some museum-style interpretation (captions, information panels, video clip script) for the objects and photos. Hold an 'open day' session in your class to share your results.
- Using excursion photos or the Museum website for reference, select at least five objects featured in *A History of the World in 100 Objects*. Create a comparison chart that details what the object is made from and how it was used. Using images from the internet or magazines, compare the exhibition object with a modern equivalent. How are they different or the same? What part has changing technology contributed to this?
- Discuss as a class what a 'source' is. Create an explosion chart to brainstorm all the different sources of information you can think of. Arrange them in a chart to categorise them as primary or secondary sources. What would most of the exhibition objects in *A History of the World in 100 Objects* be? Use the Object Analysis sheet on our website: museum.wa.gov.au/HOTW100/Education to examine one object in the exhibition and discuss how this object can be a source of information about the past.
- For additional history-based ideas and activities, visit: britishmuseum.org/explore/a_history_of_the_world.aspx and bbc.co.uk/ahistoryoftheworld/

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Visual Arts

- Choose a favourite object from the exhibition *A History of the World in 100 Objects* (from memory, photo or website). Conduct a detailed study of how it might have been made, decorated and displayed. Create a replica of your chosen object. Consider the materials and space available at school to complete the task. Develop an interpretive panel and host your own “History of the World” exhibition in your class.
- As a class, discuss the terms ‘replica’, ‘original’, ‘forgery’, and ‘black-market’ as they relate to art and artefacts. Why are these issues of concern to museums, art galleries and collectors? Conduct an experiment where you create an original artwork (drawing, painting, clay model). Swap your artwork with a partner and attempt to create an exact replica of your partner’s item. Initial your original in a hidden spot. Display all items in a class exhibition, and see if visitors can identify the original. Would it bother you if someone passed off your work as their own?
- During your excursion to *A History of the World in 100 Objects*, make note of the way the objects are displayed. Consider things like the use of plinths, lighting, interpretive panels and design. At school, experiment with a variety of ways to enhance the display of a chosen item. Design any supporting materials, and play with lighting, props, colour and space. Document your experiment with photos and create a report or presentation outlining your findings. Pool your class findings and create a ‘style guide’ for future projects.

English

For most of human history, there has been no written text. Many of today’s favourite fairy tales had their origin in the tradition of oral storytelling. This reflected a time when only a small portion of the population was educated to read and write. Storytelling traditions such as folk tales, fables, songs and dance were used to entertain and inform.

- Discuss: What can these old stories tell us about the world as it was when they were created? What morals or values might they have been trying to teach people? Do you think these stories have stayed the same over time? How and why might they have changed?
- Create a simple short story and retell it in the form of the childhood game of “Whispers”, passing on a message through multiple people. Have students take turns telling one peer at a time. To make it more challenging, set this task over a number of days, and see what the final version is. What conclusions could we make about the accuracy of secondary sources, and how the passage of time affects how facts are revealed?
- Choose a fairy tale and research its origins. Create a summary of the message it was used to communicate (eg stay away from strangers). Rewrite the story from a modern angle, including the same morals, values or message into a new format for today. Create a non-written form to present your story, such as an artwork or a play.

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Geography

- Using a paper or digital map of the world, plot the origin of as many objects as you can remember from the exhibition *A History of the World in 100 Objects* (using the website or your own photos). Are there any parts of the world not represented? Why do you think this is so? Create a timeline of these objects.
- Use paper or digital maps to plot your class' journey from school to the Museum. Estimate the approximate travel time and identify any potential issues such as bus parking, bad weather, road works and traffic jams.
- How can a place influence the objects that are made and used there? Find three objects from the exhibition that are somehow connected to the place of their origin. For example, they might be made from local materials or they might depict an image that shows plants, animals or landscapes from that place. Draw a chart showing how each object might look if it came from Australia.

Science

- As a class, select three objects made of different materials such as fabric (eg canvas shoe), wood (eg a jewellery box) and metal (eg pewter mug). Imagine they were found in an attic with no written explanation of their relevance. Brainstorm all the different ways that science could help tell their stories (eg age, use, origin).
- Research the range of scientific specialities involved within museums. How is science important? Choose one object featured in *A History of the World in 100 Objects*. Conduct research, and write a detailed report on all of the scientific skills and procedures that might have been involved in the recovery and final display of the item. Consider discovery, conservation, preservation, interpretation and research.
- Identify five different materials used in the objects in the exhibition *A History of the World in 100 Objects*. Discuss what skills and technology might have been required to manipulate the materials used to create the final object. What does this tell us about human development and changing technology over time?



Bronze hand, 100-300 CE, Yemen. ©Trustees of the British Museum