**Things that made the modern world**

**A group 3 induction project**

**Overview**

This project will enable you to gain a comprehensive overview not only of the syllabus in your chosen group 3 subject, but also of the other two subjects. In this way, you will be able to see how they connect together and make an informed final decision at the end of the induction period about which Group 3 subject you wish to study for IB.

**Stage 1: Conducting your research**

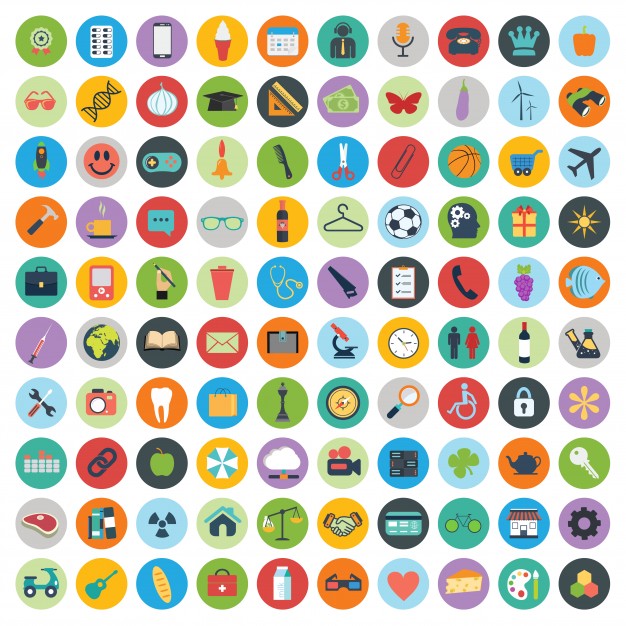
▪ Your subject teacher will provide you with a breakdown of the material you will cover in the syllabus during the IB course.

▪ Each student will choose or be allocated one topic, theme or event to research in more detail.

▪ The key objective is to identify one **physical object** that can be associated with this.

▪ For example, if were studying the 1964 Civil Rights Act, you might choose the pen that was used to sign it; if you were studying the development of paper money, you could use a banknote.

**Stage 2: Identifying and explaining your object**

▪ You will then produce three Powerpoint slides.

**• Slide 1: Image**

A photograph of the object, which a caption underneath

**• Slide 2: Narrative**

▪ What the object is

▪ Where it comes from

▪ When and why it was created

**• Slide 3: Analysis**

▪ What its significance is, measured by as many of the following as possible:

Where? (local, national, international)

When? (long-term as well as short-term)

Who? (young and old; men and women; children and adults)

What? (economic, social, political, cultural)

**Stage 3: Group 3 discussions**

▪ When all the research is complete, all students from the three subject groups will gather together.

▪ One student from each group will be given the task of outlining the syllabus in their subject.

▪ Then, students will be arranged into groups of three (one from each of the three subjects).

▪ Members of each team will take it in turns to share and explain their choice of object.

▪ Each team will decide which of the three objects is clearly the most significant based on the information in the third slide of each presentation.

▪ These ‘finalists’ will then take part in a balloon debate to determine which is the most significant object overall.

Sources you may find useful for ideas

▪ Podcast - 50 things that made the modern economy (<https://goo.gl/1v8TDq>).

▪ Podcast - A history of the world in 100 objects (<https://goo.gl/PoZ3We>).

▪ 101 Objects that Made America: America in the World | smithsonianmag.com | Smithsonian (Available at: <http://www.smithsonianmag.com/smithsonianmag/101-objects-that-made-america-2254692>, Last accessed 2nd September 2017).

▪ British Broadcasting Corporation, BBC - A History of the World - List of Objects (Available at: <http://www.bbc.co.uk/ahistoryoftheworld/exploreraltflash/>, Last accessed 2nd September 2017)