

Overview

Learners will study the Polynesian feast bowl which travelled from the South Pacific to Scotland in 1892. The bowl will set a context for the suggested challenges. With a focus on social studies, learners will explore the feast bowl as a stimulus to develop their understanding of the French language, spoken in Polynesia. The connection with the feast bowl can be examined in further detail by exploring the journey it took from Polynesia to Anstruther in Fife.

Learners can express their curiosity about the feast bowl and its journey, by considering what they see, thinking about how the bowl was made and wondering how it was transported from Polynesia to Scotland. Learners could then examine the different types of food the feast bowl might have been used as a container for. Contrasts could also be drawn between the Polynesian diet of the 1800s with the Scottish diet of that time. Further information can be found by considering the French text and working out its meaning in groups. The English text is available to help learners evaluate how much information they have understood.

These learning experiences offer opportunities for links with modern languages, technologies and health and wellbeing.



A Polynesian feast bowl in the National Museum of Scotland and published on the [National Museums website](https://www.nationalmuseums.gov.uk/). © National Museums Scotland. Reproduced with permission.

Social studies experiences and outcomes explored

I can use primary and secondary sources selectively to research events in the past.
SOC 2-01a

I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.
SOC 2-03a

I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.
SOC 2-04a

Other curriculum areas explored:

I work on my own and with others to understand and discuss simple texts in the language I am learning. I can share simple facts about features of life in some of the countries where the language I am learning is spoken.
MLAN 2-09a

I enjoy eating a diversity of foods in a range of social situations.
HWB 0-29a / HWB 1-29a / HWB 2-29a / HWB 3-29a / HWB 4-29a

Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion.
HWB 2-34a

I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments.
TCH 2-01b

Responsibility of all:

To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail.
LIT 2-16a

Themes across learning:

Global citizenship
Creativity

Overview of learning

Possible prior experiences

Use the [image of the Feast Bowl](#) to complete the 'I see, I think, I wonder activities'.

Learners could take part in a think-pair-share exercise and answer key questions on the Feast Bowl, for example:

- How was the Feast Bowl constructed?
- Which type of wood is the Feast Bowl made from and why?
- How did the Feast Bowl come to be in Scotland?
- What type of food would the Feast Bowl hold?
- What was the significance of Feast Bowls in Polynesia?

Possible learning opportunities

Feast or fast board game

Learners could create a board game or quiz using different facts about feasting and fasting. Learners could use facts from history such as the Romans eating swans at their banquets. Learners could also create a matching/sorting game where they match the food to the country – this could allow for a comparative element to be developed between Scottish and Polynesian food.

Interactive volcano exhibition

Learners could work in a group to create an interactive resource that helps explain how volcanoes work. This could develop into a library exhibition showcasing learners' creative works. Learners could be involved in organising the exhibition publicity and arrangements. Further development might be for learners to make their own volcanoes and have them 'erupt'. Use the [Manchester Museum's 'Make a volcano' download](#) for ideas.

Captain Cook's adventure diary

Learners could research about Captain James Cook's adventures on his ship, the Endeavour. Captain Cook's experiences as an explorer and navigator could be used as a context to develop diary entries from the 1700s; learners could document the different plants Cook discovered, the local people he met and the diseases his crew may have suffered from. Further links could be made in mapping skills; Cook's expertise as a sailor allowed for global maps of the time to be completely re-drawn. Learners could document Cook's exploration of the differing coastlines of Polynesia and compare these geographical skills to those they might have used to read maps in Scotland. See the [BBC website for information about Captain Cook](#).

Feast bowl challenge

Learners could work on an interdisciplinary project and make their own feast bowls. Working in groups, learners could challenge each other to see which group could make the feast bowl that would hold the most liquid – the feast bowl from Polynesia can hold up to 300 gallons.

See images of the bowl on the [National Museums website](#) and [on Flickr](#).

Possible evidence

Board game
Video of learners participating in the board game
Pictures of food groups

Photographs/ video of performance
Completed exhibition
'Mock-up' volcano

Written diary entries
Discussion

Completed feast bowls
Photographs