PITCHER Preventing Illicit Trafficking of Cultural Heritage: Educational Resources





Open Educational Resources *Guilty Treasures*

Topic: Theft of antiques and works of art,Sale of stolen objects, Trafficchannels and actors' identificationAge Group: 14-18 years old

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Preface

The *PITCHER* project (Erasmus+ Programme, 2021-2024) intends to design and test of a set of open educational resources focusing on improving the capacity of teachers and educators in preparing new learning experiences to support the fight against looting and illicit trafficking of cultural goods.

The project intends to propose a new model for raising awareness of young people about the problem of fighting the looting and illicit trafficking of cultural goods, initially focusing on schoolteachers, to raise their interest and enhance their professional development in this field.

PITCHER builds on the final recommendations of the European project NETCHER (H2020 - 2019-2021) coordinated by CNRS, which implemented a strong trans sectoral network as well as Recommendations on the fight against looting and trafficking of cultural goods. One of the components of the recommendations is the need for awareness-raising and guidance toward Educational communities.

The project idea comes from ENSP (the Research Centre of the French national police academy), and the Michael Culture



Photo: Pexels, Oleksandr Pidvalnyi

association - members of the NETCHER consortium - and brings together BIBRACTE major actor of Archaeology, MUSEOMIX a reference in mediation for museums, and schools from France, Greece, Italy, and Spain, in order to co-design and implement the PITCHER project.

We hope this resource will bring a new dimension to your work, as well as use it to develop these activities with your students. The selected topics have been chosen together with teachers and educators coming from France, Greece, Italy and Spain through focus groups and surveys. Each resource is accompanied by key learning points as well as several interesting facts or pieces of information, which are intended to be used to provoke further discussion.

Wherever possible we have included a short interactive activity that can be carried out with students or a series of suggested questions to ask, in order to introduce the topics of each learning module. Should you wish to explore certain topics or themes further, each resource includes a link to other related ones. When available, a general list of additional resources related to the topics is provided.

The resources and accompanying texts are designed as standalone educational aids. In this respect, the resource is intended to provide an overall framework from which you can pick and choose the issues most relevant to your activities. The module can be used within any country any context as it deals with issues, which are cross-border and universal.

For more information about the *PITCHER* project, please visit:

The PITCHER Educational Offer

The *PITCHER* open educational resources include the following learning modules, here listed according to subject matters and suggested age of the target students:

	**	ÅÅ ₁₁₋₁₄	1 4-18
All the themes		Case Studies	Case Studies
		The Cobannus hoard affair	The Cobannus hoard affair
		Looting is not a game	Looting is not a game
		Traffic International	Traffic International
		The Raiders of the Lost Art	
Theft of antiques and works of art	Looting in the Village	Looting in the Village	Looting in the Village
	Traffic 'Art	Traffic 'Art	Traffic 'Art
	Vade-mecum Educational project	Vade-mecum Educational project	Vade-mecum Educational project
	The Mysterious Theft	The Mysterious Theft	Guilty Treasures
		Crossed interviews	Crossed interviews
		Journey of a Stele	Journey of a Stele
		Protect the sites!	Protect the sites!
		Voiceless	Voiceless
		PillarT	PillarT
		The Talking Clay	
Sale of stolen objects	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Journey of a Stele	Journey of a Stele
		Voiceless	Voiceless
		PillarT	PillarT
			Guilty Treasures
Traffic channels and actors' identification	Traffic 'Art	Traffic 'Art	Traffic 'Art

	Γ	Γ	Γ
		Crossed interviews	Crossed interviews
		Journey of a Stele	Journey of a Stele
		Voiceless	Voiceless
		PillarT	PillarT
			Guilty Treasures
Fight against the traffic	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Protect the sites!	Protect the sites!
		Crossed interviews	Crossed interviews
		Journey of a Stele	Journey of a Stele
		PillarT	PillarT
		The Talking Clay	
Provenance research and traceability		Crossed interviews	Crossed interviews
		PillarT	PillarT
		Touch, Don't Touch	Touch, Don't Touch
Return of stolen objects	Traffic 'Art	Traffic 'Art	Traffic 'Art
		Journey of a Stele	Journey of a Stele
Preservation of memory of missing artefacts	Vade-mecum Educational project	Vade-mecum Educational project	Vade-mecum Educational project
		Touch, Don't Touch	Touch, Don't Touch
Why it is forbidden, what consequence	Vade-mecum Educational project	Vade-mecum Educational project	Vade-mecum Educational project
		Crossed interviews	Crossed interviews
		Journey of a Stele	Journey of a Stele
		Protect the sites!	Protect the sites!
		Voiceless	Voiceless
		PillarT	PillarT
		The Talking Clay	

Summary: Guilty Treasures

Topic: Age range:	Theft of antiques and works of art, Sale of stolen objects, Traffic channels and actors' identification 14-18
	The game can be run also with different age groups, however the level of knowledge and the use of language of the cultural sector suggest targeting students at the higher school level.
Educational programme:	Art history and Civic education
Time:	90-120 minutes
Materials and tools:	Educational game "Guilty Treasures"
Skills achieved:	Understanding the wide and multi-cultural dimension of heritage.
Learning objectives:	 Encourage students to: Think in a creative and critical way about the concepts of relevance of cultural heritage in the everyday life.

Instructions for teachers

The teacher can introduce the discussion, presenting the work done by ICOM, the International Council of Museums. ICOM is a non-governmental organisation dedicated to museums, in relations with UNESCO. Founded in 1946, ICOM also partners with entities such as the World Intellectual Property Organization, Interpol, and the World Customs Organization, in order to carry out its international public service missions, which include fighting illicit traffic in cultural goods and promoting risk management and emergency preparedness to protect world cultural heritage in the event of natural or man-made disasters.

The teacher can underline that, since 2000, ICOM has published its Red Lists to combat the illicit traffic in cultural goods which causes significant damage to heritage, particularly in regions of the world where cultural property is most susceptible to theft and looting. The Lists are not a list of stolen objects but intend to raise awareness on smuggling and illicit trade in cultural objects. The ICOM Red Lists are tools designed to help police and customs officials, heritage professionals, and art and antiquities dealers to identify the types of objects that are most susceptible to illicit trafficking.

The teacher can then divide the classrooms into 4-5 small groups. Each of them selects a student who will represent the group during the game, even if the decisions should be taken all together. The teacher also asks the representatives of the groups to read the instructions, and check that they have been well understood by all the students. The game is now ready to start.

The scope of the game is to identify which item - within a list of 81 cultural objects in a dangerous situation identified by the ICOM - has been stollen, in order to recover and give it back to the museum holding that item. Annex 4 provides the credits to the cultural institutions that hosts the selected objects.



Guilty Treasures: the Game

The scope of the game consists of the identification of which item has been stolen in a list of 81 cultural objects, coming from all over the world. The materials of the game include:

- One gameboard
- 1 dice
- 5 characters, presenting different actors involved in the fight against trafficking of stolen objects.
- 1 clue sheet per player, shown in Annex 1. Make a copy and provide each player with it.
- 81 cards, presenting different cultural objects, shown in Annex 2.



Figure 1: The Game Board (scale 1:2)

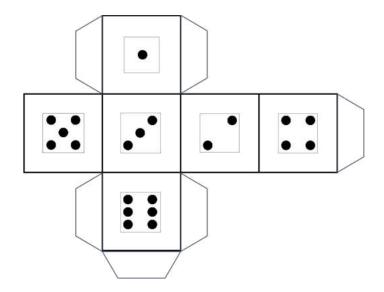
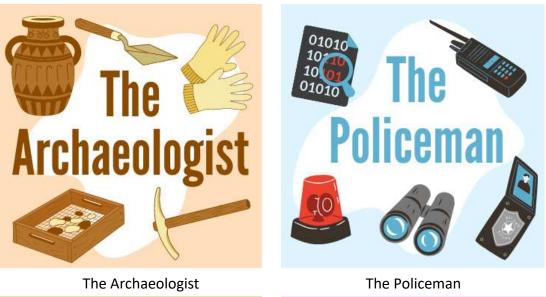


Figure 2: The dice





The Customs Officer



The Artist



The Museum Curator



Figure 3: Characters

Instructions

In *Guilty Treasures,* players take on the role of detectives investigating the theft of a cultural object: they race to be first to work out what object has been stolen.

To eliminate the possible options, the characters must move around the board, entering cells and asking questions to work out the correct solution. Once they believe they know the solution, they can try to guess, and see if they were right.

Up to five people can play *Guilty Treasures*. The suggested minimum number of players is three.

First, put all of the *Guilty Treasure's* cards in the middle of the board. Each player should choose who they want to play as. The characters are:

- Archaeologist
- Policeman
- Customs officer
- Artist
- Museum curator

Each player takes the small token corresponding to the chosen character and put it on the "START" cell of the gameboard.

Shuffle the 81 cards with the cultural objects and draw the top card, without looking at it and put it to the board in the box "Stolen cultural Object". This card is the solution that the players must identify!

Deal the remaining cards out to the players so everyone has the same number of cards:

- in the case of 2 players, deal 36 cards each.
- in the case of 3 players, deal 24 cards each.
- in the case of 4 players, deal 18 cards each.
- in the case of 5 players, deal 15 cards each.

Put the leftover cards to the "Pharaoh's Cards" box of the board, facedown so nobody can see them. Players should keep their hand of cards hidden from their opponents. Give every player a clue sheet and a pen/pencil. The players should cross off the cards they have in their hand - they know that these cannot be the stolen object.

Every player should roll the dice to decide who goes first, with the highest number taking the first turn. After that, play moves clockwise - so the person to your left goes next. You are now ready to play.

The first player rolls the dice and moves her/his token on the board. Move your game token the number of spaces you roll. If you stop in a coloured cell (yellow, red, green, or blue), you can use the process of elimination to guess the object. According to the colour of the box, the player must suggest one of the different options concerned with that box, in particular:

- The yellow box is connected to the "material" of the stolen object. Three options are possible:
 - Metal, i.e., gold, silver, bronze, iron, etc.
 - Stone, or ivory, or animal bones
 - Other materials, e.g., leather, wood, ceramics, faience, paper, etc
- The red box is connected to the "colour" of the stolen object. Three options are possible:
 - Pale colour.
 - Brown colour.
 - Multicolour object.
- The green box is connected to the "place" origin of the stolen object. Three options are possible:
 - o Africa and Asia.
 - o America.
 - o Europe.
- The blue box is connected to the "time" when the stolen object was created. Three options are possible:
 - Ancient times. For the American objects, the "pre-Colombian" period is shown.
 - Middle age. For the American objects, the "Colonial" period is shown.
 - Modern times.

Once a suggestion is made, the person on the left of the player must reveal if they have in their hand any cards with the characteristics just mentioned. If so, they must show to all the players the related cards. All the players can then cross them off their clue sheet. The player who made the suggestion, can at this moment make her/his attempt to guess the solution (i.e., the stolen cultural object). If not, her/his turn is over, and the next person can proceed with rolling the dice and repeating the same steps. Each player can only make one attempt per game – be sure to do this only when you are almost certain you know what the solution is. After the player has tried, she/he may look the card in the "The Stolen Cultural Object" box. If his/her attempt matches the card, she/he has won! If not, the game will continue but she/he will not be allowed to play.

Please also remember that:

- If the player stops on a white box, she/he cannot make any suggestion.
- If the player stops on a "Pharaoh's Cards" box, she/he can take the first card of the "Pharaoh's Cards" deck. Only she/he can look at this card. After looking the card, the player will put this card at the bottom of the same deck.

Suggestions for further activities

Did you know?



The Monuments Men is a 2014 war film directed by George Clooney. The film is based on the 2007 non-fiction book The Monuments Men: Allied Heroes, Nazi Thieves and the Greatest Treasure Hunt in History by Robert M. Edsel and Bret Witter. It follows an Allied group from the Monuments, Fine Arts, and Archives programme that is given the task of finding and saving pieces of art and other culturally important items before Nazis destroy or steal them during World War II.

The United States Federal Bureau of Investigation (FBI) has issued the Art Crimes list (<u>https://www.fbi.gov/investigate/violent-crime/art-theft/fbi-top-ten-art-crimes</u>), to help bring attention to stolen masterworks and elicit the public's help in recovering them and bringing the thieves to justice. The list includes items stolen in Australia (1), Brasil (1), Iraq (1), Italy (1), the Netherlands (1), United Kingdom (1) and Usa (3).



Ideas for additional tasks

Once completed the game, the teacher can start a discussion, concerning who could be the people responsible for the theft of that specific object: a group of terrorists wishing to finance their criminal activity? a detectorist looking for hidden treasures? an illegal art market officer buying and selling cultural objects of uncertain origin? an army occupying another country bringing cultural objects back home? an art collector wishing to increase her/his collections of fine arts?

The students are invited to debate about this issue and create one or more stories describing a possible plot for a graphic novel, a book, or a film presenting what has happened.

The teacher can also ask the students to start a further activity, to be done as homework as a group or at individual level, to discover more details about the "stolen" cultural object, and the culture of the country where the object originates from.

Annex 1: Clue Sheet

	Metal Pale colour Europe Modern times		Metal Pale colour Europe Middle Age		Metal Pale colour Europe Ancient times
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	Metal Pale colour America Modern times	+++++++++++++++++++++++++++++++++++++++	Metal Pale colour America Middle Age		Metal Pale colour America Ancient times
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	Metal Brown colour Africa and Asia Modern times		Metal Brown colour Africa and Asia Middle Age	0	Metal Brown colour Africa and Asia Ancient times
	Metal Brown colour America Modern times		Metal Brown colour America Middle Age		Metal Brown colour America Ancient times
	Metal Multicolor Europe Modern times		Metal Multicolor Europe Middle Age		Metal Multicolor Europe Ancient times
	Metal Multicolor Africa and Asia Modern times		Metal Multicolor Africa and Asia Middle Age		Metal Multicolor Africa and Asia Ancient times
	Metal Multicolor America Modern times		Metal Multicolor America Middle Age		Metal Multicolor America Ancient times

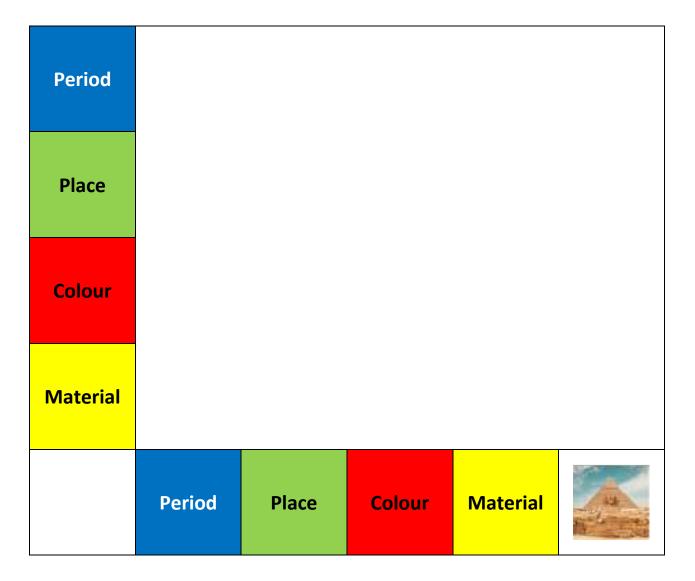
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	Stone, ivory Pale colour America Modern times		Stone, ivory Pale colour America Middle Age	10 30	Stone, ivory Pale colour America Ancient times
E	Stone, ivory Brown colour Europe Modern times		Stone, ivory Brown colour Europe Middle Age		Stone, ivory Brown colour Europe Ancient times
	Stone, ivory Brown colour Africa and Asia Modern times		Stone, ivory Brown colour Africa and Asia Middle Age		Stone, ivory Brown colour Africa and Asia Ancient times
	Stone, ivory Brown colour America Modern times		Stone, ivory Brown colour America Middle Age		Stone, ivory Brown colour America Ancient times
<u>Ś</u> żż	Stone, ivory Multicolor Europe Modern times		Stone, ivory Multicolor Europe Middle Age		Stone, ivory Multicolor Europe Ancient times
	Stone, ivory Multicolor Africa and Asia Modern times		Stone, ivory Multicolor Africa and Asia Middle Age	No.	Stone, ivory Multicolor Africa and Asia Ancient times
	Stone, ivory Multicolor America Modern times		Stone, ivory Multicolor America Middle Age		Stone, ivory Multicolor America Ancient times

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No.	Other materials Multicolor America Modern times		Other materials Multicolor America Middle Age		Other materials Multicolor America Ancient times

Annex 2: Guilty Treasures Game Board

STOP 1 TURN	Material	Colour	Place	Period	
Period					on A2
Place					Please Glue section A2
Colour					Pleas
Material	Th	e Pharac Cards	oh's		
	Please glue	e section B1			

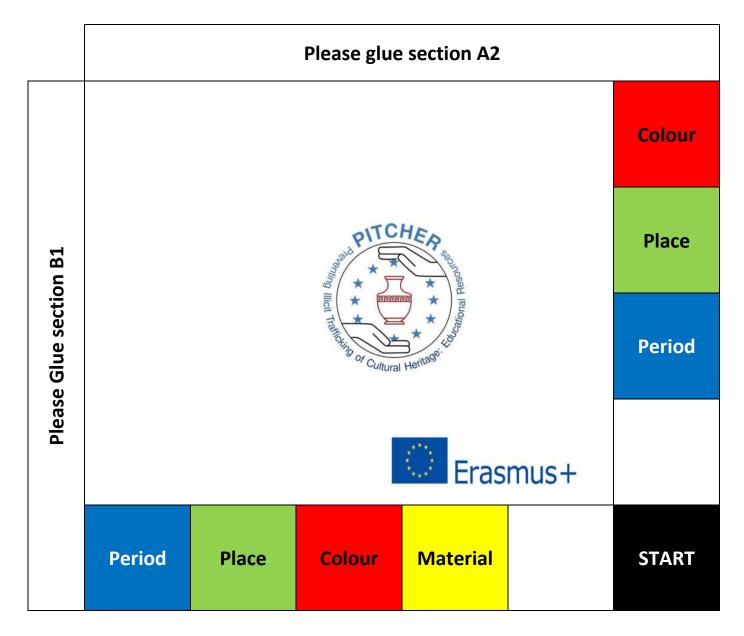
Game Board Section A1



Game Board Section A2

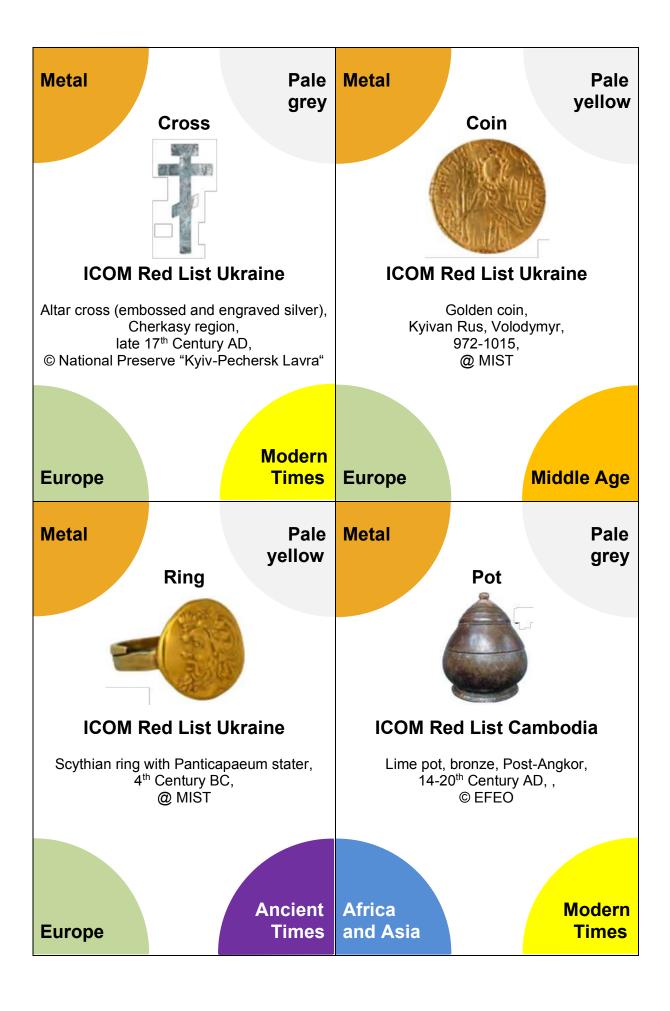
	Material	Colour	Place	Period			
	Material						
					Colour		
	The Stolen						
	Cultural Object						
	Material						

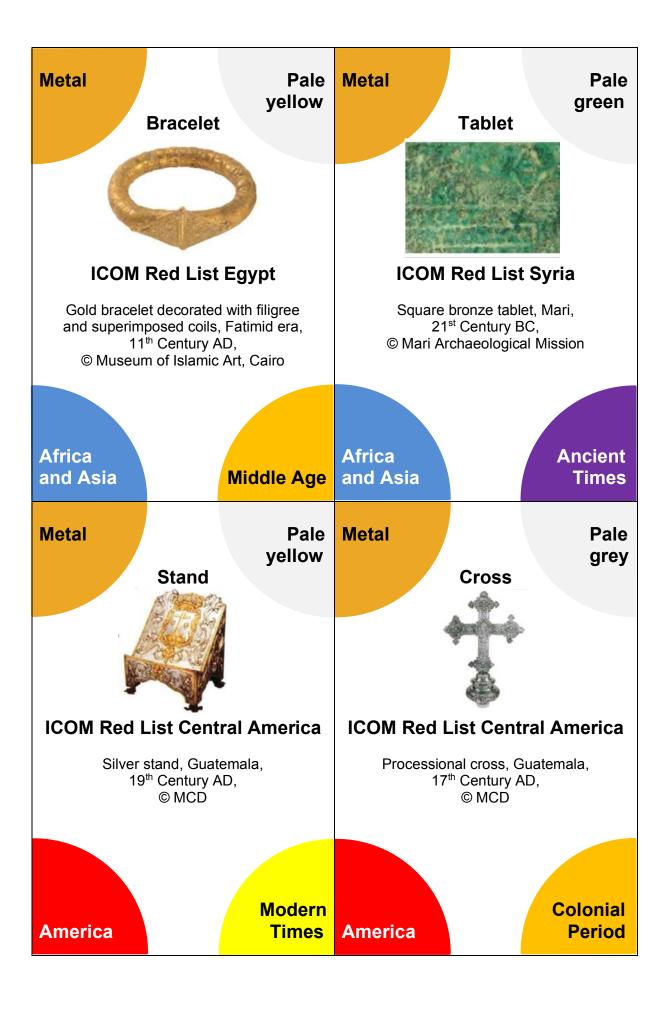
Game Board Section B1

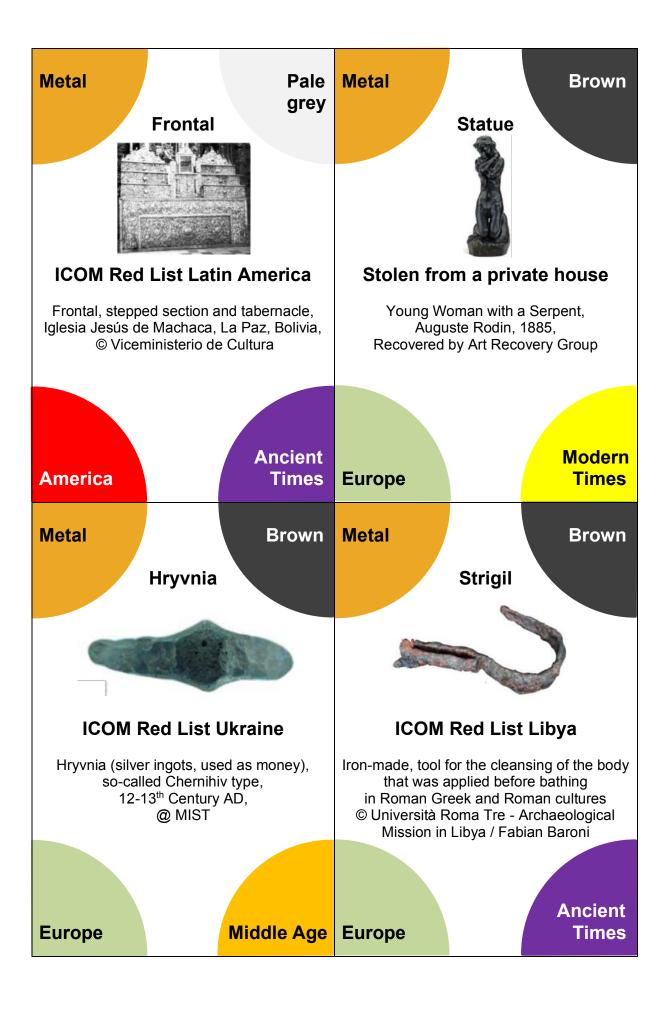


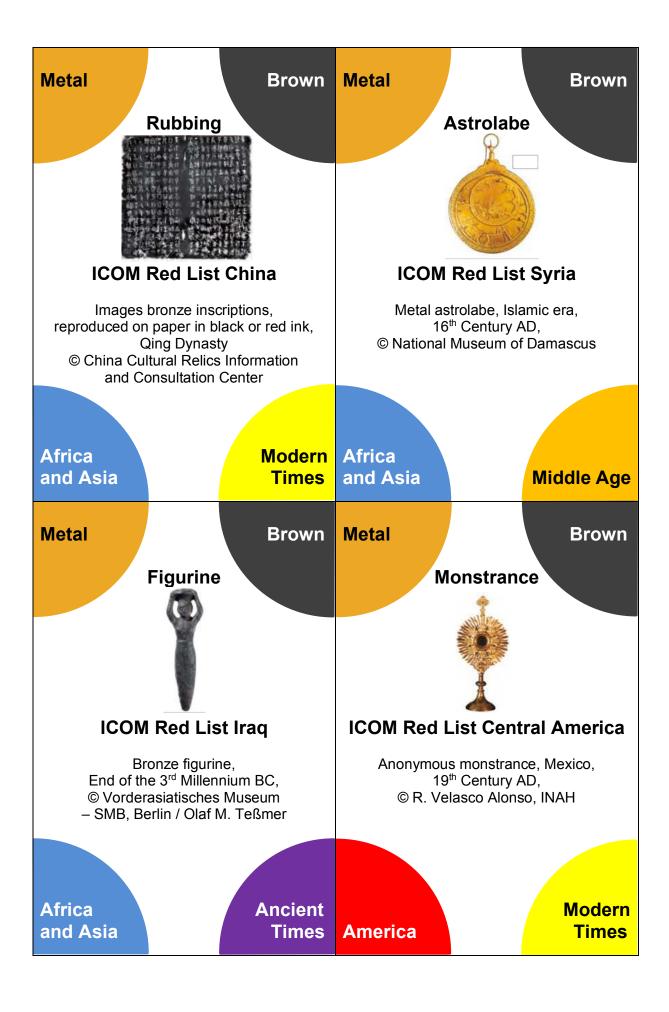
Game Board Section B2

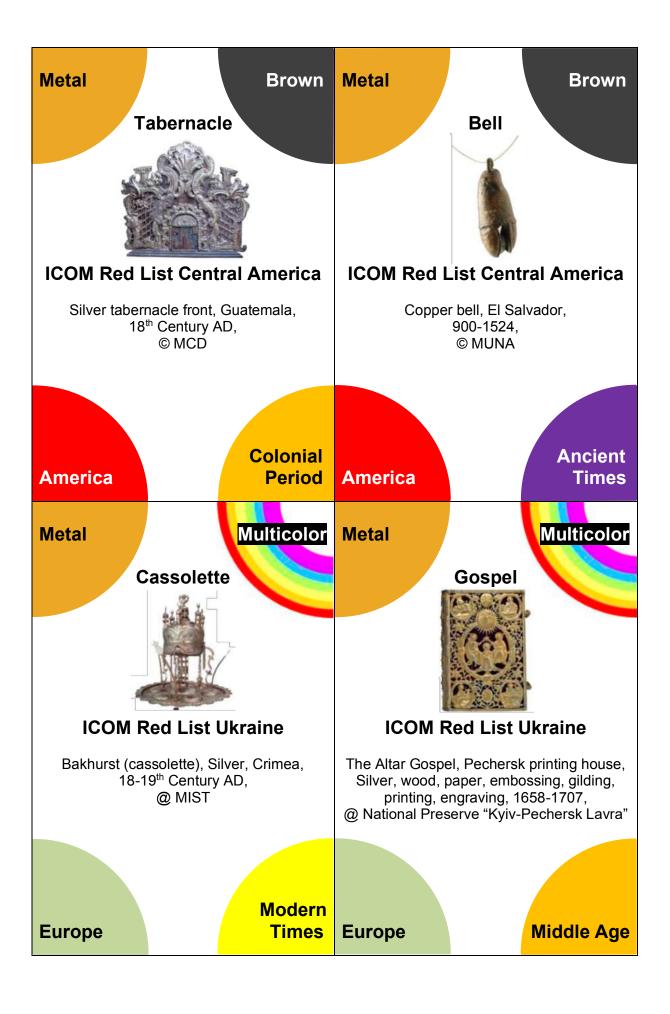
Annex 3: Guilty Treasures Cards

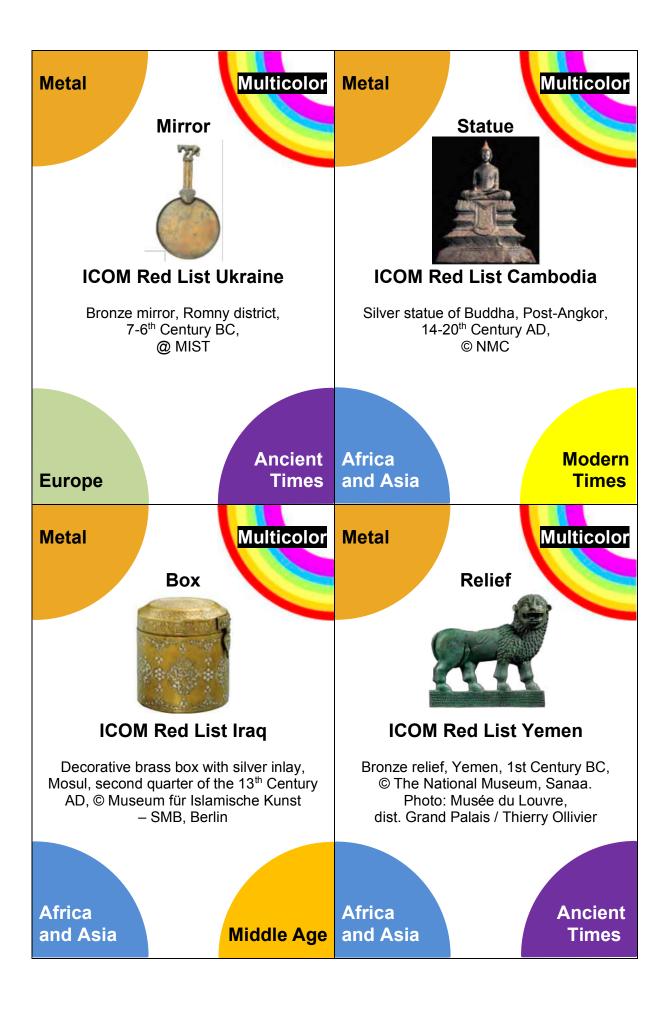


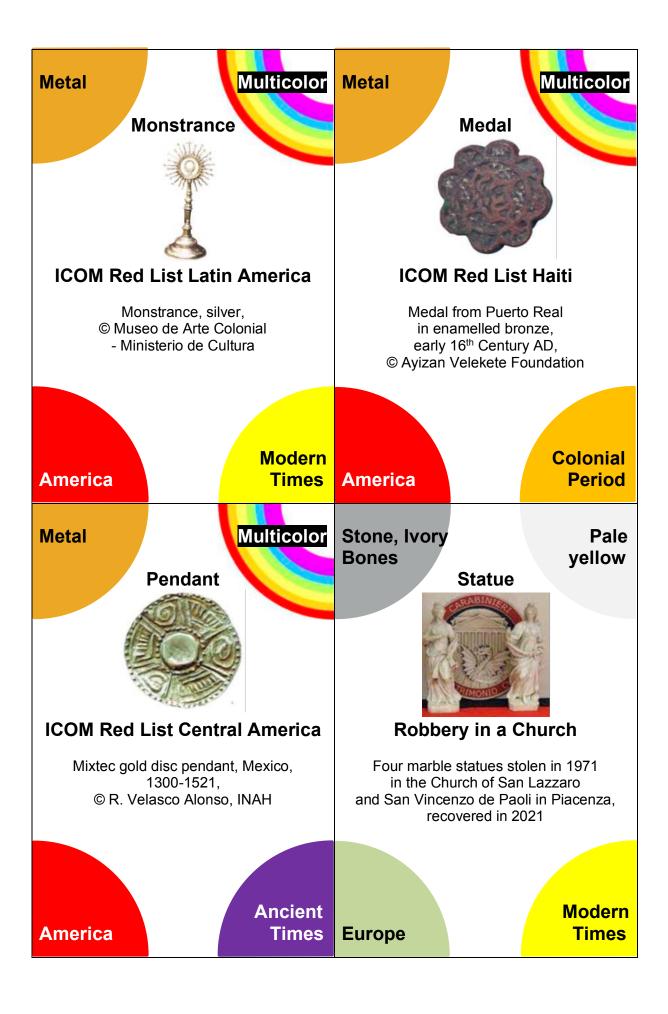


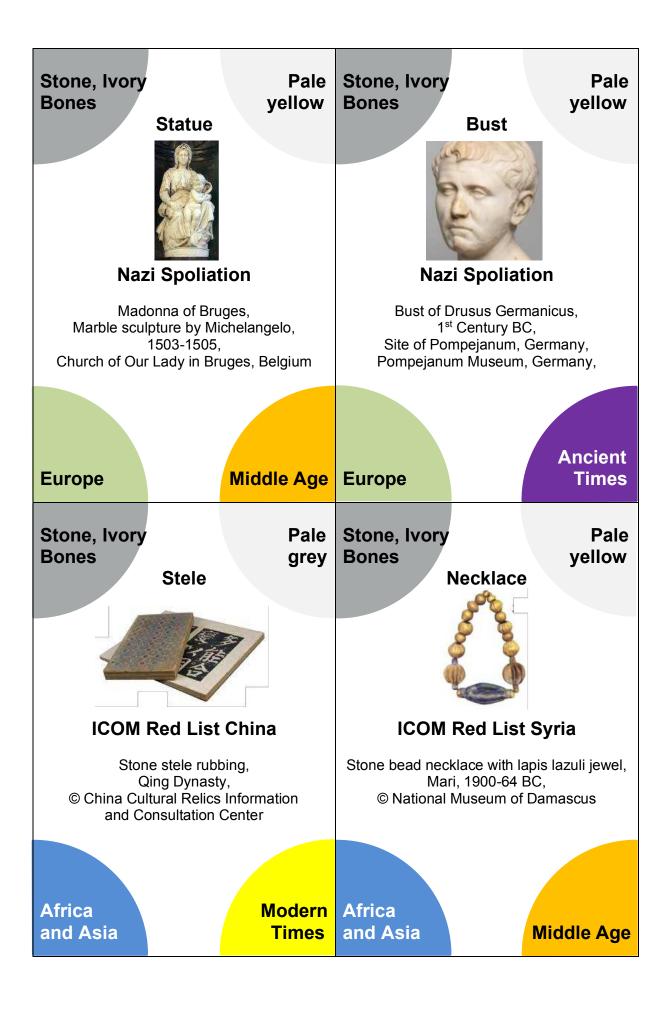






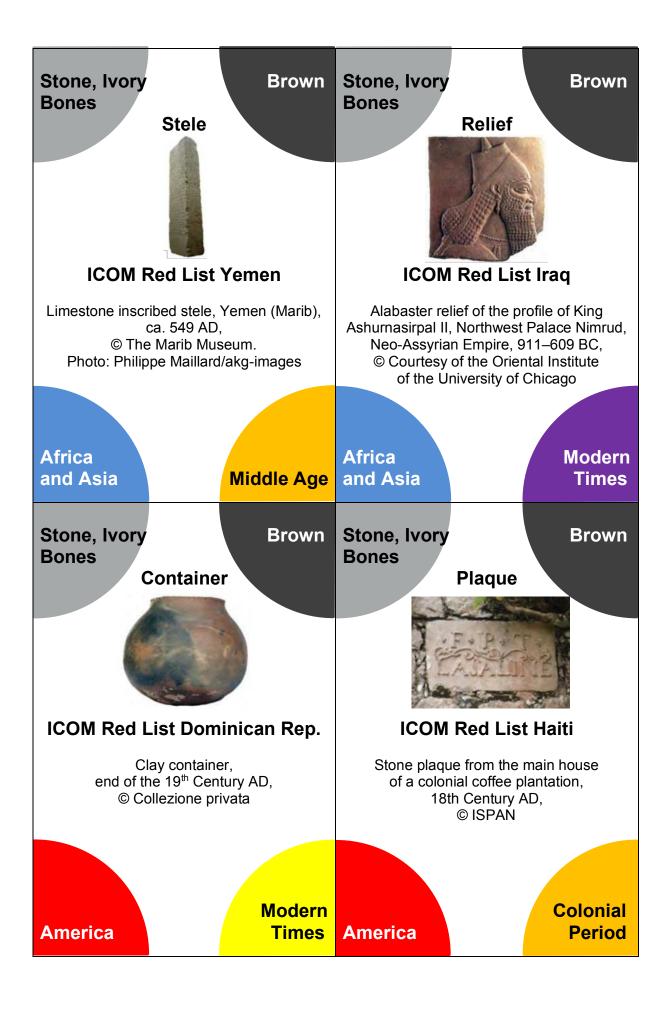




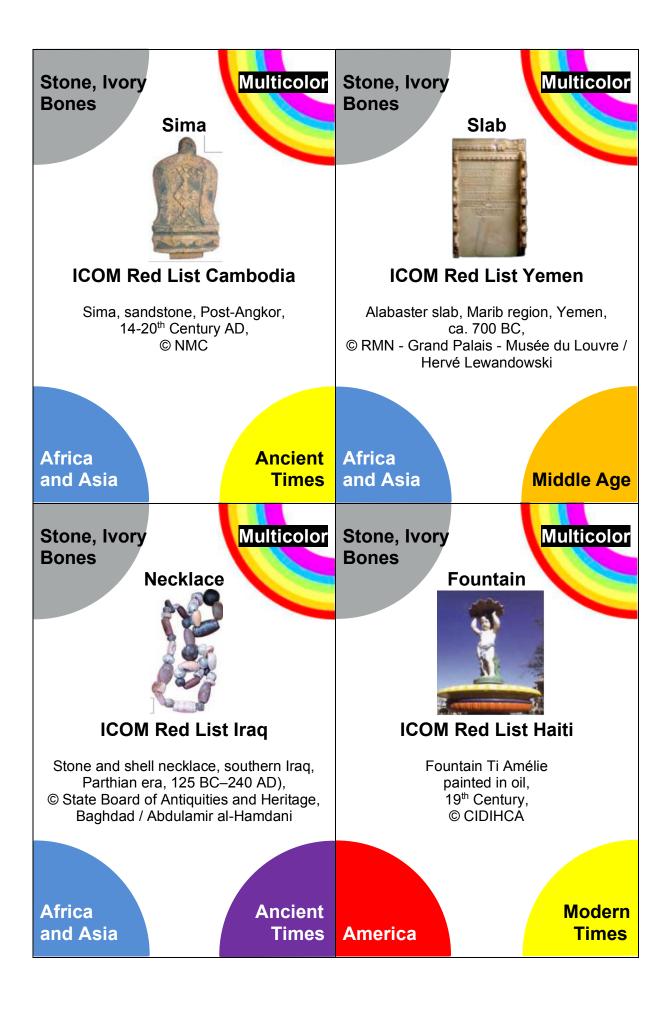


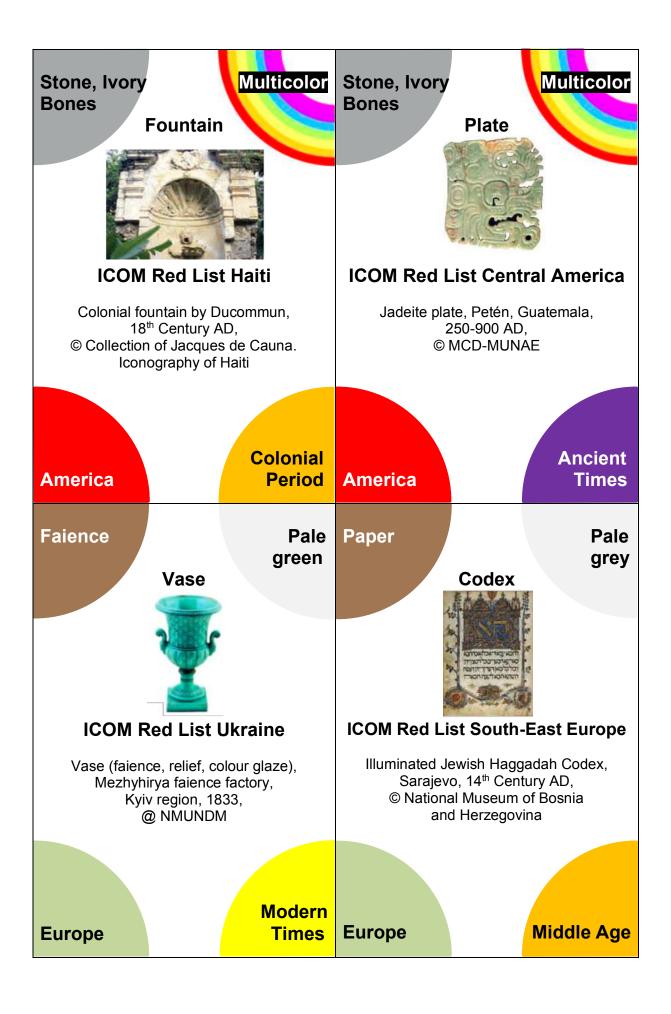


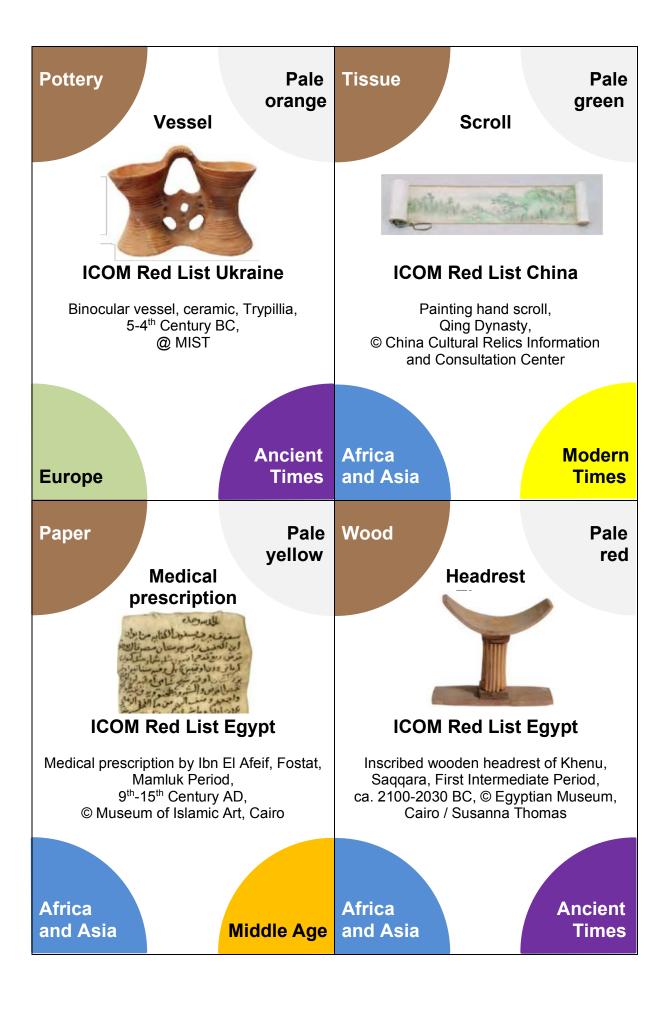




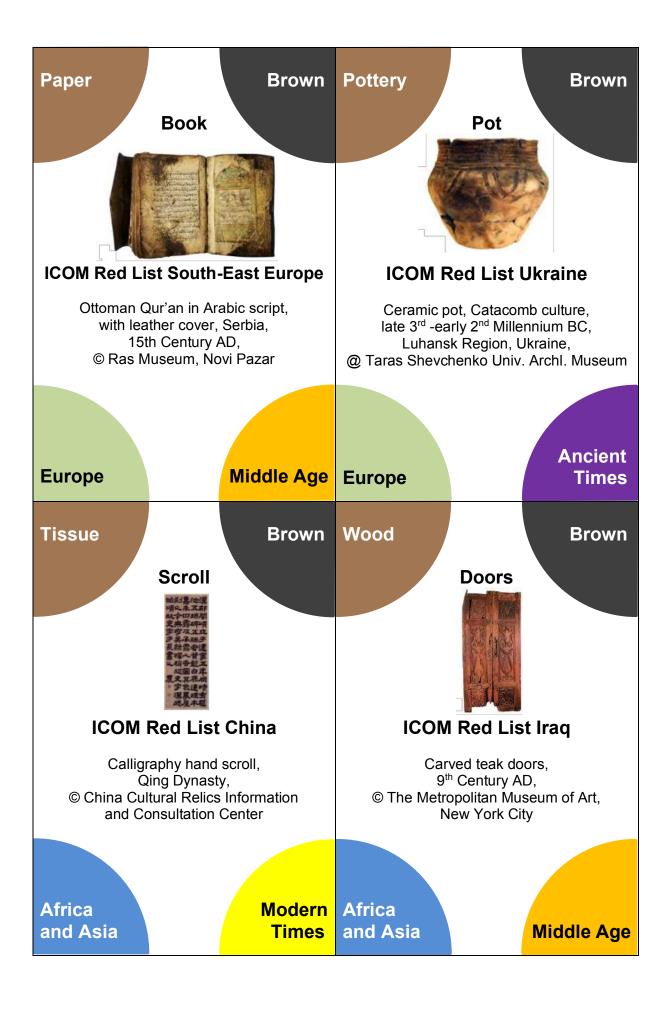




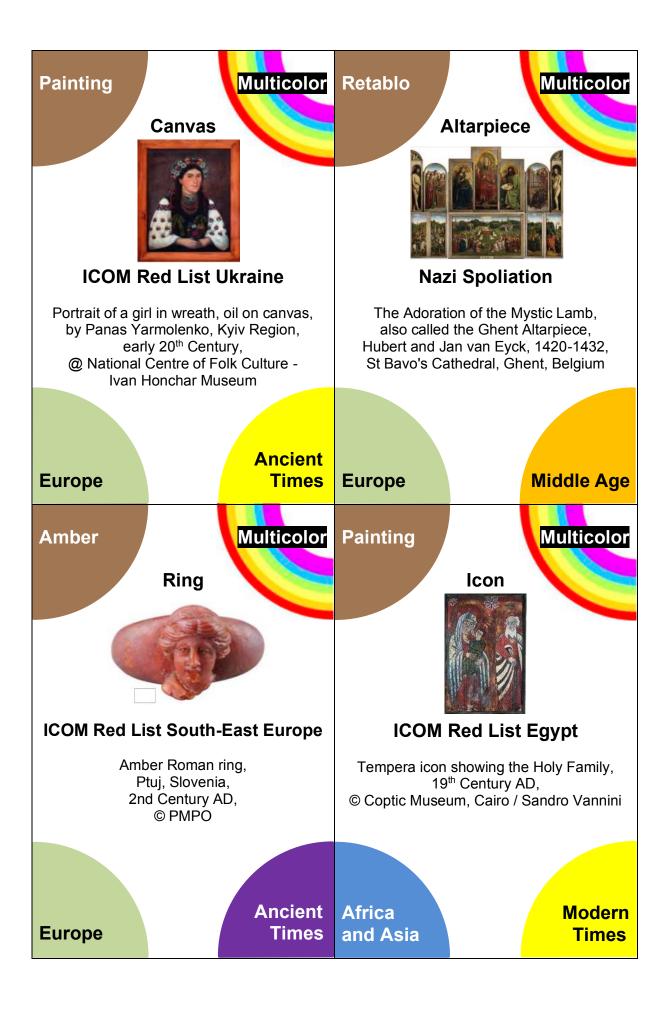


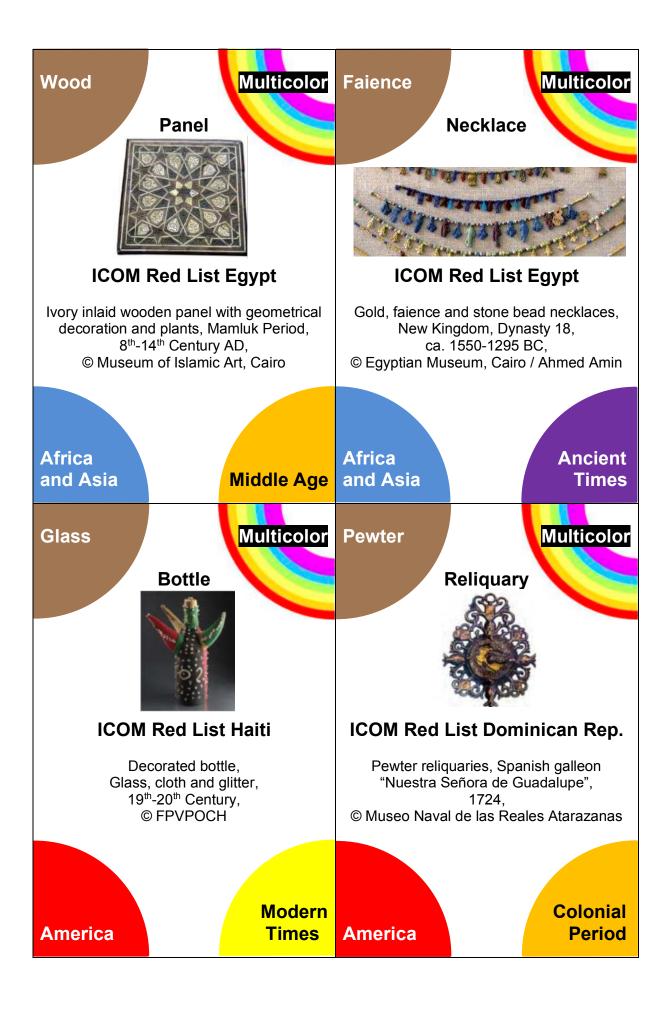


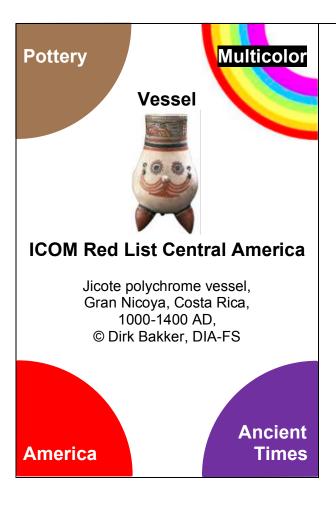












Annex 4: Cultural institutions hosting the objects presented in the Cards

Belgium:

Church of Our Lady in Bruges St Bavo's Cathedral, Ghent

Bolivia:

Iglesia Jesús de Machaca, La Paz, Bolivia, © Viceministerio de Cultura

Bosnia-Herzegovina:

National Museum of Bosnia and Herzegovina

Cambodia:

EFEO - Ecole Française d'Extrême-Orient NMC - National Museum of Cambodia

China:

China Cultural Relics Information and Consultation Center

Colombia:

Museo de Arte Colonial-Ministerio de Cultura

Costa Rica:

Dirk Bakker, DIA-FS Founders Society, Detroit Institute of Arts

Dominican Republic:

Alcázar de Colón Fundación García Arévalo in Santo Domingo Museo Naval de las Reales Atarazanas

Egypt:

Coptic Museum, Cairo / Sandro Vannini Egyptian Museum, Cairo / Ahmed Amin Egyptian Museum, Cairo / Susanna Thomas Museum of Islamic Art, Cairo

El Salvador:

MUNA - Museo Nacional de Antropología "David J. Guzmán",

France:

Musée du Louvre, dist. Grand Palais / Thierry Ollivier RMN - Grand Palais (Musée du Louvre) / Hervé Lewandowski

Germany:

Museum für Islamische Kunst – SMB, Berlin Site of Pompejanum Vorderasiatisches Museum – SMB, Berlin / Olaf M. Teßmer

Guatemala:

MCD - Ministerio de Cultura y Deportes MCD-MLA - Museo del Libro Antiguo MCD-MUNAE - Museo Nacional de Arqueología y Etnología

Haiti:

Ayizan Velekete Foundation CIDIHCA - Centre International de Documentation et d'Information Haïtienne, Caribéenne et Afrocanadienne Collection of Jacques de Cauna Eglise épiscopale d'Haïti FPVPOCH - Fondation pour la Préservation, la Valorisation et la Production d'Œuvres Culturelles Haïtiennes ISPAN - Institut de Sauvegarde du Patrimoine National Musée Nader

Iraq:

State Board of Antiquities and Heritage, Baghdad / Abdulamir al-Hamdani

Italy:

Church of San Lazzaro and San Vincenzo de Paoli in Piacenza Università Roma Tre Archaeological Mission in Libya / Fabian Baroni

Libya:

Università Roma Tre Archaeological Mission in Libya / Fabian Baroni

Mexico:

R. Velasco Alonso, INAH - Instituto Nacional de Antropología e Historia Templo de San Buenaventura de Chihuahua Nigeria: National Commission for Museums and Monuments North Macedonia: Museum of the Republic of North Macedonia

Romania:

Craiova Art Museum "Teoharie Antonescu" County History Museum, Giurgiu

Serbia: Ras Museum, Novi Pazar The Ethnographic Museum in Belgrade

Slovenia: PMPO - Regional Museum Ptuj – Ormož

Spain: Monasterio de Sant Pere de Rodes, Girona

Syria:

Mari Archaeological Mission National Museum of Damascus

Ukraine:

MIST – National Museum of the History of Ukraine, Kyiv National Centre of Folk Culture - Ivan Honchar Museum National Preserve "Kyiv-Pechersk Lavra" National Reserve "Ancient Halych" NMUNDM – National Museum of Ukrainian Folk and Decorative Art Taras Shevchenko University Archaeological Museum

USA

DIA-FS Founders Society, Detroit Institute of Arts Oriental Institute of the University of Chicago San Antonio Museum of Art The Metropolitan Museum of Art, New York City Walters Art Museum, Baltimore

Yemen:

The Marib Museum. Photo: Philippe Maillard/akg-images The National Museum, Sanaa