

PITCHER
Preventing Illicit Trafficking of Cultural Heritage:
Educational Resources



Open Educational Resources

Voiceless

- Topic: Theft of antiques and works of art, Sale of stolen objects, Traffic channels and actors' identification, Why it is forbidden, what consequence
- Age Group: 11-14, 14-18 years old

Authors

Marie Husson, Armelle Philip, Irène Sanchez, Eléana Tsocas

Reviewer

Agathe Le Riche-Maugis, Bibracte

Version

English Version, July 2024

Images

© Pexels, PITCHER project, © Bibracte, Antoine Maillier

Copyright

Materials can be used according to the: Creative Commons
Non-Commercial Share Alike license



Disclaimer

The *PITCHER* project has been funded with the support of the European Union and the French National Agency for the Erasmus+ Programme (Grant Agreement 2021-1-FR01-KA220-SCH-000032674). This publication reflects the views only of the author, and the European Union and the French National Agency for the Erasmus+ Programme cannot be held responsible for any use, which may be made of the information contained therein.



Table of contents

Preface.....	4
The PITCHER Educational Offer	5
Summary: Voiceless.....	7
How to use this educational resource	
Instructions for teachers	8
Why fight against the trafficking of antiquities? The example of the Couan treasure.....	8
Suggestions for further activities.....	13
Did you know?	13



11-14



14-18

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 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.



Photo: Pexels, Oleksandr Pidvalnyi

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:

<https://www.pitcher-project.eu>




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:

	 7-11	 11-14	 14-18
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

		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: Voiceless

Topic:	Theft of antiques and works of art, Sale of stolen objects, Traffic channels and actors' identification, Why it is forbidden, what consequence
Age range:	 11-14  14-18
Educational programme:	History and Geography, Language and Culture of Antiquity, Moral and Civic Education
Time:	 15 to 30 minutes
Materials and tools:	Printed sheet and a pen. Optionally, a video projector if the teacher wants to project images of the objects on the board to discuss with the students.
Skills achieved:	Deduction, Writing, Discussion
Learning objectives:	Encourage students to: <ul style="list-style-type: none">• Understand why this traffic is harmful to archaeologists and historians.• Learn what a museum label is and its purpose.

How to use this educational resource



Instructions for teachers

You can use this resource during a museum visit or on the International Day against Trafficking in Cultural Property.

- Print the sheets below and distribute them to the students.
- Allow them time for reflection and writing, alone or in groups, before reviewing together.

Why fight against the trafficking of antiquities?

The example of the Couan treasure

Have you noticed that in museums, all the objects on display are accompanied by a small label? This is called a caption. It provides visitors with various pieces of information about the displayed object. But while some captions are rich in information, others are almost silent... Investigate to discover the reason for this difference!

1. What is the purpose of a caption?

Here are three examples of captions from the Bibracte Museum (France):



Photo taken by Antoine Maillier, Bibracte, 2022

Caption 1: Content of a Dump

Acy-Romance, Champagne-Ardenne, 2nd century BCE

19.5 kg of ceramics, 8 kg of animal bones, fragmentary fibulae, iron hardware pieces, two potin coins attributed to the Remi. Remains found in dumps are a biased reflection of what was discarded there: plant materials have disappeared except for small objects, and metals have been recovered and recycled. The majority of the content therefore consists of broken pottery, animal bones, and, to a lesser extent, craft residues like metal slag.

Ardenne Museum, Charleville-Mézières

Excavation by Bernard Lambot

Caption 2: Funerary Stele of a Blacksmith

Sandstone, 2nd century A.D.

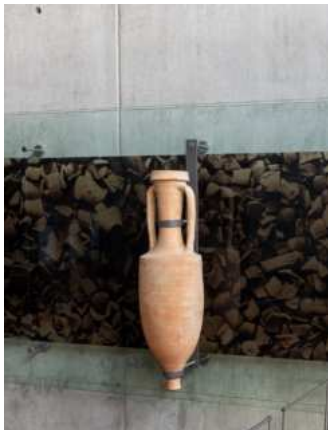
Autun, necropolis of Pont-Lévêque, known as "Champ Saint-Roch"

On deposit from the Rolin Museum, City of Autun (inv. ML 147)

Ancient discovery (19th Century)



Photo taken by Antoine Maillier, Bibracte, 2019



Caption 3: A Binary Amphora from Roman Italy (Dressel Type 1)

1st century CE

La Pâtûre du Couvent

Excavation by Alfred Haffner, 1994

Photo taken by Antoine Maillier, Bibracte, 2019

What different kinds of information can be found on these three labels?

What does the first label contain that the other two do not?

2. It's 1990, and you work in an American museum that has just purchased this statue of the god Mars / Cobannus at an auction. The museum curator asks you to create the label that will accompany it and provide visitors with more information about this object.



Avg(usto) Sacr(vm) Deo Cobanno
L Maccius Aeternus
Il Vir Ex voto

In honor of Augustus and the god
Cobannus, Lucius Maccius Aeternus,
duumvir, as a votive offering.

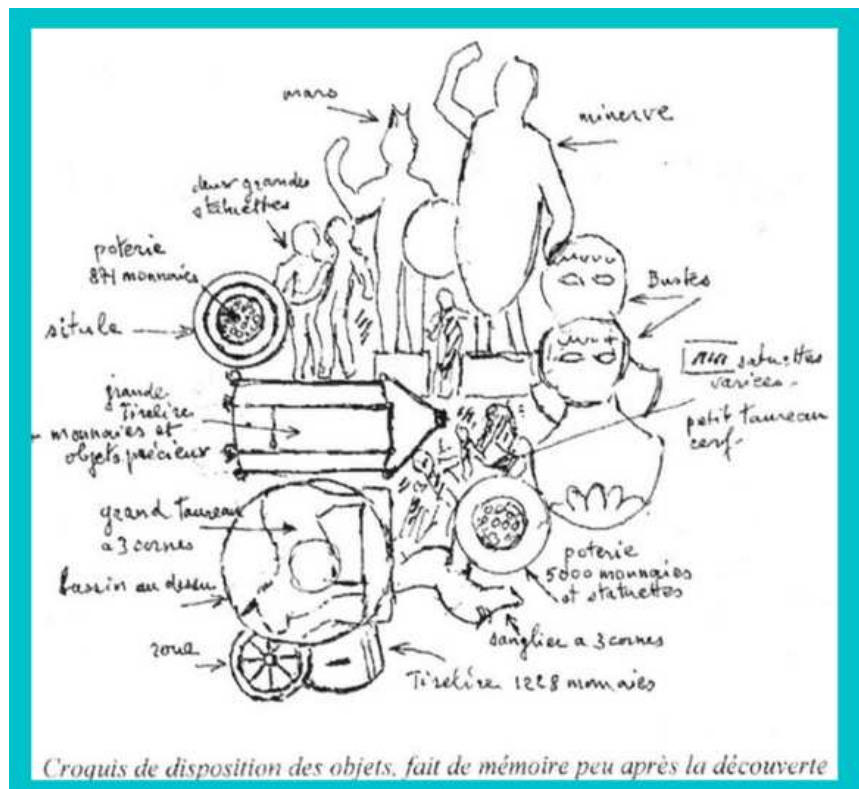
3. It is now 2023, research has advanced, and we now have new information about this object. Let's imagine that the Bibracte Museum purchases it. The museum curator asks you to write a new label:



In honor of Augustus and the god Cobannus, Lucius Maccius Aeternus, duumvir, as a votive offering.

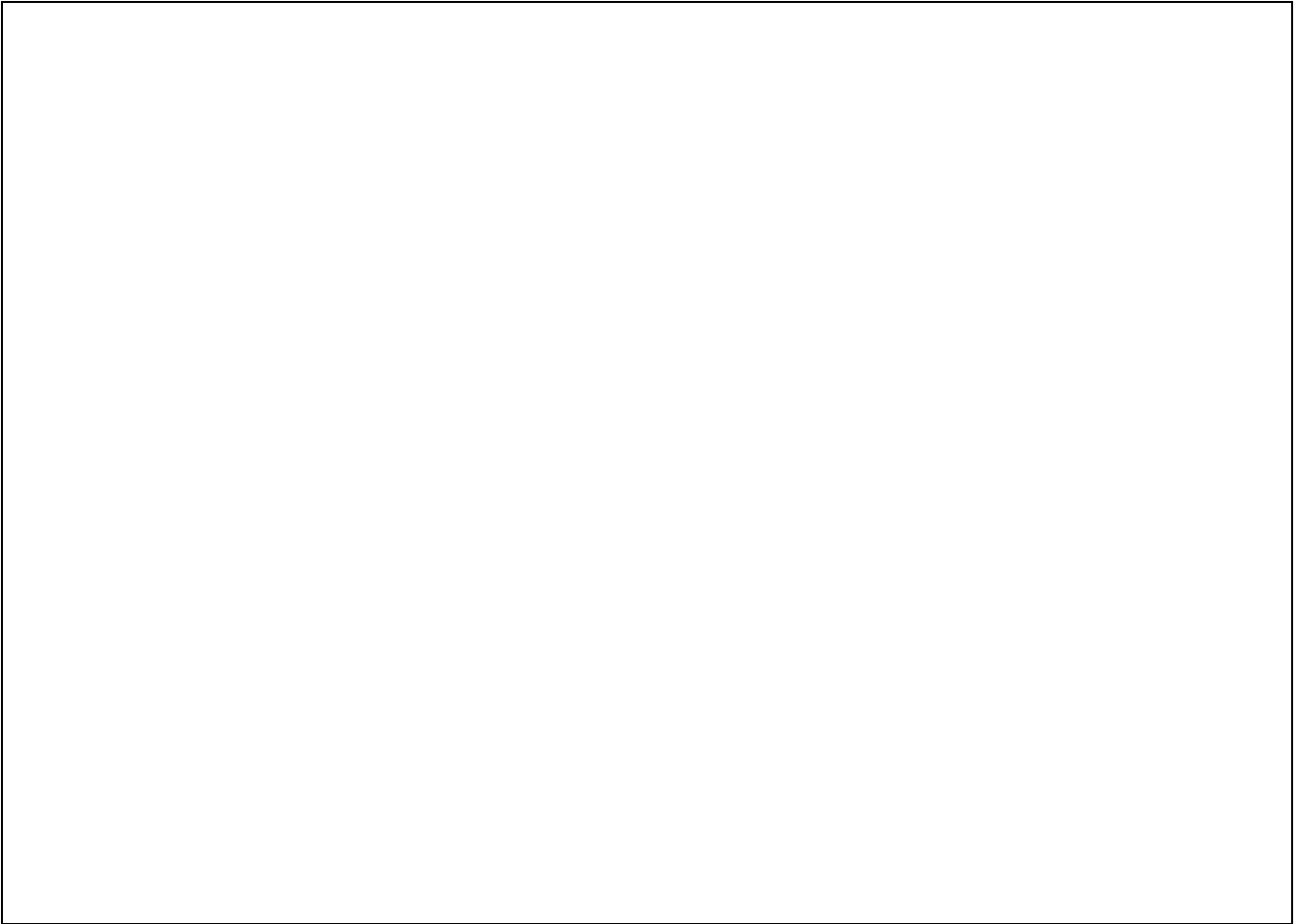
What discoveries have advanced our knowledge about this object?

In 2008, a Frenchman confessed to having found a treasure near Couan, in Burgundy, in the 1970s, which included this statue. He provided the archaeological services with drawings and a plan of his excavation, carried out using a metal detector.

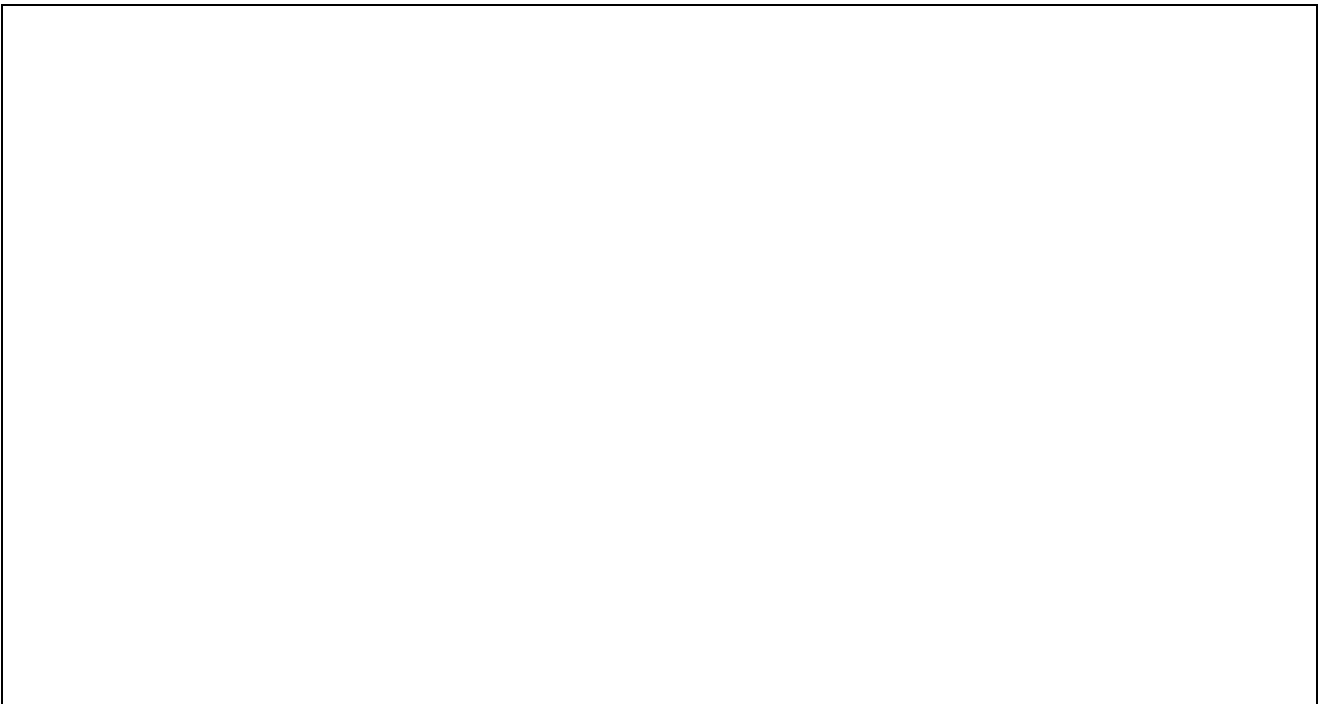


Archaeologist Pierre Nouvel was tasked with excavating the site indicated by the looter. With his team, they uncovered an Aeduan sanctuary that would have operated from the 1st to the 4th century AD. They eventually found the pit where the treasure had been buried, as well as traces of violent destruction that led them to believe that the sanctuary was destroyed at the very end of the 4th century, at a time when the first Christians in this region, led by Saint Martin, were carrying out massive destructions of pagan temples.

Write the new caption:



4. Based on this example, why should we fight against the looting of cultural heritage?



Answers :

What different kinds of information can be found on these three labels?

- Its nature
- Its date
- Its origin
- Details about the excavations

What does the first label contain that the other two do not?

It contains explanations about the exact nature of the object, to help better understand it.

Proposed text for the first label:

Bronze statuette of the god Cobannus, ex-voto. Date and origin unknown.

Proposed text for the second label:

Bronze statuette of the god Cobannus, ex-voto. This statue was discovered by a looter in Couan, Burgundy. Archaeologist Pierre Nouvel, who later excavated the site, found that this object had been taken from an Aeduan sanctuary violently destroyed at the end of the 4th century, a time when Christians were destroying pagan temples.

Based on this example, why should we fight against the looting of cultural heritage?

We must fight against this trafficking which deprives these objects of their history and hinders scientific progress. Here, knowing that this object was buried shortly before the destruction of the sanctuary is evidence of the violence of the early Christians and helps us better understand this turbulent period.

Suggestions for further activities

Did you know?

The video by YouTuber Charlie Danger (30 minutes) can also complement this exercise or provide teachers with a good overview of this trafficking and its issues. This Black Market is Destroying Our History: <https://www.youtube.com/watch?v=y1ljwCdj47E>