 Cultural heritage and the role of museums program

Year 11 ancient history

Duration - 6 weeks (approximately 20 hours)

This document references the [Ancient History Stage 6 Syllabus](https://syllabus.nesa.nsw.edu.au/ancient-history-stage6/) © 2017 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

Unit description

Students investigate the significance of artefacts in relation to cultural heritage, ownership and the role of museums. The Historical concepts and skills content is to be integrated as appropriate.

Focus questions

* What is cultural property?
* Who has the right to decide the ownership of artefacts with cultural significance?
* How important are museums in the collecting and storing of cultural materials?

Outcomes

A student:

* AH11-3 analyses the role of historical features, individuals and groups in shaping the past
* AH11-4 accounts for the different perspectives of individuals and groups
* AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
* AH11-7 discusses and evaluates differing interpretations and representations of the past
* AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
* AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

Historical concepts and skills

Analysis and use of sources

* Explain the meaning and value of sources for an historical inquiry (ACHAH007, ACHAH009)

Historical interpretation

* Form judgements about historical significance, recognising that significance may be attributed to different purposes.

Historical investigation and research

* Frame questions to guide historical inquiry and develop a coherent research plan (ACHAH004).
* Use evidence from a range of sources to inform investigation and research (ACHAH005).

Explanation and communication

* Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHAH013).
* Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHAH014).

Assessment for learning opportunities

* Application of prior knowledge
* Constant assessment of learning through formative learning.
* Research and sharing ideas through a digital presentation

| Content | Teaching, learning and assessment |
| --- | --- |
| Students investigate:   * The nature and significance of the cultural property for the society to which it belongs (ACHAH025)   Approximately 1 week indicative hours | * Students are asked to brainstorm with a partner or individually about their understanding of the following concepts – culture, property, ownership, preservation ,conservation * Examples of the Cultural Property – students are asked to think about their own culture and what might be some examples of cultural property. Some example might be Uluru for Indigenous Australians, the Coliseum for the Italians, or the Acropolis for the Greeks. * Students are to read the information on the [cultural property training resource website](https://www.cemml.colostate.edu/cultural/09476/chp04-02iraqenl.html) and filling in a table on the following areas – what is cultural property and why is it considered important? * How is something considered cultural property – students are asked to develop a criteria on how we determine the ownership of cultural property. A good way to get started is that students can think of an object that is important to them and think of how they could explain to someone the reasons they own it. Work in pairs when discussing their own cultural property. After this discussion students will individually create a criteria for determining the ownership of cultural property. * Legal definition of cultural property- Roles of UNESCO and other outside agencies – student look at what is the legal criteria for something to be considered cultural property. Examples for other agencies could include – [Air University](http://www.au.af.mil/au/awc/awcgate/state/culprop_hague.htm%20and%20https:/eca.state.gov/files/bureau/unesco01.pdf) and [UNESCO Convention](https://eca.state.gov/files/bureau/unesco01.pdf). * Students are to conduct a comparison between their criteria from cultural property and those set by UNESCO and see if there are any similarities and differences. * Students produce a 400-word response to the following question – choose an example of cultural property from the list below and complete and answer “What is - significance to the society it belongs to” |
| * The arguments for and against the return of the cultural property to its original home (ACHAH026)   Approximately 1 week indicative hours | * Students are provided a list of different pieces of cultural property that have been removed from their original country and housed in museums. Students are discussing with their teachers what might be the possible reasons for the return of and against the return of these items to their original home. * Some suggested list examples may be – Murray Black, the beard of the Sphinx, Tutankhamun’s mask and the British museum artefacts.   Case study – The Parthenon Marbles:   * Hook – watch the [Parthenon Marbles video on National Geographic](http://video.nationalgeographic.com/video/treasure-wars/elgin-marbles-tw). Students watch the video above and write down the different issues that surround the Parthenon marbles. * Parthenon Marbles – students read the information in Antiquity 1 Third Edition pp 64-69 on the Parthenon marbles and complete the activities in the Textbook to gain an understanding about the key issues of the Parthenon Marbles debate. * Students are to conduct their own research and are to complete a table recording the reasons for and against the return of the Parthenon Marbles to Greece. For each reason, you must indicate what evidence you have read or found that supports the statement made. For this section they can watch the debate between British MP Hunt and Stephen Fry and also read the article at the [BBC news website](http://www.bbc.com/news/uk-18373312). The Debate can be found on Youtube. * Extended response activity. Students are to complete a response to the following question: “Assess whether the Parthenon Marbles should be returned to Greece”.   Modified suggestion – students may need to be informed that ‘Assess’ means consider both sides of the argument. |
| * The nature and impact of looting and the illegal trade of antiquities on cultural heritage (ACHAH027)   Approximately 1 week indicative hours | * Students discuss with their teacher this question – “What would be the impact of looting and illegal trade of antiquities on cultural heritage”? * Students [watch this National Geographic video](http://video.nationalgeographic.com/video/news/161202-egyptian-artifact-repatriation-vin) * Study guide questions could include:  1. Where were some of the antiquities recovered from? 2. What external forces have contributed to the destructions and illegal trafficking of antiquities? 3. What is the long-term impact of the removal of these objects from their original home?  * Students are to read [this National Geographic article](http://ngm.nationalgeographic.com/ngm/0307/resources_geo.html) and answer the following questions:  1. What items were lost or damaged in this looting? 2. What is Henry Wright upset about? (list 2 things) 3. What were some of the oldest artefacts lost in the looting? Why are they important? 4. What is the agent(s) of destruction in this example? Human or natural? 5. One historiographical issue is who ‘owns’ artefacts; do they belong to all humans as part of our common heritage or only to the country where they are found? 6. How might this event be used as evidence to support the need to share artefacts around the world?  * Student conduct research on one issue of [illegal acquisition of an Egyptian artefact](http://www.sca-egypt.org/eng/RST_MISS_MP.htm) and complete the following scaffold:   the image is a screen shot of a table with the column headings "question" and "research".  the row headings the firs column read "what is the name of your artifact" "when and where was the artefact found" "what is the arefacts proidence" "when was teh atefact removed and by who" "where is the artefact now housed or displayed" "what are the issues of ownership surrounding the arefact" "what has been the impact of the illegal acquisitom of this artefact on cultural heritage" |
| * The role of museums in acquiring, collecting and storing artefacts/cultural materials   Approximately 1 week indicative hours | * Students engage in a class discussion about the role of museums focusing on how museums acquire, collect and store artefacts. * Some question might include:  1. If we did not have museums what would that mean for antiquities? 2. How would evidence then be preserved? 3. What impact would this have on the ownership of cultural property?  * Students read the article “How do artefacts in Museums get there” and list the ways that artefacts can end up in museums. * How do Museums acquire artefacts – student pick one of the following Museums – British Museum, Smithsonian, Natural History Museum (New York), and research the steps these museums take in acquiring artefacts. * What issues might arise in regards to the ownership of cultural property and ways that museums might be able to deal with or avoid?   Scenario You are the curator of a museum and have just received a notice that an artefact you have acquired was stolen from its original home. You are to write a response to the letter you have received outlining your arguments for keeping the artefact.   * Museum partnerships – student watch the clip [Cultural Property and Heritage: who owns the art?](https://www.youtube.com/watch?v=2sa6H93hkjI) and answer the following questions. What does Melissa Chui reveal about the roles of museums in the protection on antiquities? * Students construct an extended response to the following question – ‘Assess the role of museums in acquiring, collecting and storing artefacts/cultural materials’. |
| * The contributions of museums to our understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibition   Approximately 1 week indicative hours | * Summative activity – If there were no museums how would we preserve the past? Students consider what role museums play in helping us understand the past and whether it is necessary or not moving into the digital age? Read the Antiquity 1 4th edition page 102 and complete activities on page 103. * Students do a virtual museum visit and think about the different histories that are represented in these Museums. The museums could include – The Nicholson Sydney University, The British Museum, The Museum of natural History, The Cairo Museum etc. When researching the exhibitions contained in their chosen museum, that students answer the following questions:   + Are the exhibitions representing national and international history?   + How many are exhibitions are local and how many are foreign?   + How many exhibitions are about that country’s Indigenous history?   + Why do you think certain exhibitions are more important that others (what value do they provide the museum?)   + Why is that Museums promote international exhibitions more than the ones that are consistently there?   + Does Cultural Heritage play an important role in the types of exhibits these museums house?   + What are some of the features that all these displays have in common? * Student are to create an exhibit proposal for their local museum – Students are to draft a proposal for their local museum to host an exhibition they deem relevant. They are to justify why the museum should host the exhibition and the benefit that it will provide the community. These could include – cultural heritage, financial. Tourists, etc. Student present this debate to the class and use the information previously gained from prior learning to help justify their positions on the issue. * Future of Museums – do museums have a future? Moving into the future do Museums have place in preserving cultural heritage? How will cultural heritage be represented in the future?   + Students are to look at the impact of disaster, climate, tourists and determine what is the future role of Museums in maintaining cultural Heritage? Note – a good Case student can be the Lego model of Pompeii found the Nicholson Museum and a discussion on how this is representation of the actual site and whether this has any merit. |

Resources

* USA department of defence – [US Central command, Types of Cultural Property](https://www.cemml.colostate.edu/cultural/09476/chp04-02iraqenl.html)
* [Convention for the Protection of Cultural Property In the Event of Armed Conflict](http://www.unesco.org/new/en/culture/themes/armed-conflict-and-heritage/convention-and-protocols/1954-hague-convention/) (The Hague Convention)
* [UNESCO convention on the means of prohibiting and preventing the illicit import, export and transfer of ownership of cultural property](https://eca.state.gov/files/bureau/unesco01.pdf)
* [Parthenon Marbles](https://video.nationalgeographic.com/video/elgin-marbles-tw)
* [BBC news - Stephen Fry's Parthenon Marbles plea backed in debate vote](http://www.bbc.com/news/uk-18373312)
* [National Geographic - Stolen Mummy’s Left Hand Found and Returned to Egypt](http://video.nationalgeographic.com/video/news/161202-egyptian-artifact-repatriation-vin)
* [National Geographic Magazine](http://ngm.nationalgeographic.com/ngm/0307/resources_geo.html)
* [Supreme council of Antiquities recovering stolen treasure](http://www.sca-egypt.org/eng/RST_MISS_MP.htm)

Reflection and evaluation