

PITCHER
Preventing Illicit Trafficking of Cultural Heritage:
Educational Resources



Open Educational Resources

Looting is not a game!

Topic: Theft of antiques and works of art, Sale of stolen objects, Traffic channels and actors' identification, Fight against the traffic, Provenance research and traceability, Return of stolen objects, Preservation of memory of missing artefacts and Why it is forbidden, what consequences?

Age Group: 11-14, 14-18 years old

Authors

Sophie Lefebvre, Rémi Legros, Agathe Le Riche-Maugis, Laurent Salvador

Reviewer

Nolwenn Le Faou, Archaeologist, Mediation Officer, and Anne-Claire Misme, Archaeologist, Head of the Mediation and Communication (Éveha). Pascale Goutagny, Academy Inspector, Regional Educational Inspector Geography History, Bourgogne Franche-Comté Academic Region.

Version

English Version, October 2024

Images

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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.



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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 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: Looting is not a game!

Topic: Theft of antiques and works of art, Sale of stolen objects, Traffic channels and actors' identification, Fight against the traffic, Provenance research and traceability, Return of stolen objects, Preservation of memory of missing artifacts and Why is it forbidden, what consequences?

Age range:



Educational programme: History, Languages and Cultures of Antiquity, Civic and Moral Education, Media and Information Education, Plastic Arts

Time:



1-2 hours of preparation / 2-4 hours of implementation according to the selected modalities

Materials and tools: Activity Sheets, Videos and Online Activities

Skills achieved:

- Understand text, documents and images; interpret it; retrieve important information.
- Know and understand the rule and the law.
- Order facts in relation to each other, place them in space and time.
- Associate a work with an era and a civilisation from observed elements
- Ask questions, ask themselves questions, formulate assumption and verify them.
- Speak orally.
- Organise its work in a group to develop a common task or collective production.

Learning objectives:

This resource has been designed to meet the priority identified on the rise of looting of archaeological sites and the Young people's use of metal detectors, often in the form of toys, designed specifically for them is increasing. Its aim is to provide accurate information on the consequences of this practice, in particular in terms of the loss and destruction of archaeological information, which hinders our knowledge of the past; reasons why French law prohibits the extraction of archaeological objects from the ground outside declared excavations. This educational resource also places the phenomenon of looting of archaeological sites in the wider context of illicit trafficking in cultural property and briefly describes its serious consequences for our security and the development potential of certain countries.

Instructions for teachers

This resource consists of 5 activities:

- Activity 1: Looting of archaeological sites and illicit trafficking of cultural objects, definition and consequences - 1h to 1h30 depending on the age of the students. All supporting documents are contained in the activity sheets for pupils.
- Activity 2: Archaeology, a matter of context - 2 x 1h.
- This activity makes students understand how context and archaeological objects bring information to each other and that looting, by breaking this link, generates a loss of information that hinders our knowledge of past societies. This aspect is approached through two scales of contexts: geographical and spatial (activity on the stratigraphic context will be available in early 2025). To address these two aspects, you are proposed to divide your students into two or four groups to make them each work a type of context and then to propose them a common restitution for the synthesis question (page 22).
- Activity 3: Knowledge and understanding of regulation and law - 1hr
- This activity addresses French archaeological regulations, in particular the often little-known French law of 2016, which is of crucial importance in the fight against archaeological plunder. This activity is offered in the form of an oral debate, but the worksheet provides spaces to fill in in case you would prefer to propose it in writing.
- Activity 4: Artistic and Cultural Education Pathway - 1am to 2am
- Activity 5: Future Pathway (professional guidance) - 1h

The documents (texts, photos and graphic documents) on which these activities are based are grouped in annexes (except for Activity 1 where they are directly included in the sheets for pupils).

Most exercises are common for both age groups, except for some that are specific to each age group. This is particularly the case for the paper version of the activities on the spatial context; their online versions proposing the common exercises and those for 11-14 year olds.

Activities can be carried out by students individually or in groups. Answers to the proposed questions presented are in Annex 5.



How to use this educational resource

Preparation

- Enquire about the topic of archaeological looting and illicit trafficking of cultural property, if necessary, using the content available in the PITCHER online toolbox: <https://www.pitcherproject.eu/resources>
- Have your documentation and information centre print and prepare establish the different parts of this resource (activity sheets for students, accompanying documents in the appendix, corrected) so that it is easier for you and other teachers to use them.
- Read the activity sheets, the attached documents and the answer key to choose the activities you want to propose to your students.
- Prepare the projector if you offer your students Activity 1 and Activity 2 (spatial context because they include videos).

Activity Sheets

Activity 1: Looting of archaeological sites and illicit trafficking in cultural property, definition and consequences

1/ Archaeological excavation or looting? Analyse and understand a video.

This activity will allow you to understand the differences between a framed operation of archaeological excavations and the looting of an archaeological site.

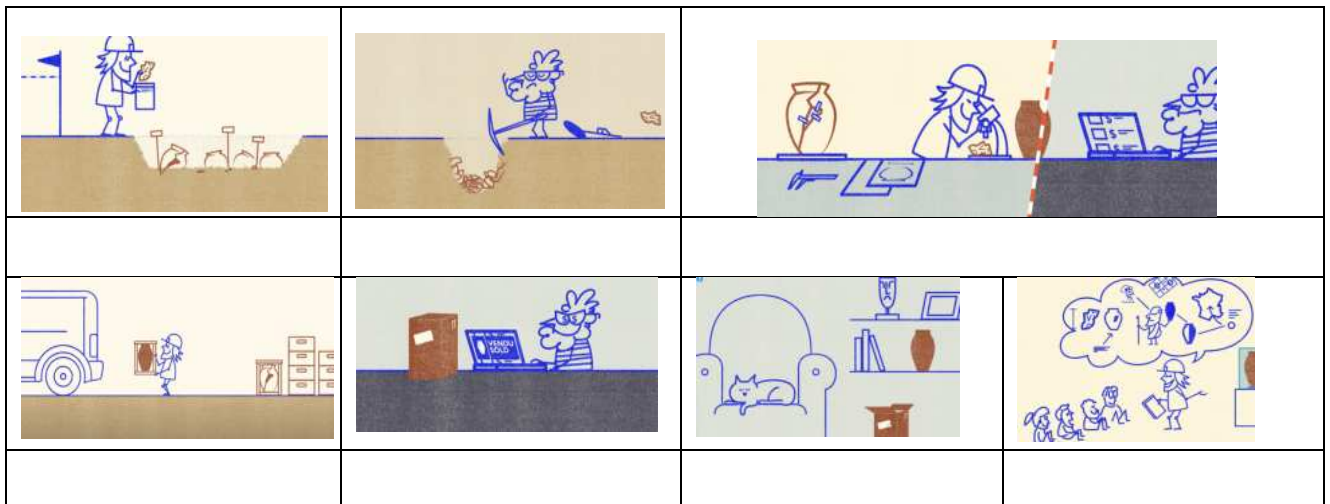
Watch the video “FOUILLER / PILLER, Ce n’est pas la même Histoire » (“EXCAVATING / LOOTING, It’s not the same History”, as there is no text, it can be understood by everyone) (1,5 minutes):

<https://www.youtube.com/watch?v=IsIEjCUWBMl>

then answer the following two questions.

Mission: Fill in the correct captions below the video clips.

A Archaeological object become a common good, accessible to all in a museum / **B** Study and restoration of objects in an archaeological laboratory/ **C** Archaeological excavation following a protocol to document remains discovered / **D** Selling the object on the Internet and hazardous shipping / **E** Wild withdrawal of the object, resulting in the destruction of part of the archaeological site / **F** Seeking the best profit / **G** Objects preserved and transported in good conditions / **H** Individual and illegal possession of the archaeological object.



Images taken from the video “FOUILLER / PILLER, Ce n’est pas la même Histoire! (Production: Museum of Archaeology national - Domaine national de Saint-Germain-en-Laye / Inrap / Ministère de la Culture - Director: Edoardo Cecchin)

VOCABULARY

Protocol: A set of rules to be followed in order to record as much information as possible during the excavation and to permit the scientific study of the archaeological remains and the objects contained therein.

Question (Media and Information Education):

This video shows two different attitudes towards objects of the past buried in the ground, that of the archaeologist and that of the looter. Explain what distinguishes them and why the illustrators chose a bright background for the archaeologist and a dark background for the looter?

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This activity allowed you to compare archaeological excavation and looting of archaeological objects and begin to understand its consequences:

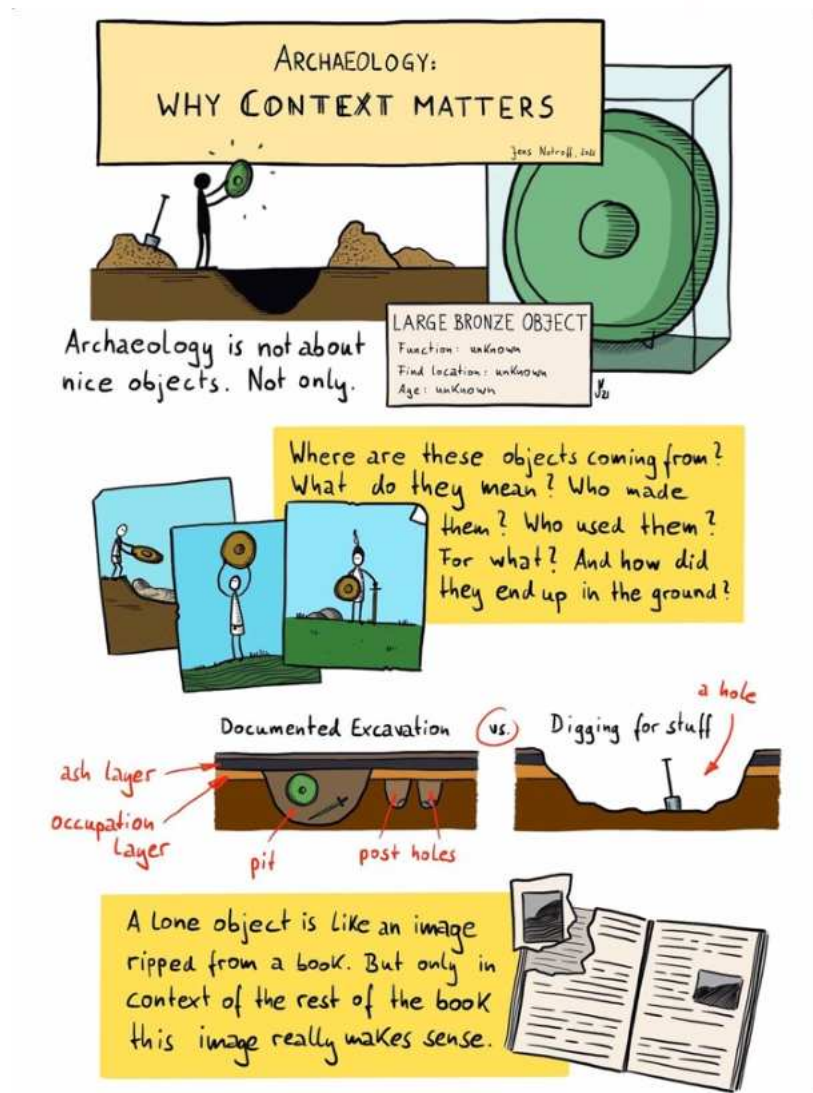
- the looted object is often purchased illegally by a collector, making it inaccessible to researchers for study and to the public for discovery in a museum;
- even if it were found, it would be an “orphan” object because it has been separated from the place of its discovery and multiple pieces of information that would make it easier to understand: indeed, as you saw in the video, the looter does not document his wild excavation and destroys part of the archaeological site to reach this object.

2/ Why does context matter in archaeology? Analyse and understand an infographic.

As the illustration on the next page explains, in archaeology context matters, that is, it is important and it provides information. But what is context in archaeology and why is it important? Carefully review the following documents, reading all the texts carefully, before answering the questions.



Guillaume Rovet, in <https://hal.science/hal-01901939v1>



Jens Notroff, jensnotroff.com

1. What are three types of information that can disappear when an archaeological object is looted? (use the object presentation cartel to respond.)

.....

2. In what type of archaeological structure was the "large bronze object" discovered by archaeologists?

3. What space could it have been originally, that is, when the former inhabitants of the place placed this object in the ground? (To answer this question, look for a clue in the thumbnails above and surround the correct answer):

a house a workshop a grave a road

4. The location of an object often provides a better understanding of its function, that is, what it is used for. In your opinion, what was the function of the "large bronze object" and why was it placed in this space?

.....

5. The position of an object in the superposition of the archaeological layers is also important. In this drawing, the first layer is the actual soil and the last is the substrate, that is, the deepest layer of natural earth, or rock, with no human traces. How many layers do you have on top of this object?

In which layer(s) was the pit dug?

What do you think is the oldest layer?

What can you deduce from this type of information that can be gained from the position of an object in the superposition of the archaeological layers?

.....

6. How can you define context in archaeology?

.....

7. Now look at the bottom of this drawing and compare it with the photograph on the right and then write your own definition of archaeological plunder.

.....

.....

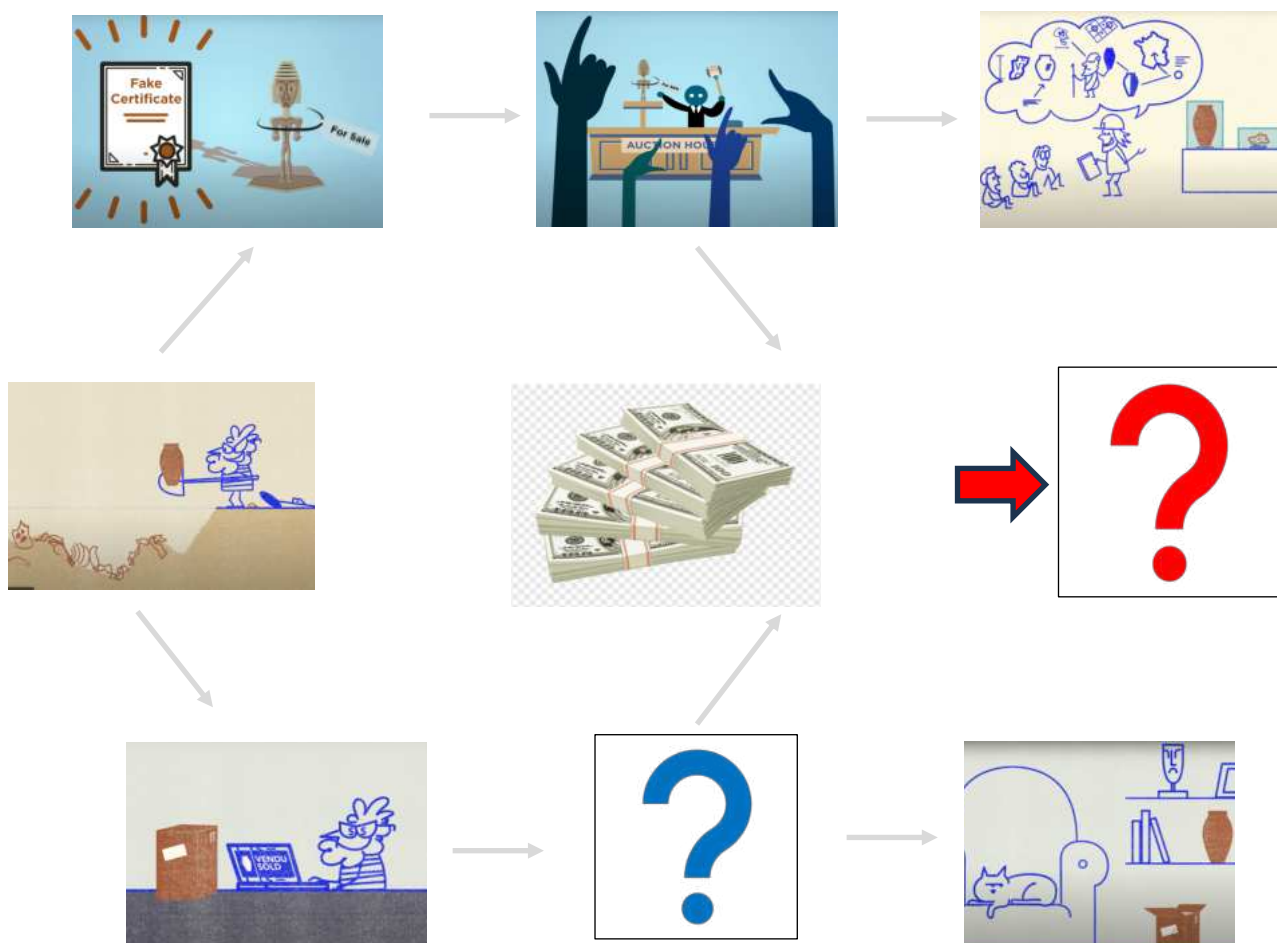
.....

3/ How does archaeological looting contribute to the illicit trafficking of cultural property? Understand and complete a diagram.

The looting of archaeological sites is not an isolated problem. It is part of the wider pattern of illicit trafficking in cultural property, i.e. looting archaeological objects and stealing works from museums or private collections, and then selling them illegally; this is known as the black market. To better discover some of the characteristics of this traffic, look closely at the diagram below.

Mission :

- Under each image, enter the letter corresponding to its caption:
A Item purchased by a museum / **B** Sale of the item over the Internet / **C** Money from the sale of this item / **D** Making a false certificate of authenticity (to make it appear that the object has a legal origin) / **E** Pillage of the object at an archaeological site / **F** Auction / **G** Object purchased by a private collector.
- Revert to red the arrows that correspond to the black market in illicit trafficking of cultural goods / green the arrows that correspond to the legal market / circle the arrows that correspond to the grey market that allows a looted or stolen object to be inserted on the legal market.



Questions :

- What do you think the blue question mark represents?
- What about the red question mark?
- What do you think the money from the sale of looted and stolen goods is used for, depending on whether it was committed by an individual (e.g. a Sunday looter) or by an organised group?

.....

.....

4/ What are the consequences of illicit trafficking in cultural property? Analyse and understand videos.

We have seen the consequences of looting archaeological sites: the loss and destruction of information that impedes our knowledge of past societies. Illicit trafficking in cultural property has two serious consequences for our present and the future of many countries.

Mission: Watch these two videos from UNESCO to understand the consequences:

- The trail of stolen cultural objects - stop trafficking and save culture, 2019, in English but with very little text, 1 minute and 30 seconds:
<https://www.youtube.com/watch?v=JymJQP5IWOQ&list=PLWuYED1WVJIMqKqp25VGkiZ2D1iJNAgnt&index=3>
- Heritage is identity, don't steal It, 2015, 38 seconds:
<https://www.youtube.com/watch?v=tU6mLmBeHW4&list=PLWuYED1WVJIMqKqp25VGkiZ2D1iJNAgnt&index=6>

Questions :

- What does the first video say?

.....

- What is the money from the sale of the item shown in this video used for?

.....

- These items are often referred to as "blood antiques". Explain why:

.....

- What does the second video say?

.....

- Is the financial impact of the sale of cultural artefacts positive or negative for the people of these countries? Justify your answer:

.....

- Who do you think this video is for? Justify your answer:

.....

- The illicit trade exists because there is a demand for the purchase of such items from people who do not care whether the items have been looted or stolen. Who are these buyers? (Check the entries below if you think they are correct).

- Collectors: Some people like to have very old or special items to put in their homes. Sometimes they buy these items without knowing that they have been looted or stolen. Sometimes they know, but they want it so much that they buy it anyway.
- People who want to make money quickly (called investors): Some people buy looted or stolen goods because they hope the goods will grow in value over time and they can sell them later and make a lot of money. They don't care where the items come from, as long as they can win.
- Dishonest art dealers: Dishonest antique dealers and owners of art galleries or stores selling precious objects can buy looted and stolen objects and then sell them to their customers.
- Unvigilant museums: Museums can sometimes buy antiques without checking where they come from. They don't do it on purpose, but it can help the thieves sell their things.
- Tourists: Travellers can buy local art without knowing it is from archaeological looting or theft.

Activity 2: Archaeology, a context issue: Analysing and understanding archaeological documents

1/ The geographical context of archaeological discoveries

Document 1: Currencies are among the most sought-after items by metal detector users and many are then sold on the Internet. This image is a screenshot of an online sales site for the "Gallic currency" query.

Mission and questions:

- On this document, surround in purple the information that is systematically present under each currency and then answer this question by justifying your answer: Does this information bring interesting knowledge about these currencies?

.....

- Surround in green any information that might indicate the geographical origin of these currencies and answer this question: Is this information indicated for all currencies and do you think it is the place where they were discovered or manufactured?

.....

- Surround in red the information that is an indication that these are currencies that have not been discovered by archaeologists and explain why:

.....

- Does this information bring a lot of knowledge about these currencies: YES / NO (surround the right answer) Why? What would be missing?

.....

Document 2: What do these two screens of the interactive kiosk of the Museum of Bibracte show?

.....

In your opinion, by whom and how was this information collected?

.....

Document 3: Look carefully at these two photographs and read their captions before answering questions.

Questions:

- What object is depicted in the 3'a photograph?
- What object is depicted in the 3'b photograph?
- What is the relationship between these two objects?

.....

.....

- The interior of the rear face of the object 3a and the rear of the object 3b (not shown in these photos) bear the letters 'M A R C I L L O': what can this be?

.....

.....

- In your opinion, where was the figurine discovered in Luxeuil-les-Bains made? Justify your answer.

.....

.....

Mission: Other figurines with the mention MARCELLO were discovered in Gueugnon (Saône-et-Loire) and Saint-Pourçain-sur-Besbre (Allier).

- Look for their location, as well as that of Autun and Luxeuil-les-Bains on a current map and then locate them approximately on the map on the next page (note, a locality is already there under its Latin name!).
- Draw a line between Autun and each of these localities and indicate the distance between the two.



Map of Roman roads in Gallia. Author: O H 237, CC-BY-SA

https://commons.wikimedia.org/wiki/File:Voies_romaines_Gaule.jpg?uselang=fr

What can you conclude about the production and distribution of these figurines?

.....

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.....

2/ The spatial context of archaeological discoveries

Document 4: Imagine that you discover this item on an online sales site with the mention 'iron object to be identified'. Can you identify it? Justify your answer.

.....

Mission (11-14 years old): To try to identify it, you compare it with other objects that have some similarities: position the letters for these objects in the three r-circles based on the number of characteristics they share with the iron object.



A Hammer



B Roman Helmet



C Shoe cleat



D Cauldron



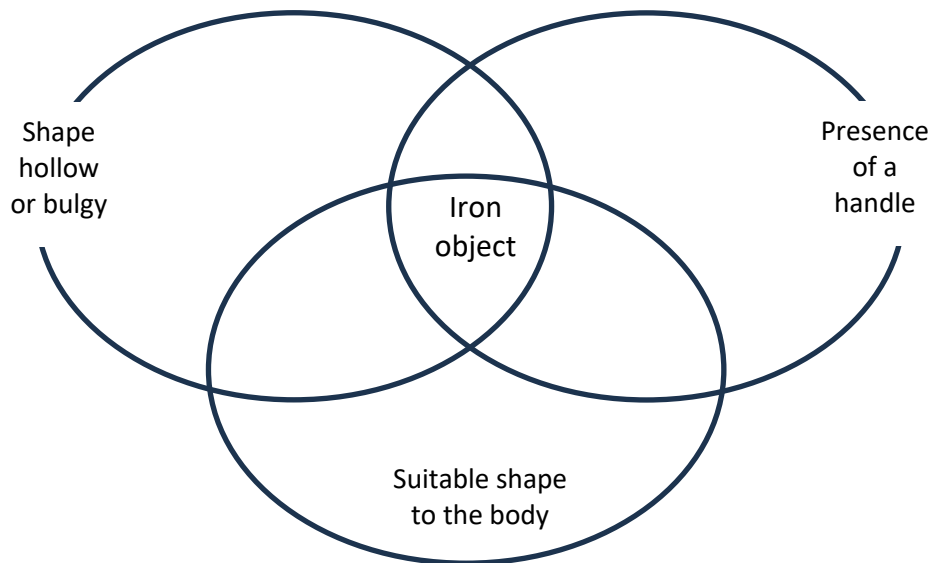
E Ladle fragment



F Bracelets



G Scraper



Question: What is (are) the object(s) with the most common characteristics with the iron object:

.....

Mission (14-18 years old): To try to identify it, you compare it with other objects that have some similarities: Position the iron object and the letters corresponding to these objects in the three circles according to their characteristics



A Hammer



B Roman Helmet



C Shoe cleat



D Cauldron



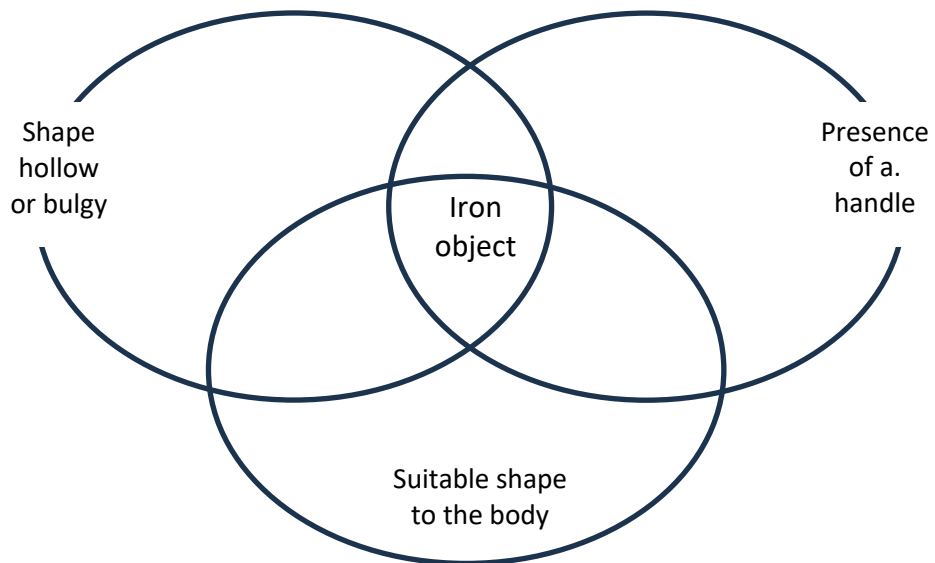
E Ladle fragment



F Bracelets



G Scraper



Question: What is (are) the object(s) with the most common characteristics with the iron object:

.....

Document 5: By continuing your research, you learn that this object was discovered on the archaeological site of Bibracte (this city of the 1st century BC was the capital of the Gallian people of the Eduens) and more precisely in an old workshop. Read the text and observe the map.

Mission:

- Surround the reference to the iron object in blue, in the text, and on the plane.
- Surround in green, in the text and on the map, the clues that could help to specify what type of workshop it might be.

.....

.....

Documents 6a and 6b: You decide to visit the Bibracte museum in order to better understand how workshops worked in the Gallic era and perhaps have clues to identify the iron object. You will discover the restitution of a bronze workshop, in the form of a diorama that presents the remains of the workshop as they were uncovered by archaeologists (document 8) and in the form of a model that reconstructs the possible internal organisation of the workshop (document 9).

Mission: Look carefully at each photograph, then, on each of them, surround in blue the block of stone and in red the bottom of amphora. Describe below what they were used for in this tanning workshop:

- Stone block:.....

.....

- Amphora’s background

.....

Alongside this workshop, a video presents an experimental archaeological activity that explains how the Gallian made fibulas. Watch this video and answer the questions, which will give you an additional clue:

<https://api.nakala.fr/data/10.34847/nkl.fde1p9k4/822f35a38c6e92bdedde150ad603755d6a045cca>

Questions:

- How is molten metal poured into the mould?
-
- What can you deduce from the possible function of your iron object; in other words, what was its purpose?
 - In view of document 4, do you think this object may have had a previous function?
YES / NO
If yes, which?.....

Document 7: Continuing your visit to the museum, you will discover this showcase, next to the model of the rampart.

Question: Why does it get your attention right away?

.....

Mission:

Surround the object that attracted your attention on the photograph and note its function below using the drawing shown below:

.....

Conclusions

This iron object is a helmet used by Roman soldiers. It may have been forgotten by a Roman soldier when Julius Caesar had his army encamped in Bibracte to spend the winter there after the Battle of Alesia, or it may have been brought back by a resident of Bibracte who had joined the Roman army as a mercenary. It was later transformed for use as a cross-head ladle: its cap (the hollow part that fits the skull) was cut off and fitted with a handle on the left side of which only the beginning remains.

Question (11-14 years-old):

In view of the transformation of this object, what information can you deduce about the society and economy of the Gallic city of Bibracte? Check the entries below that seem correct:

- The craftsmen were reportedly inspired by stories of Gallic heroes using valuables to create useful tools.
- This helmet was no longer used as it was replaced by other more fashionable models.
- At a time in Bibracte's history, handcrafts became more necessary than weapons.
- The helmet was a high-ranking symbol and turning it into a ladle showed that a craftsman was "promoted" to a higher level.
- Because iron takes a long time to make, it was more interesting to use this helmet to turn it into a ladle, rather than making one from scratch.
- As soldiers retire at a relatively young age, many convert to other occupations and reuse some of their weaponry to make it cheaper.
- Today, we would be talking about re-employment or upcycling.
- After a battle where the helmet was lost, artisans found it and reused it as a ladle to symbolize their victory over the Romans.

Question (14-18 years-old):

In view of the transformation of this object, what information can you deduce about the society and economy of the Gallic city of Bibracte?

.....

.....

This shady helmet has never been looted, but this activity helps to understand how the spatial context, where an object is discovered, can help to better understand its function of an object. The reverse is also true: sometimes objects help to better understand the function of the place where they were discovered. For example, in Bibracte, it was the inscription of a dedication on stone in honour of a deity that made it possible to know that the remains of the building discovered at the top of the Theurot de la Roche were linked to a place of worship.

Overview of Activity 2

What kind of information is lost when archaeological objects are looted? (You can write a paragraph for each type of context)

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Activity 3: Knowledge and understanding of regulation and law Debate: Is it forbidden to use a metal detector?

Documents 8 and 10:

- Are we allowed to sell metal detectors to children? YES / NO
- Is this advertising legal? Justify your answer

.....

Document 9:

- In addition to the loss and destruction of information covered in Activity 2, what other risks are posed by the use of metal detectors?

.....

Document 10:

- What obligations must a person who wishes to use a metal detector for archaeological research fulfil?

.....

- Search for the meaning of the word "accidental" and then indicate whether an archaeological object discovered with a metal detector can be considered as a fortuitous discovery?

.....

- Why do you think the legislation on the ownership of archaeological objects was amended by LCAP 2016? (14-18 years)

.....

- What do you think about the penalties? Do you find them dissuasive and justified?

.....

Document 11:

- In which trades can metal detectors be used legally? For what purposes?

.....

Document 12:

- Can a looted archaeological object be counted on the Interpol database? Justify your answer.

.....

Documents 13-14:

- Name organisations responsible for fighting and preventing archaeological looting:

.....

- According to your knowledge, what trades can be used at borders, airports, railway stations ... to combat trafficking in cultural goods (looted archaeological objects and stolen works of art)?

.....

- Give some examples of ways to combat archaeological looting:

.....

Do you find them sufficient?

Activity 4: Artistic and Cultural Education Pathway 11-14 + 14-18 years

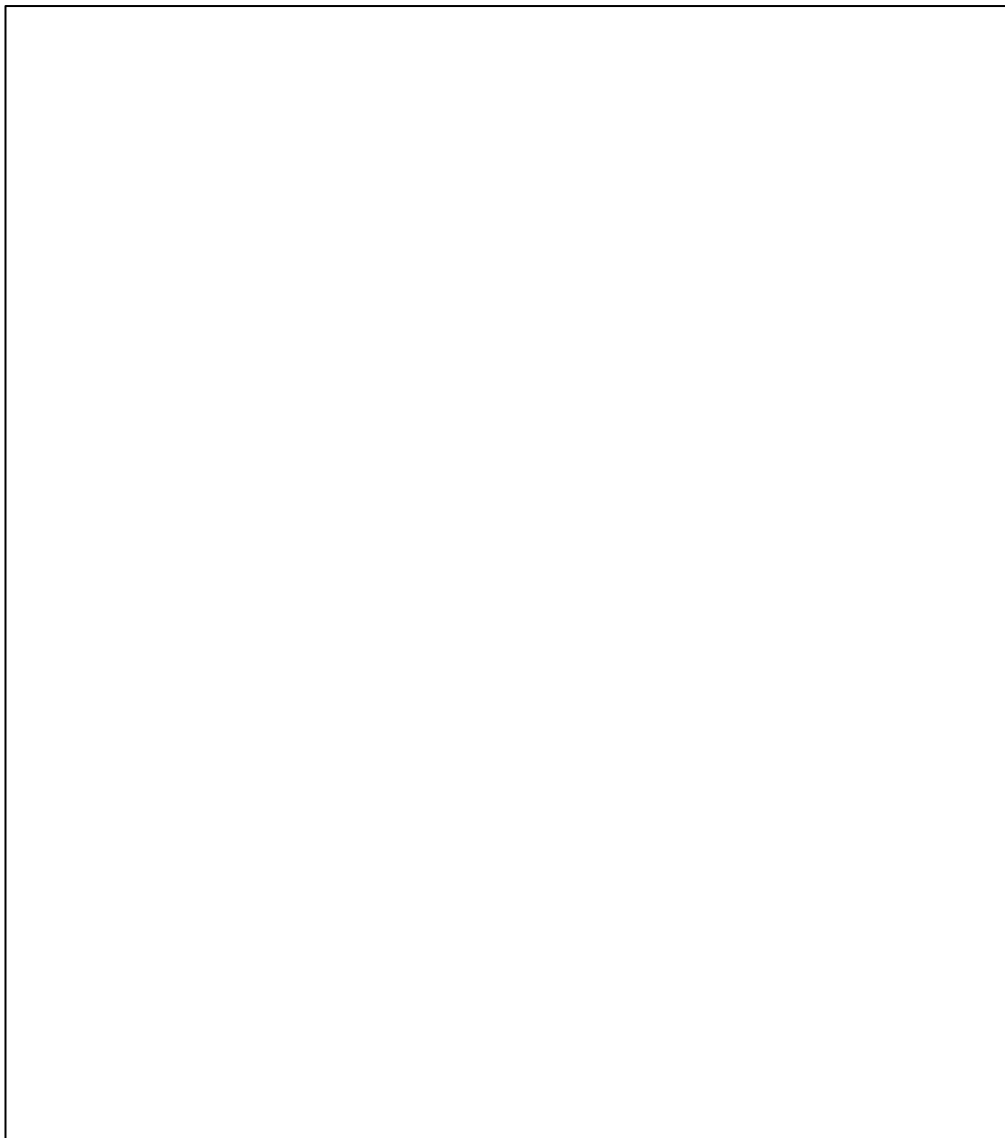
Documents 15-16 : Here are prevention posters of the association Halte Au Pillage du Patrimoine Archéologique et Historique (Happah) and messages stuck on the windows of metal objects from the Gallo-Roman site of Vertault-Vertillum, hidden from the public during the European days of archaeology 2023 at the Musée du Pays Châtillonnais-Trésor de Vix to raise awareness of archaeological looting.

Mission: Inspired by these slogans and illustrations, create your own poster to raise awareness of the need to combat the use of metal detectors and archaeological looting.

Below are your ideas for slogans and illustrations:

.....

.....



Activity 5: Future Pathway**11-14 years + 14-18 years**

Make research to complete the following business cards:

	ARCHAEOLOGIST	SCIENTIST EDUCATOR
STUDY REQUESTED Number of years + required guidance route		
INITIAL SALARY		
MAIN TASKS		
QUALITIES REQUIRED		
SKILLS REQUIRED		

Suggestions for further activities

Did you know?



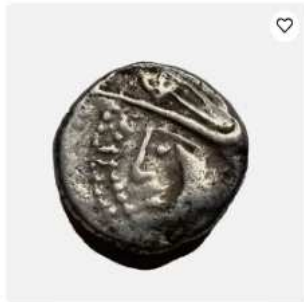
Web videographer and populariser Nota Bene’s “Metal Detection Is Archaeological Looting?” video, on his YouTube channel Nota Bene, has been viewed nearly a million and a half times. But it has also been the subject of fierce criticism, including detectorists calling for a boycott of its channel

<https://www.youtube.com/watch?v=5yNAhJawgus>

Ideas for additional tasks

A questionnaire on this video, in Annex 4, allows a different approach to the consequences of looting and the legislation concerning archaeology and the use of metal detectors.

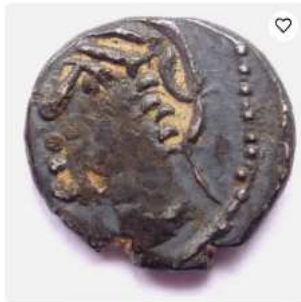
Annex 1: Activity 2 documents



GAULOISE MONNAIE GAULOISE À IDENTIFIER, poids : 2 g
Particulier

10,00 EUR

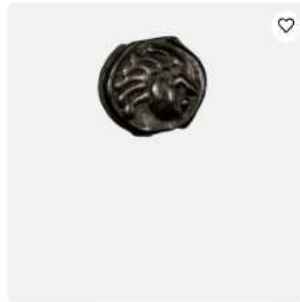
1 enchère - 6 j 5 h
+1,80 EUR (livraison)



Gauloise - SEQUANES denier TOGIRIX
Particulier

40,00 EUR

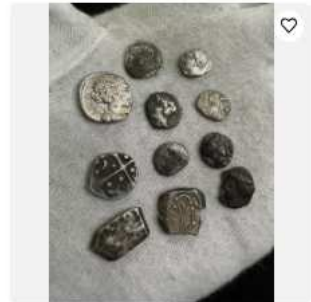
0 enchères - 4 j 4 h
+5,00 EUR (livraison)



monnaie gauloise potin à la tête d'indien
Particulier

30,00 EUR

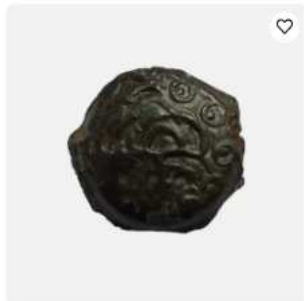
ou Faire une offre
+3,00 EUR (livraison)



Lot Monnaies Gauloise Argent Facture
Pro

700,00 EUR

ou Faire une offre
Livraison gratuite



Monnaie gauloise bronze à l'oiseau classe
X, très rare
Particulier

1,00 EUR

0 enchères - 4 j 20 h
ou Faire une offre
+3,00 EUR (livraison)



Gauloise, ALLOBROGES (Région du
Dauphiné) denier IAZVS, lartdesgents.fr...
Pro

156,40 EUR

ou Faire une offre
Livraison gratuite



TRÈS RARE BRONZE EDUENS AU BUCRANE
Particulier

78,00 EUR

10 enchères - 2 j 7 h
+11,00 EUR (livraison)



Monnaie gauloise denier argent à identifier.
1,9g
Particulier

1,00 EUR

1 enchère - 4 j 20 h
+3,00 EUR (livraison)



Monnaie gauloise denier argent à identifier.
2g
Particulier

1,00 EUR

1 enchère - 4 j 21 h
+3,00 EUR (livraison)



Gauloise, Obole de Marseille, MA, tête à
gauche, lartdesgents.fr (FR) p1335/13
Pro

46,60 EUR

ou Faire une offre
Livraison gratuite



Monnaies Gauloises SUESSIONS Potin aux
animaux affrontés
Particulier

25,00 EUR

0 enchères - 4 h 37 min
+3,00 EUR (livraison)

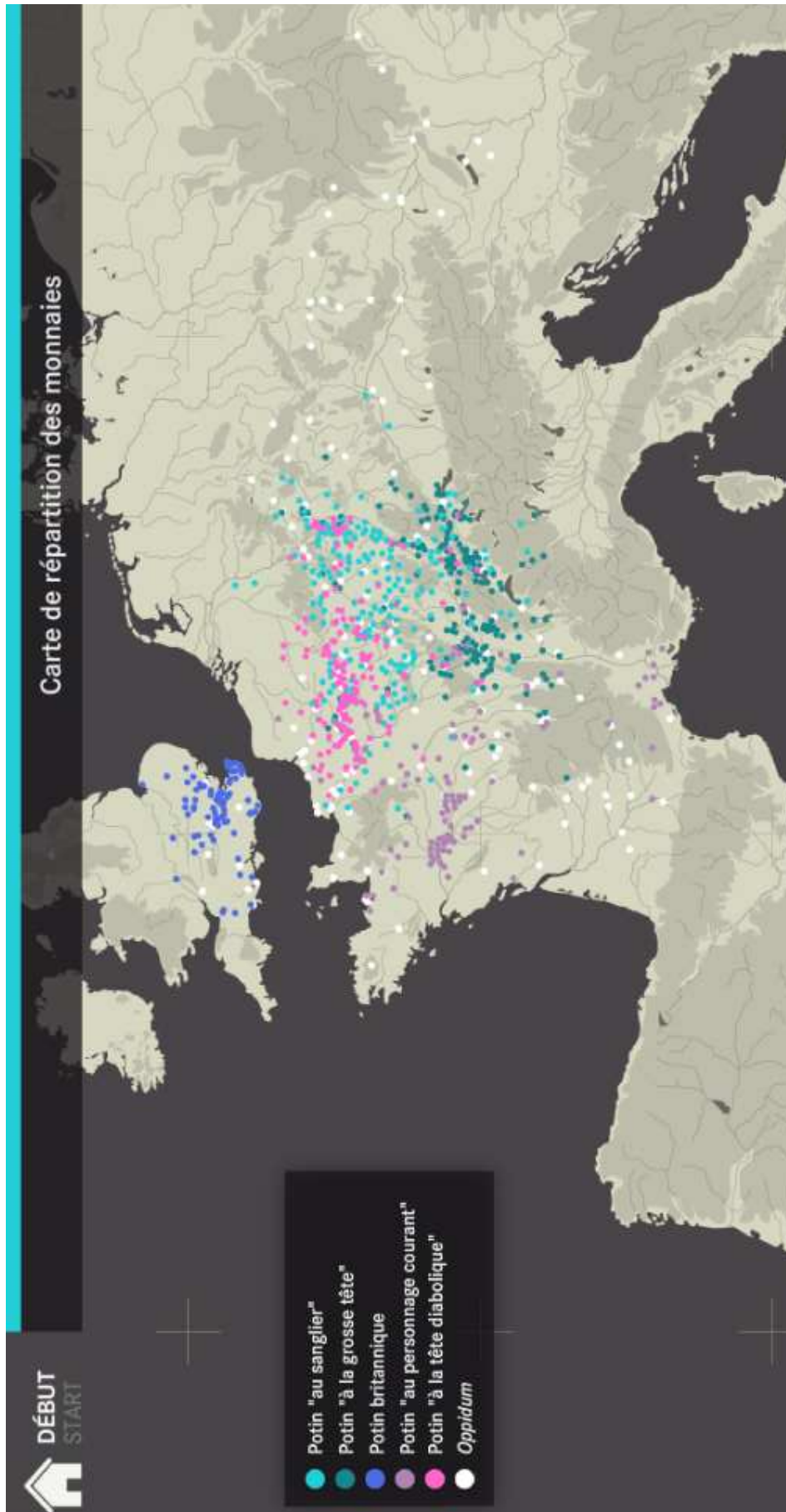


Monnaie gauloise denier argent à identifier.
1,1g
Particulier


1,00 EUR

0 enchères - 4 j 20 h
ou Faire une offre
+3,00 EUR (livraison)


Document 1: eBay Gallic Currency Query May 14, 2024



Document 2a: "Currency distribution map" excerpt from the interactive terminal "The underside of the maps" at the Bibracte Museum (Potin is a type of Gallic currency)



Carte de répartition des monnaies



Monnaies de l'oppidum de Bibracte
Ces monnaies comprennent une majorité de potins, 1^{er} siècle avant notre ère
Musée de Bibracte
© Bibracte, A. Maillier

Des marqueurs du développement économique

Les potins sont des « espèces » monétaires d'un type particulier, moulées dans un alliage très malléable de cuivre et d'étain (qui leur a donné leur nom). De ce procédé de fabrication résultent des reliefs mous caractéristiques. Ils ont été d'un très grand usage à la fin de l'âge du Fer, précédant dans différentes régions l'apparition du bronze frappé et formant sur nombre de sites le plus gros contingent des découvertes monétaires (les deux tiers des monnaies de Bibracte).

Que nous apprend la carte de répartition ?

Les potins cartographiés (parmi plusieurs dizaines de types) ont une zone de diffusion assez large, qui ne s'étend pourtant guère à l'est du Rhin. On en conclut que l'apparition des oppida n'est pas corrélée avec le développement économique que traduit l'apparition de ce monnayage inspiré par le modèle grec de Marseille. En revanche, à une échelle plus restreinte, on constate que la carte de répartition de certains types déborde largement le territoire du peuple qui les a émis et signale des zones d'alliance économique.

Document 2b: Excerpt from the interactive kiosk “The underside of the maps” at the Bibracte Museum

Markers of economic development

Gossips are a particular type of currency, cast in a malleable alloy of copper and tin. They were widely used at the end of the Iron Age, preceding the appearance of minted bronze coins in different regions.

What does the distribution map tell us?

Mapped gossip has a fairly wide distribution area. We conclude that the appearance of oppida is not correlated with the economic development reflected by the appearance of this coinage inspired by the Greek model of Marseille. On the other hand, on a more restricted scale, we see that the distribution of certain types goes far beyond the territory of the people who issued them and indicates areas of economic alliance.



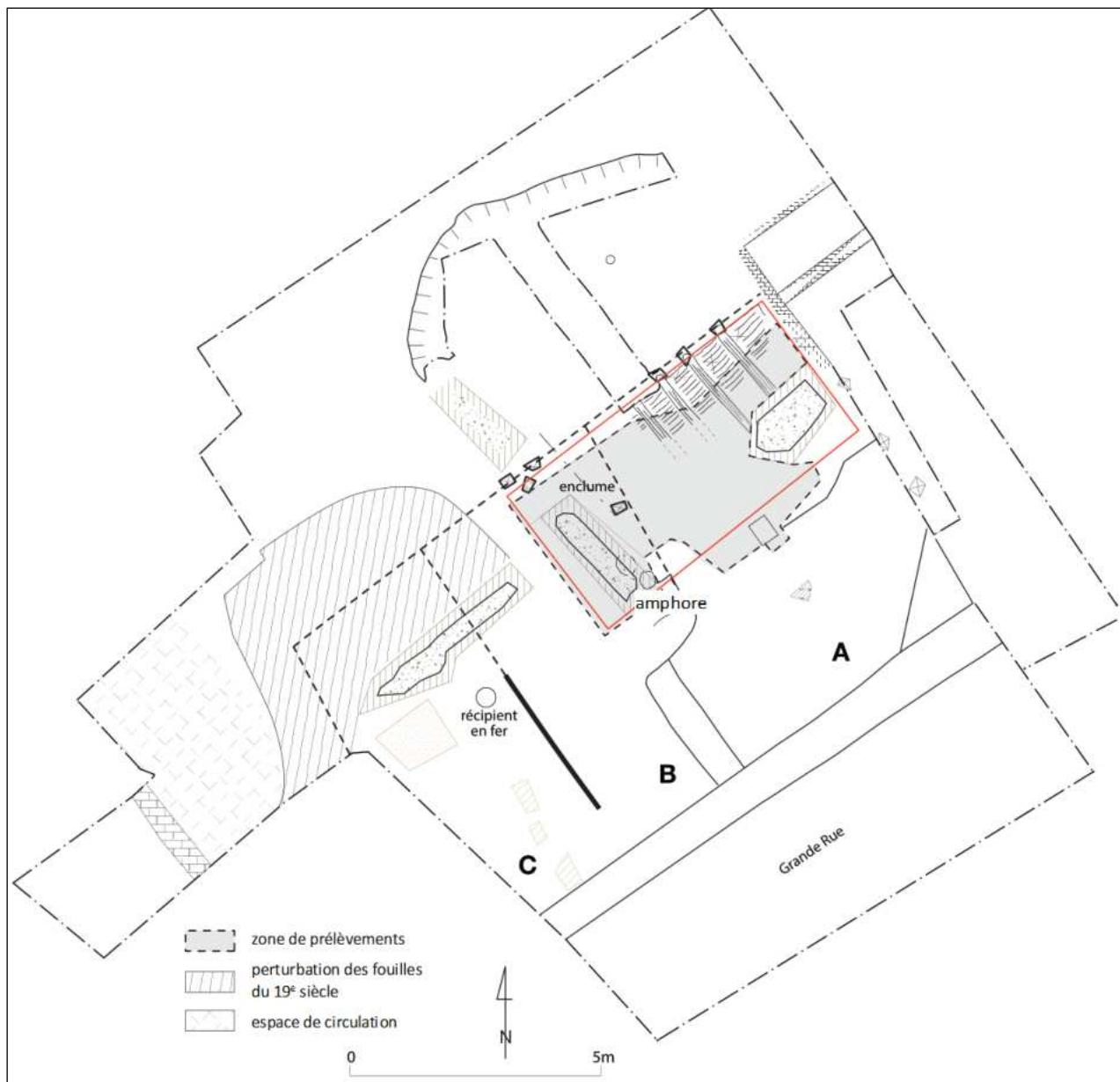
Document 3a: Mussel valves of nursing mother-goddess discovered in 2014 during excavations of a potter's workshop in Autun © L. Androuin



Document 3b: Breastfeeding mother-goddess figure discovered in Luxeuil-les-Bains; inv.858.4.10 © Besançon, Museum of Fine Arts and Archaeology - Photography J.L. Dousson



Document 4: Iron article.
Photographs: Bibracte, Antoine Maillier



The floor used for the workshop is materialised by a very black layer. The pickling also reveals a significant rubberized surface [coloured red by the action of fire and iron oxides] that could be a focus area. The discovery of a complete iron container flush with the layer required an emergency sample. From what we could see, it was likely placed on the working layer of the workshop. This discovery of an existing element holds promise for the upcoming search of this unit.

Document 5: Bibracte, the Excavation of the Champlain Sector in 2001: Highlighting the Remains of a Workshop, Annual Activity Report, 2001, pages 111 (plan) and 114 (adapted excerpt).



Document 6a: Restitution of the excavation of a bronze workshop in the form of a diorama on scale 1 (workshop length 8 m), Bibracte museum. Photograph: Bibracte, Antoine Maillier.



Document 6b: Evocation of the same bronze workshop in operation, in the form of a small scale model, Bibracte Museum. Photograph: Bibracte, Antoine Maillier. This HD photo and zooms can be accessed at: <https://nakala.fr/10.34847/nkl.b1b091t>






Document 7: Showcase "Gaulic or Roman Arms", Bibracte Museum. Photograph: Bibracte, Antoine Maillier.

Annex 2: Activity 3 documents


Bonjour Entrez votre adresse Jardin Rechercher Amazon.fr

Meilleures ventes Prime Amazon Basics Musique Dernières Nouveautés Ventes Flash Audible Livres Cuisine et Maison High-Tech Informatique Mode

Mobilier de jardin Décoration extérieure Jardinage Barbecues Piscines & Spas Stations météo Anti-nuisibles Meilleures ventes


Détecteur de Métaux, SUNPOW Détecteur de Métaux Haute Précision pour Adultes et Enfants, Écran LCD avec Lumière Réglable, Fonction Pinpoint et Mod...   2025 129,99 €  Economisez 20,00 €


Jardin Tondeuses et outillage de jardin motorisé Outillage de jardin motorisé Détecteurs de métaux



FIND HIDDEN TREASURE
The maximum detection depth is 10cm/3.93in

Passez la souris sur l'image pour zoomer

 **Détecteur de Métaux Enfants, Aomdom Léger Détecteur de Métaux avec écran LCD et Bobine de Recherche étanche, Détecteur de Métaux pour Enfants Haute sensibilité pour Les Enfants et Les débutants**

Marque : Aomdom
3,1  70 évaluations

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Tous les prix incluent la TVA.

Coupon : Utiliser le coupon de 10 % [Acheter des articles](#) | [Termes](#)

Disponible à un meilleur prix auprès d'autres vendeurs qui ne proposent peut-être pas la livraison gratuite avec Prime.

Couleur: **bleu**

Marque	Aomdom
Couleur	Bleu
Piles requises ?	Oui
Matériau	Aluminium
Source d'alimentation	Alimenté par pile
Dimensions de l'article	18 x 7,5 x 43,5 centimètres

À propos de cet article

- **【Pour détecter le métal】** Le détecteur de métal pour enfants peut détecter des objets de 5 à 10 cm sous terre. Vous pouvez rechercher de l'or, des bijoux en argent, des pièces de monnaie et d'autres métaux, tels que des clous en fer, du placage en fer, des anneaux en aluminium, de petits produits en aluminium, de l'or, etc.
- **【Indication LCD et SOUND】** Lorsque du métal est détecté, son écran LCD indiquera "METAL FOUND" et émettra une alarme de rappel. Vous pouvez facilement contrôler le volume et la sensibilité du rappel à l'aide du bouton de commande en fonction des différents besoins. L'écran affiche également le niveau de la batterie pour vous indiquer quand il est temps de remplacer la batterie.
- **【Indication LCD et SOUND】** Lorsque du métal est détecté, son écran LCD indiquera "METAL FOUND" et émettra une alarme de rappel. Vous pouvez facilement contrôler le volume et la sensibilité du rappel à l'aide du bouton de commande en fonction des différents besoins. L'écran affiche également le niveau de la batterie pour vous indiquer quand il est temps de remplacer la batterie.
- **【Bobine de recherche étanche】** Le détecteur de métaux adopte une bobine de recherche étanche IP68 pour assurer l'efficacité de la détection dans l'eau, idéale pour l'exploration des eaux peu profondes ou de la plage, et également idéale pour détecter diverses conditions de fond extrêmes, telles que la forêt, la plage, la pierre, le jardin, parcs, rues, montagnes, etc.
- **【Excellent cadeau】** Les détecteurs de métaux étanches pour enfants sont fabriqués en matériau ABS de haute qualité. Il est résistant à l'usure, non toxique, durable et durable. C'est le cadeau parfait pour les enfants. Il peut augmenter les émotions entre parents et enfants tout en permettant à vos enfants de découvrir le plaisir de la chasse au trésor et de se rapprocher de la nature.

Document 8: Amazon page of a metal detector for children (18/09/2023)



Document 9: Press release of 11/08/20 (France Bleu Provence)

He gets a metal detector for his 9th birthday and discovers a shell from the First World War

Use of metal detectors (Heritage Code - France)

- Article L542-1: No person shall use equipment for the detection of metallic objects for the purpose of searching for monuments and objects of prehistoric, historical, artistic or archaeological interest, without first having obtained an administrative authorisation issued according to the qualification of the applicant and the nature and modalities of the search.
- Article L542-2: Any advertising or instructions for use concerning metal detectors must include a reminder of the prohibition mentioned in Article L. 542-1, the criminal penalties incurred and the reasons for this regulation.

Ownership of Movable Archaeological Objects (LCAP Act* of 7 July 2016 - France)

- On land acquired after 09/07/2016: during surveys, archaeological excavations or incidental discoveries, all movable archaeological objects uncovered are presumed to belong to the State.
- On land acquired before 09/07/2016, the old legislation continues to apply: archaeological objects discovered during archaeological operations belong to the owner of the land. On the same land, in the case of accidental discoveries, the property is shared between the landowner and the discoverer (art. 716 of the Civil Code). Ownership of the artefacts accrues to the State if the owner of the land (and the inventor for incidental discoveries) renounces to exercise his or her right of ownership. The State may also be entrusted with the objects for study (maximum 5 years), issue prescriptions to ensure the proper conservation and accessibility of the objects, claim ownership of the objects, in return for an indemnity fixed amicably or to say as an expert.

Law on Freedom of Creation, Architecture and Heritage

Penalties

- An archaeological excavation conducted without a permit: up to 7 years in prison and more than 100,000 euros in fine.
- Undeclared fortuitous archaeological discovery: EUR 3780 fine
- Use of metal detector without authorisation: 1500 euro fine

Document 10: French legislation on archaeology



Document 11: Trades requiring the use of metal detectors

INTERPOL Qui nous sommes Infractions Notre action Nos partenaires Ce que vous pouvez faire

La problématique - les biens culturels
Nos actions

- + Application mobile ID-Art
- **Base de données sur les œuvres d'art volées**
Formulaire de demande d'accès à la base de données d'INTERPOL sur les œuvres d'art volées
- Object ID
- Partenariats
- Protéger le patrimoine culturel

La base de données sur les œuvres d'art volées constitue notre principal outil pour lutter contre le trafic de biens culturels.

Plus de 52 000 objets sont enregistrés dans notre base de données sur les œuvres d'art volées avec des descriptions et des photographies. Elle constitue l'unique base de données internationale contenant des informations de police certifiées sur des objets d'art volés et manquants.

Les pays nous transmettent les informations sur les objets volés et manquants, et nos experts les ajoutent à la base de données. Conformément à notre règlement sur le traitement des données, très strict, seules les informations communiquées par des entités autorisées (Bureaux centraux nationaux d'INTERPOL et organisations internationales partenaires spécifiques, comme l'UNESCO, l'ICOM et l'ICCROM) peuvent être saisies dans la base. Et seuls des objets totalement identifiables y sont enregistrés.

Document 12: Interpol (International Criminal Police Organisation) database on stolen works of art..

<https://www.interpol.int/fr/Infractions/Atteintes-au-patrimoine-culturel/Base-de-donnees-sur-les-oeuvres-d-art-volees>



Document 13: Cover of the training booklet *Lutter contre le pillage archéologique*, by Yann BRUN and Bertrand TRIBOULOT, 2018, 2022. <https://hal.science/hal-02536835v2/document>

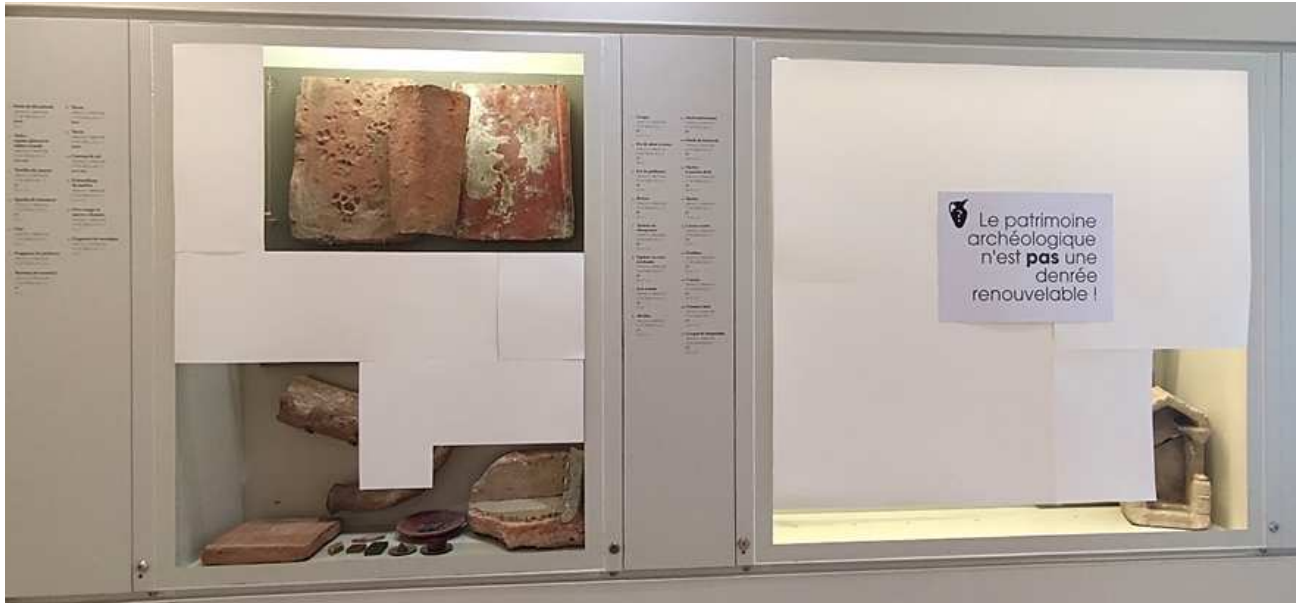


Document 14: Website of the « Halte au Pillage du Patrimoine Archéologique et Historique » (Happah) Association <https://www.halte-au-pillage.org/>

Annex 3: Activity 4 documents



Document 15:
Posters raising awareness on
archaeological looting
by Happah association



Document 16: Messages stuck on the showcases of metal objects in the Vertault-Vertillum collection hidden from the public during the European days of archaeology from 16 to 18 June 2023, at the Musée du Pays Châtillonnais-Trésor in Vix.

Annex 4: Complementary activity

QUESTIONNAIRE IS METAL DETECTION ARCHAEOLOGICAL LOOTING?

Watch this video of Nota Bene on her Nota Bonus channel at the following link:

<https://www.youtube.com/watch?v=5yNAhJawgus>

You will need a good 15 minutes (16.39 min) to do this

EXERCISE 1: Strike out the wrong answers as follows:

1) Detectorism is:

- a harmless hobby **OR** an illegal act.

2) Trafficking in archaeological objects and more generally cultural property is the world's 3th largest traffic after:

- ivory and narcotics **OR** narcotics and weapons.

3) France is one of the ten **OR twenty most looted countries in the world.**

4) Dominique GARCIA, archaeologist and president of the INRAP (*Institut National de Recherche Archeologique Préventives, created in 2001*), explains that the use of metal detectors is totally prohibited in France **OR** authorised in certain trades such as deminers, construction professionals (Public Works Building) or professional archaeologists.

5) Most clandestine searches are carried out in France by amateur looters

OR highly organised networks of professional looters.

EXERCISE 2: True or false? Validate or reject the following statements:

a- Under the pretext of "leisure" and "being passionate about history", detectorists are destroying archaeological sites for personal pleasure and profit:

b- There is only one typical profile of detectorist: "the Sunday enthusiast" who does not think he is acting badly

c- Xavier DELESTRE, archaeologist and general curator of heritage, estimates that 20% of the Gallic pieces on sale on the Internet come from illegal excavations:

d- The archaeological heritage is a renewable resource:

e- Within three generations, there is a risk of no metallic cultural property in archaeological context in France:

EXERCISE 3: Answer the following questions:

1) A dig site, according to Garcia, is like a crime scene. Why?

.....
.....

2) Why is he claiming with Nota Bene that the deterioration is double?

.....
.....

3) Why does Dominique GARCIA compare illegal searches with a book from which pages have been torn away?

.....
.....

4) Why is the way in which users of metal detectors extract objects from the ground a disaster for stratigraphy (= analysis of the various layers of earth with the aim of reconstructing the history of the latter by also taking into account the objects made and resulting from the environment - flora, fauna)?

.....
.....

5) Why does an official archaeological excavation take time?

.....
.....

6) In France, two permits are required before a search can be legally conducted. What are they?

.....
.....

7) Is a non-accidental discovery (= not made by chance) legal?

.....
.....

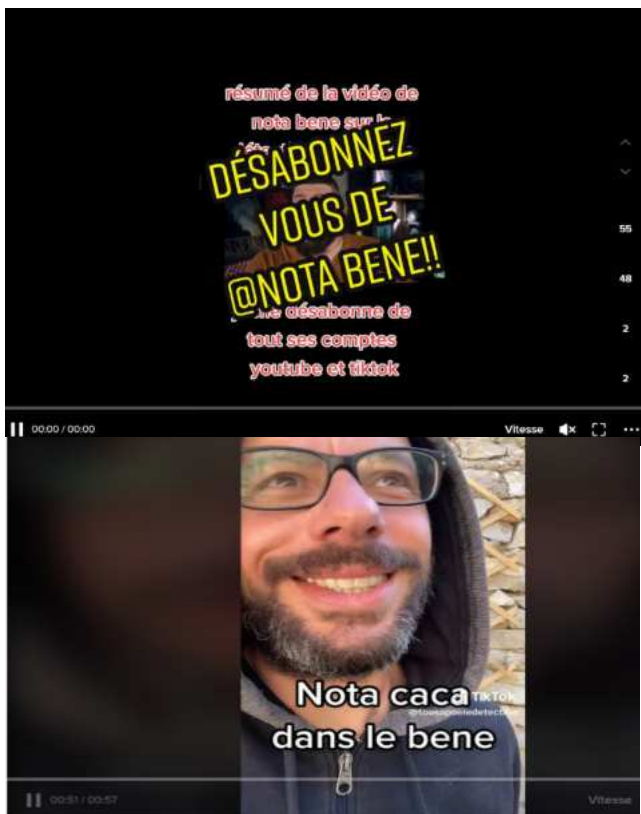
8) What penalties are there for conducting unauthorised searches?

.....
.....

9) Who owns an object of archaeological interest discovered on a private property purchased after the 2016 law?

.....
.....

EXERCICE 4: Media and Information Education



Quand le célèbre Youtuber Nota Bene parle de la détection de métaux contre un petit chèque...
Il a oublié de lire le mail de la FFDM, mais pas le montant du chèque pour la désinformation visiblement...

<https://www.tiktok.com/discover/nota-bene-detectoriste>

By tousapoeledaction, posted on April 25 2023.

The Nota Bene video that you just watched, received strong criticism including detectorists calling the **boycott** (*voluntary cessation of all relations with an individual... in retaliation. That may manifest itself as a refusal to purchase a product...)*) of its channel.

Debate: In your opinion, why the detectorists are they calling for a boycott of his channel?

Nota Bene presents in its video Dominique GARCIA, Archaeologist and President of INRAP. He quotes Xavier DELESTRE, archaeologist and Curator General of Heritage. He mentions these sources and is based on the French legislation (=set of laws). A Tik Tok youtuber accused her of being venal (= which allows itself to be bought in defiance of morality) and misinforming people, in other words falsifying certain facts, to mislead the public. For information Note Bene is working full time for its chain. Its videos allow it so to support it for 8 years.

Debate 2: What do you think of these accusations? Do you think they are justified




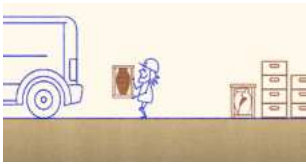



Annex 5: Correct answers

Activity 1: Looting of archaeological sites and illicit trafficking in cultural property, definition and consequences

1/ Archaeological excavation or looting? Analyse and understand a video.

Mission: Fill in the correct captions below the video clips.

A Archaeological Object Become a Common Good, Accessible to All in a Museum / **B** Study and Restoration of Objects in an Archaeological Laboratory/ **C** Archaeological Excavation Following a Protocol to Document Remains Discovered / **D** Selling the Object on the Internet and Hazardous Shipping / **E** Wild Collection of the Object, Resulting in the Destruction of Part of the Archaeological Site / **F** Seeking the Best Profit / **G** Objects Preserved and Transported in Good Conditions / **H** Individual and Illegal Possession of the Archaeological Object

			
C	E	B	F
			
G	D	H	A

Question: (Media and Information Education):

This video shows two different attitudes towards objects of the past buried in the ground, that of the archaeologist and that of the looter. Explain what distinguishes them and why the illustrators chose a bright background for the archaeologist and a dark background for the looter?

The archaeologist conducts excavations to uncover remains (structures of buildings and objects) to better understand the societies of the past. In order to gain as much knowledge as possible about these remains, he notes precisely where they were discovered and then conducts studies and restores the objects. These objects can then be exhibited in a museum. The information acquired during the search and the study phase makes it possible to present these objects to the public by providing the maximum amount of knowledge. The background of the video is clear, as the archaeologist works transparently, legally (his excavations are authorised by the state), and for the common good. The looter excavates an archaeological site to extract valuables for sale and financial gain. By digging into the ground to reach objects spotted by his metal detector, he destroys part of the site and remains (he is not interested in the structures of the buildings or in objects with a low market value). The object is sold to a private collector and escapes the common good. The background of the video is dark, as the looter is operating illegally. It is also said to operate in the shadows. So he needs anonymity and discretion to enrich himself with impunity.

2/ Why does context matter in archaeology? Analyse and understand an infographic.

1. What are three types of information that can disappear when an archaeological object is looted? (use the object presentation cartel to respond.)

Function

Place of discovery

Dating

2. In what type of archaeological structure was the "large bronze object" discovered by archaeologists? a pit

3. What space could it have been originally, that is, when the former inhabitants of the place placed this object in the ground? (To answer this question, look for a clue in the thumbnails above and surround the correct answer):

a house

a workshop

a grave

a road

4. The location of an object often provides a better understanding of its function, that is, what it is used for. In your opinion, what was the function of the "large bronze object" and why was it placed in this space?

A shield. He was placed in the grave to accompany the deceased.

5. The position of an object in the superposition of the archaeological layers is also important...

How many layers do you have on top of this object? 2 (current soil and ash level)

In which layer(s) was the pit dug? in the occupation level and substrate

In your opinion, which layer is the oldest? the substrate

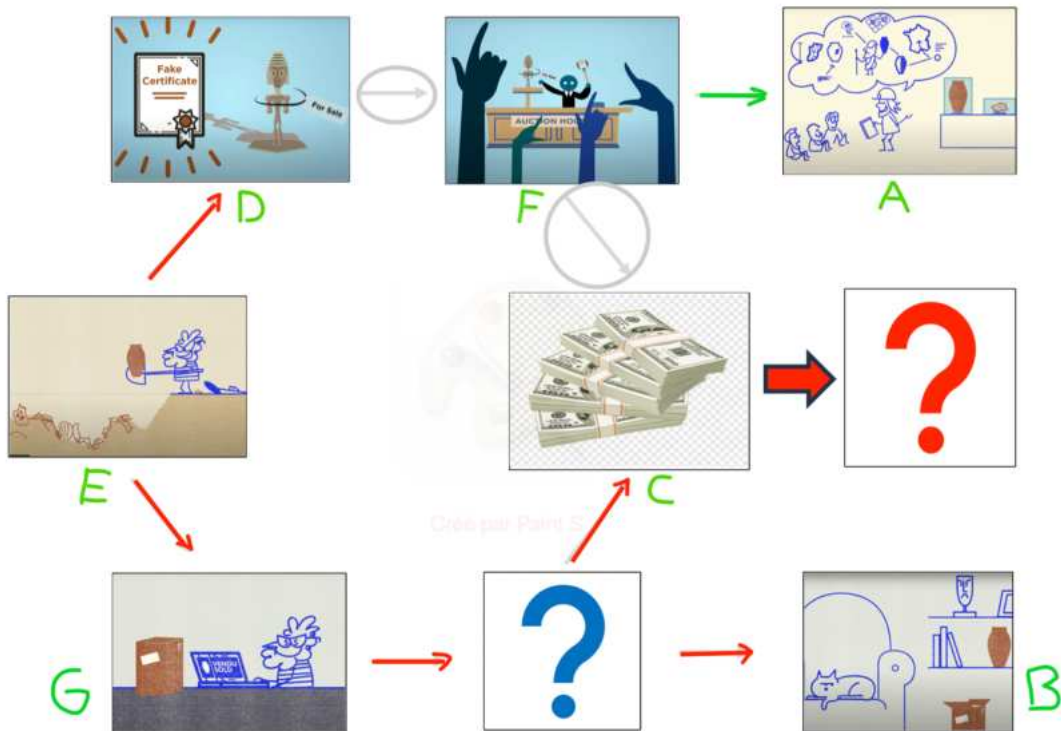
What can you deduce from this type of information that can be gained from the position of an object in the superposition of the archaeological layers?

If it is an object that can be dated, it will date the layer in which it is located as well as approximately the layer below (older) and the one above (more recent).

6. How can you define context in archaeology?

This is the place (in the broad sense) where this object was discovered; its geographical location (country, region, municipality), its spatial location within the remains (in a tomb, a house, a workshop) and its position in the superposition of the archaeological layers known as stratigraphy. As shown in the illustration, the object and its context provide each other with information that is destroyed if the object is looted and thus separated from its context.

3/ How does archaeological looting contribute to the illicit trafficking of cultural property? Understand and complete a diagram.



Questions :

- What do you think the blue question mark represents?
Buyers of looted and stolen cultural artefacts
- What about the red question mark?
People who profit from the sale of looted and stolen cultural artefacts.
- What do you think the money from the sale of looted and stolen goods is used for, depending on whether it was committed by an individual (e.g. a Sunday looter) or by an organised group?
 - buy basic necessities (food, clothes...) for poor people, especially in countries that cannot afford to help their people.
 - enrichment: some people simply want to get richer by selling looted archaeological objects or stolen works of art to private collectors.
 - hiding money: people who earn money illegally use it to buy looted or stolen goods, making it harder to know where that money comes from.
 - finance other illegal activities such as the illicit trafficking of drugs or weapons and to enrich criminal groups such as the mafia.
 - financing terrorism: terrorist groups sell looted archaeological objects and works of art stolen to buy weapons and commit attacks (they can also force local populations to carry out archaeological looting and theft for them).

4/ What are the consequences of illicit trafficking in cultural property? Analyse and understand videos.

- What does the first video say?
The itinerary of an archaeological object: from the archaeological excavation site to its auction, passing through different hands, modes of transport and with the realisation of a forgery certificate. Then the money from the sale goes back to the object's country of origin to buy weapons.
- What is the money from the sale of the item shown in this video used for?
To buy weapons
- These items are often referred to as "blood antiques". Explain why:
Because the money from their sale is used to buy weapons that will kill people (there is a skull and crossbones on the bank notes at this point in the video). It is often a way for terrorists to finance their attacks.
- What does the second video say?
Hands rip off cultural artefacts from locals and drop banknotes in exchange. The expression on the faces of the residents is changing: they smile when they use the items for music and religion, and grimace when the items are taken from them despite the arrival of the tickets. Moreover, in the religious scene, removing these artefacts also causes columns to collapse.
- Is the financial impact of the sale of cultural artefacts positive or negative for the people of these countries? Justify your answer:
This is a negative thing, because these objects are not just a commodity. They are used in cultural and religious practices and embody the history of this country and have important symbolic value for the local population.
- Who do you think this video is for? Justify your answer:
The video is aimed at tourists who might be tempted to bring back memories of their holidays, without being sure that they are not looted and stolen, or that they have the right to take them legally out of the country.
- The illicit trade exists because there is a demand for the purchase of such items from people who do not care whether the items have been looted or stolen. Who are these buyers? (Check the entries below if you think they are correct).
 - Collectors: Some people like to have very old or special items to put in their homes. Sometimes they buy these items without knowing that they have been looted or stolen. Sometimes they know, but they want it so much that they buy it anyway.
 - People who want to make money quickly (called investors): Some people buy looted or stolen goods because they hope the goods will grow in value over time and they can sell them later and make a lot of money. They don't care where the items come from, as long as they can win.
 - Dishonest art dealers: Dishonest antique dealers and owners of art galleries or stores selling precious objects can buy looted and stolen objects and then sell them to their customers.
 - Unvigilant museums: Museums can sometimes buy antiques without checking where they come from. They don't do it on purpose, but it can help the thieves sell their things.
 - Tourists: Travellers can buy local art without knowing it is from archaeological looting or theft.

Activity 2: Archaeology, a context issue: Analysing and understanding archaeological documents

1/ The geographical context of archaeological discoveries

Document 1 :

The document displays 12 individual auction listings for Gallic coins, arranged in a 3x4 grid. Each listing consists of a photograph of the coin and a text block containing its title, price, and auction details. Purple circles are drawn around the price and auction terms for every listing. Red circles highlight the phrase 'à identifier' (to be identified) in the titles of several items, indicating their uncertain provenance or identification.

Item	Title	Price	Auction Details	Notes
1	GAULOISE MONNAIE GAULOISE A IDENTIFIER poids : 2 g	10,00 EUR	1 enchère - 6 j 5 h +3,80 EUR (livraison)	à identifier
2	Gauloise - EQUANES denier TOGIRIX	40,00 EUR	0 enchères - 4 j 4 h +5,00 EUR (livraison)	
3	monnaie gauloise potin à la tête d'indien	30,00 EUR	ou Faire une offre +3,00 EUR (livraison)	
4	Lot Monnaies Gauloise Argent Facture	700,00 EUR	ou Faire une offre Livraison gratuite	
5	Monnaie gauloise bronze à l'oiseau classe X, très rare	1,00 EUR	0 enchères - 4 j 20 h ou Faire une offre +3,00 EUR (livraison)	
6	Gauloise, ALLOBROGES (Région du Dauphiné) denier IAZVS, lartdesgents.fr...	156,40 EUR	ou Faire une offre Livraison gratuite	
7	TRÈS RARE BRONZE EDUENS AU BUCRANE	78,00 EUR	10 enchères - 2 j 7 h +1,00 EUR (livraison)	
8	Monnaie gauloise denier argent à identifier	1,00 EUR	1 enchère - 4 j 20 h +3,00 EUR (livraison)	à identifier
9	Monnaie gauloise denier argent à identifier	1,00 EUR	1 enchère - 4 j 21 h +3,00 EUR (livraison)	à identifier
10	Gauloise, Obole de Marseille MA, tête à gauche, lartdesgents.fr (FR) p1335/13	46,60 EUR	ou Faire une offre Livraison gratuite	
11	Monnaies Gauloises SUESSIONS Potin aux animaux affrontés	25,00 EUR	0 enchères - 4 h 37 min +3,00 EUR (livraison)	
12	Monnaie gauloise denier argent à identifier	1,00 EUR	0 enchères - 4 j 20 h ou Faire une offre +3,00 EUR (livraison)	à identifier

- On this document, surround in purple the information that is systematically present under each currency and then answer this question by justifying your answer: Does this information bring interesting knowledge about these currencies? NO

- Surround in green any information that might indicate the geographical origin of these currencies and answer this question: Is this information indicated for all currencies and do you think it is the place where they were discovered or manufactured?
They are indicated for only a few currencies and it is not specified whether this is the place of discovery or manufacture
- Surround in red the information that is an indication that these are currencies that have not been discovered by archaeologists and explain why:
If they had been discovered by archaeologists, they would have identified and documented them thanks to their context. Above all, these coins would not be on sale but would be exhibited in a museum or preserved in an archaeological reserve..
- Does this information bring a lot of knowledge about these currencies: YES / NO
Why? What would be missing?
Dating and precise information on the various characteristics of currencies (origin, materials, what is represented...).

Document 2: What do these two screens of the interactive kiosk of the Museum of Bibracte show?

The geographical distribution of five types of Gallic currencies, then information about what we learn from this distribution map

In your opinion, by whom and how was this information collected?

This information was collected by archaeologists who discovered these coins during archaeological prospecting or excavation. They documented these discoveries by noting their precise locations. They then studied these currencies to identify their type, if necessary by cleaning them.

Document 3: Look carefully at these two photographs and read their captions before answering questions.

- What object is depicted in the 3'a photograph? a mould to make a figurine
- What object is depicted in the 3'b photograph? a mother goddess figurine breastfeeding a newborn
- What is the relationship between these two objects? The mould and the figurine represent the same thing, perhaps it is the mould that was used to make this figurine.
- The interior of the rear face of the object 3a and the rear of the object 3b (not shown in these photos) bear the letters 'M A R C I L L O': what can this be? From the name of the potter who made this mould and made this figurine (a potter specialised in making terracotta figurines by modelling or moulding is called coroplast).
- In your opinion, where was the figurine discovered in Luxeuil-les-Bains made? Justify your answer. In Autun, where the mould was discovered in a potter's workshop.



Augustodunum = Autun
 L = Luxeuil-les-Bains
 G = Gueugnon
 SP = Saint-Pourçain-sur-Besbre

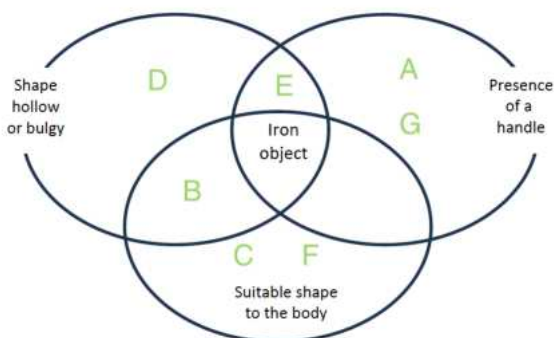
Autun - Luxeuil: 184 km
 Autun - Gueugnon: 43 km
 Autun - St-Pourçain s/Besbre: 73km

- What can you conclude about the production and distribution of these figurines?
 The discovery of this mould and similar statuettes indicates that there was a well-organised artisanal production, meeting a specific demand of the local market. There was an active regional economy. In addition, the discovery of these objects in different regions shows that there was a vast network to manufacture and distribute these items. Marcello was probably a well-known craftsman, specialising in the creation of figurines, whose works were popular in several places.

2/ The spatial context of archaeological discoveries

Document 4: Imagine that you discover this item on an online sales site with the mention 'iron object to be identified'. Can you identify it? Justify your answer.

It is not possible to identify it definitively because if this object looks like a helmet, it is not complete and has a stem start on one side.

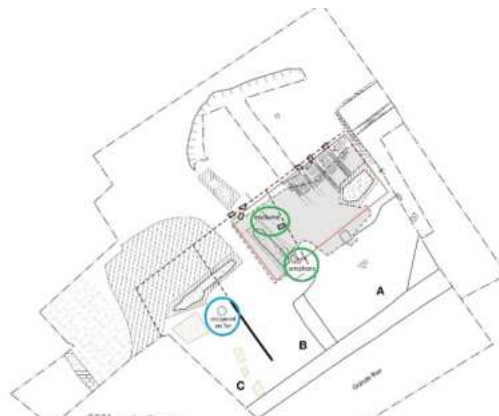


- A: Hammer
- B: Roman Helmet
- C: Shoe cleat
- D: Cauldron
- E: Layer Fragment
- F: Bracelets
- G: Scraper

What is (are) the object(s) with the most common characteristics with the iron object:: **helmet and ladle**

Document 5: Surround the reference to the iron object in blue, in the text, and on the plan. Surround in green, in the text and on the map, the clues that could help to specify what type of workshop it might be.

The floor used for the workshop is materialised by a very black layer. Pickling also reveals a significant **rubberized surface** [coloured red by the action of fire and iron oxides] that could be a **focus area**. The discovery of a complete **iron container** flush with the layer required an emergency sample. From what we could see, it was likely placed on the working layer of the workshop. This discovery of an existing element holds promise for the upcoming search of this unit.



Note below the names of the two clues found on the map and their definitions:

Anvil: block of very hard material (stone or metal) on which the metals are forged. The object to be manufactured, after having been heated to a very high temperature, is placed on the anvil in order to be shaped with a hammer.

Amphora: a large terra cotta container used to transport wine and oil in antiquity.

Documents 6: surround in blue the block of stone and in red the bottom of amphora. Describe below what they were used for in this tanning workshop:



Stone block: **anvil to shape the metal by hammering it (you see a small hammer on the stone)**

Amphora's background: **to contain embers in which clay moulds of fibulas are placed (explained in the video below)**

Questions about the video:

- How is molten metal poured into the mould?
A clamp allows the crucible (small bowl made of terracotta or stone in which the metal is melted) to be grasped in the fire to pour the molten metal into the mould.
- What can you deduce from the possible function of your iron object; in other words, what was its purpose?
It can replace both the crucible and the clamp, we speak of a ladle of depth, more a hollow rather than the one used for the kitchen. His handle, which disappeared, was fixed on the stem start.

- In view of document 4, do you think this object may have had a previous function?
YES / NO. If yes, which? **a helmet**

Document 7: Continuing your visit to the museum, you will discover this showcase, next to the model of the rampart. Why does it get your attention right away?

One of the largest objects in this display case is the iron object to be identified.

Surround the object that attracted your attention on the photograph and note its function below using the drawing shown below: **a Roman helmet**



Question (11-14 years-old):

In view of the transformation of this object, what information can you deduce about the society and economy of the Gallic city of Bibracte? Check the entries below that seem correct:

- The craftsmen were reportedly inspired by stories of Gallic heroes using valuables to create useful tools.
- This helmet was no longer used as it was replaced by other more fashionable models.
- At a time in Bibracte's history, handcrafts became more necessary than weapons.**
- The helmet was a high-ranking symbol and turning it into a ladle showed that a craftsman was "promoted" to a higher level.
- Because iron takes a long time to make, it was more interesting to use this helmet to turn it into a ladle, rather than making one from scratch.**
- As soldiers retire at a relatively young age, many convert to other occupations and reuse some of their weaponry to make it cheaper.
- Today, we would be talking about re-employment or upcycling.**
- After a battle where the helmet was lost, artisans found it and reused it as a ladle to symbolize their victory over the Romans.

Question (14-18 years-old):

In view of the transformation of this object, what information can you deduce about the society and economy of the Gallic city of Bibracte?

Perhaps this helmet was no longer useful at a time when there was less war and tools for handicrafts became more necessary
It was then more interesting to use the metal, which took a long time to work, to transform it into a foundry ladle than to manufacture one from A to Z, today we would talk about reuse.

Overview of Activity 2

What kind of information is lost when archaeological objects are looted? (You can write a paragraph for each type of context)

Precise geographical location: Accurate information about the place where an object is discovered can provide information about the geographical distribution of a type of object (e.g. gossip), and knowing where the object is made also provides information about the importance of trade.

Spatial location (old building, room in the building, road, etc.): knowledge of the spatial location of an object can help us understand the function of the object or that space (or the function of a deceased in the case of a grave). An incongruous object in a space (such as a helmet in a workshop) can also provide information about society and the economy. The object can also provide knowledge of the cultural context, such as the richness of the occupants of the place, its decor can inform the evolution of styles...

The date that the object can bring to the vestiges that surround it in the case of a coin, but it can also be the reverse, an object can be dated by its context (example of a building bearing a construction date).

Activity 3: Knowledge and understanding of regulation and law

Debate: Is it forbidden to use a metal detector?

Documents 8 and 10:

Are we allowed to sell metal detectors to children?

YES / NO

Is this advertising legal? Justify your answer

YES / NO

According to document 3, one is not allowed to promote “research of monuments and objects of interest to prehistory, history, art or archaeology.” Furthermore, all instructions must state that ‘an administrative authorisation must be obtained which is granted on the basis of the applicant’s qualifications and the nature and manner of the search’.

The advertisement includes photos of jewellery and coins that may be of interest to history, art or archaeology. Moreover, it does not indicate that an administrative authorisation is required.

Document 9:

In addition to the loss and destruction of information covered in Activity 2, what other risks are posed by the use of metal detectors?

The risks of exploding bombs or mines from the First or Second World War, but also the risk of being injured with barbed wire, a cutting object...

Document 10:

What obligations must a person who wishes to use a metal detector for archaeological research fulfil?

It is forbidden to carry out “searches for monuments and objects of interest to prehistory, history, art or archaeology, without having obtained prior administrative authorisation”; it is also forbidden not to declare a discovery of this nature made by chance (see next question).

Search for the meaning of the word "accidental" and then indicate whether an archaeological object discovered with a metal detector can be considered as a fortuitous discovery?

Fortuitous = occurs by chance.

No, bringing a metal detector demonstrates a willingness to use it to search for valuable metal objects. Above all, the object is going to be extracted from the ground because it made the detector ring, so it is not by chance that the detector user digs into a specific place to dig up an object.

Why do you think the legislation on the ownership of archaeological objects was amended by LCAP 2016? (14-18 years)

This law puts an end to the ambiguity about the ownership of incidental discoveries enjoyed by users of metal detectors (shared ownership between the owner of the land and the discoverer, whereas an accidental discovery cannot result from the use of a metal detector which, in fact, reveals the intention to make such a discovery, but it took time to be proven), because in the past it had to be proven that it was not a fortuitous discovery for the looter to be convicted, which was often the case but lasted longer.

In addition, this law promotes the implementation of international treaties that recognise illegal search, and thus looting, as theft: by becoming the de facto owner of these goods, the French state can request their return if they are discovered in a foreign country.

What do you think about the penalties? Do you find them dissuasive and justified?

The fines are high. The prison sentence is also a deterrent.

But isn't it worth it? The lure of profit (which can exceed the fine) and the passion for detection do not always stop the looters.

Perhaps the penalties should be even more dissuasive, especially when it is proven that a metal detector user has greatly enriched himself with his findings and destroyed an exceptional site...

Document 11:

In which trades can metal detectors be used legally? For what purposes?

Military or construction professionals may use metal detectors as part of their trade. This use is perfectly legal.

One saves lives (mine detection / army), the other also ensures the safety of the agents and avoids damage during works (detection of gas pipes for example / BTP).

Document 12:

Can a looted archaeological object be counted on the Interpol database? Justify your answer.

No, because a looted object is taken out of the ground and the owner of that object, who is the owner of the land, has no knowledge of the existence of that object, or of the fact that it was looted. So he's not going to file a complaint. And even if he discovers the hole and understands what happened, he can't know what object(s) was or were stolen.

Documents 13-14:

Name organisations responsible for fighting and preventing archaeological looting:

The Ministry of Culture, the Stop the Looting of Archaeological and Historical Heritage Association.

According to your knowledge, what trades can be used at borders, airports, railway stations ... to combat trafficking in cultural goods (looted archaeological objects and stolen works of art)?

Customs officers.

Additional activity: video by Nota Bene

EXERCISE 1: Strike out the wrong answers as follows:

1) Detectorism is:

- a harmless hobby OR an illegal act.

2) Trafficking in archaeological objects and more generally cultural property is the world's 3th largest traffic after:

- ivory and narcotics OR narcotics and weapons.

3) France is one of the ten OR twenty most looted countries in the world.

4) Dominique GARCIA, archaeologist and president of the INRAP (*Institut National de Recherche Archeologique Préventives, created in 2001*), explains that the use of metal detectors is totally prohibited in France OR authorised in certain trades such as deminers, construction professionals (Public Works Building) or professional archaeologists.

5) Most clandestine searches are carried out in France by

- amateur looters OR highly organised networks of professional looters.

EXERCISE 2: True or false? Validate or reject the following statements:

- a- Under the pretext of "leisure" and "being passionate about history", detectorists are destroying archaeological sites for personal pleasure and profit: **TRUE**
- b- There is only one typical profile of detectorist: "the Sunday enthusiast" who does not think he is acting badly **FALSE**
- c- Xavier DELESTRE, archaeologist and general curator of heritage, estimates that 20% of the Gallic pieces on sale on the Internet come from illegal excavations: **FALSE = 95%!!!**
- d- The archaeological heritage is a renewable resource: **FALSE**
- e- Within three generations, there is a risk of no metallic cultural property in archaeological context in France: **FALSE, in only one generation!!!**

EXERCISE 3: Answer the following questions:

1) A dig site, according to Garcia, is like a crime scene. Why?

After a murder, if someone breaks into a crime scene to steal an object, that object can be an important clue that investigators will no longer be able to use. This person will also be filing new fingerprints and scrambling clues that are in the room. The same goes for a looted archaeological site, where the looter not only steals an object that can be an important clue to understanding the site (how we lived at the time), but also ransacks the site and makes it harder to understand.

2) Why is he claiming with Nota Bene that the deterioration is double?

A looted site is a ransacked site that is no longer complete
The object, if not restored by professionals and then stored in good conditions, can also be destroyed in the short or medium term.

3) Why does Dominique GARCIA compare illegal searches with a book from which pages have been torn away?

The book/archaeological site on the one hand is damaged and on the other hand the information that was on the page/information carried by the object is lost and this loss prevents understanding of the whole book/site.

4) Why is the way in which users of metal detectors extract objects from the ground a disaster for stratigraphy (= analysis of the various layers of earth with the aim of reconstructing the history of the latter by also taking into account the objects made and resulting from the environment - flora, fauna)?

Deep holes to access the object lead to perforation of the stratigraphy, the layers of which contain a large amount of information, particularly about the environment, which is then destroyed.

5) Why does an official archaeological excavation take time?

As the site no longer exists at the end of the excavation (because by excavating we remove the archaeological layers one after the other), as we “go down” we record, layer after layer, all the information by making photos, plans, sometimes taking samples that will then be analysed in the laboratory. Because the site is destroyed for study, the methodology is very important to remove as much information as possible.

6) In France, two permits are required before a search can be legally conducted. What are they?

That of the owner of the land

That of the Regional Directorate of Cultural Affairs, through the Regional Service of Archaeology, is the Prefect who issues the authorisation of archaeological excavations to people who have a scientific project.

7) Is a non-accidental discovery (= not made by chance) legal?

No, because a non-accidental discovery presupposes that you wanted to discover an archaeological object, and it is the fact that you search the ground for archaeological objects without authorisation that is prohibited.

8) What penalties are there for conducting unauthorised searches?

A fine of up to €100,000 and up to 7 years in prison

9) Who owns an object of archaeological interest discovered on a private property purchased after the 2016 law?

The State