

PITCHER
Preventing Illicit Trafficking of Cultural Heritage:
Educational Resources



Open Educational Resources

The Mysterious Theft From Davide and Anna's Antiques Shop

Topic: Theft of antiques and works of art
Age Group: 7-11, 11-14 years old

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Version

English Version, July 2023

Images

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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: The Mysterious theft from Davide and Anna's antiques shop

Topic:	Theft of antiques and works of art
Age range:	 7-11  11-14
Educational programme:	Language and literature, History, Art history and Civic education
Time:	 4 months for the full educational programme, 60 minutes for the video interview
Materials and tools:	Bulletin of stolen works of art "Art in hostage" A cloud workspace for collaborative work
Skills achieved:	Being aware of measures for protecting and conserving cultural and natural heritage, Acquiring a critical attention to cultural heritage
Learning objectives:	Encourage students to: <ul style="list-style-type: none">• Adopt behaviours respecting cultural heritage.• Recognize situations of looting and illicit trafficking of cultural goods.• Acquire creative and critical skills to protect cultural heritage.

Instructions for teachers

The teacher starts the discussion illustrating the work to be done by the class, consisting in the development of a video interview. The students are requested to choose the questions to be asked to run a detective inquiry and create a video using their smartphones and standard video editing programmes. The provisional title of the video is: "A case still open - The Mysterious Theft from Davide and Anna's Antiques Shop".

During the realisation of the video, that will last for some months, some intermediate products will be achieved, namely intermediate tests, which are carried out during the preparation phase and are essential for the realization of the video. We can divide the work in two main phases:

Phase 1: Visit to a museum in your city, hosting some important pieces of art, and a restoration laboratory to meet people actively involved in the restoration of pieces of art. Propose the students to watch a multimedia presentation on the concept of restoration of works of art.

Phase 2: It starts with the preparation of the line-up with the questions to be asked to a person whose works of art were stolen. You can now run the interview and prepare the audio clips.

To develop effective communication behaviours, you must keep in mind five basic principles: awareness, responsibility, respect, confidence, and creativity.

The Mysterious Theft from Davide...



The key tasks of the first phase, with the aim of acquiring the necessary knowledge about cultural heritage and the threats to which it is subject, are summarised in the following list:

- The teacher explains the stages and aims of the work, brainstorming on: *“What is a cultural object? What makes it “cultural”? Why is it so important? What does it mean to steal it? What does it mean to protect a work of art?”*.
- The teacher presents a PowerPoint presentation, to introduce the visit to an important exhibition present on your city, focusing on the value of cultural heritage and its protection. He/she can refer to the articles of national Constitutions, mentioning the relevance of this principle (e.g., Article 9 of the Italian Constitution).
- The class visits a museum in your city, where some important pieces of art are hosted. Each student will write a text presenting his/her technical and personal analysis of a work of art observed at the exhibition. E.g., in Rome you can visit the exhibition *“Arte liberata 1937/1947 - masterpieces saved from the war”*.
- At school, the teacher presents some of the most sought after works of art at the moment and focus, through a PowerPoint presentation, on an important artist, whose masterpieces can be visited in your city. E.g., in Rome you can present the Caravaggio's works and focus on the *“Nativity with St. Francis and St. Lawrence”*, one of the most important cultural goods stolen and never found.
- The class visit the museum/place where the works of art of the artist are located. E.g., in Rome you can visit to the churches of San Luigi dei Francesi and Sant'Agostino.
- The students can then take pictures and shoot some videos with *“Questions and Answers”* arisen during the visit. E.g., in Rome you can present the Caravaggio's works visiting the churches of San Luigi dei Francesi and Sant'Agostino.
- Visit a restoration laboratory in your city, and ask the students to write a personal report, and take pictures and shoot some videos presenting the work done in the lab. E.g., in Rome you can visit the restoration laboratory *“Studio Merlini – Storti”*, presenting the restoration work carried out on some works by Caravaggio, in particular on the painting *“Madonna di Loreto”* and *“Madonna dei Pellegrini”* (located in the Church of Sant'Agostino).
- Propose the students to watch a multimedia presentation on the concept of restoration of works of art. If you are in Rome, you can also organise a guided tour to learn about cultural goods stolen - and recovered - in Rome.
- The students prepare a written report, as a group work, on the knowledge acquired about the relevance of the restoration activities.

You can now start the second phase, and work on the preparation of the video:

- You can start with the preparation of the line-up with the questions to be asked to a fictitious person whose works of art were stolen. You must carefully choose and prepare the location for the interview, assigning the different roles to your students: interviewer voice recording, interviewee voice recording, video footage from different point of views, etc.
- The teacher will remind the students to keep always in mind five basic principles: awareness, responsibility, respect, confidence, and creativity.

- The students can now run the interview and prepare the audio clips. After recording the sound and the video, you can proceed with the selection and installation of clips, and the creation of post-production advertising campaign.
- The students are finally asked to prepare a video trailer and a poster, designing different communication strategies and relationships. The definition of strategies will improve the verbal communication techniques in the learning processes. You must use an easily understandable language to plan the phases of the final realization process.

Suggestions for further activities

Did you know?



The Carabinieri Command for the Protection of Cultural Heritage publishes the research bulletin “*Art in hostage*” (<https://www.beniculturali.it/comunicato/24236>), containing a selection of the most important works stolen in Italy, pursuant to article 4 of the “*UNIDROIT Convention on stolen or illegally exported cultural assets*” (<https://www.unidroit.org/instruments/cultural-property/1995-convention/>), as a valid aid to combat the illicit trafficking of works of art.

The dissemination of this publication allows citizens, professionals, and lovers of art to access information and photographs regarding artistic objects to be searched. The bulletin, therefore, can be considered a further and effective tool with which the specialized department of the Carabinieri shares information to increase the possibility of identifying and recovering relevant historical-artistic works even in the difficult moment we are living.

Ideas for additional tasks

The teacher can suggest the students to create a common working area on the cloud, where the materials prepared by the teachers and those created by the students (written texts, maps, multimedia presentations, photographs and short audio and video recordings) can be shared as exercises and homework in different stages of work.

Several films are suggested to better explore the topic of endangered culture, e.g.:

- “The Museum of Saved Art” (Il Museo dell’Arte Salvata, in Italian): https://www.youtube.com/watch?v=Js9LdlB7WQ0&ab_channel=MuseoNazionaleRomano.
- “100 works of art return home” (100 opere d’arte tornano a casa, in Italian): <https://www.raiplay.it/video/2023/01/100-Opere-darte-tornano-a-casa---Puntata-del-22012023-f3fee718-d469-4d10-8185-d58ba31d7dfd.html>.
- “Fernanda”, the story of Fernanda Wiegens, architect and first woman directing the Pinacoteca di Brera, in Milan. During the World War II, relying on his personal prestige and his own friendships, he has worked to help family, friends, Jews and persecuted people of all kinds to expatriate: <https://www.raiplay.it/video/2023/01/Fernanda-fd573ffe-6799-4a06-b337-aca5850c2341.html>
- “Monuments men”, a film presenting an Allied group from the *Monuments, Fine Arts, and Archives* programme finding and saving pieces of art and other culturally important items before Nazis destroy or steal them during World War II.