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Lesson Title: Who Owns the Past?

Grade Level: 7

# Essential Question: Who should get to keep cultural artifacts?

## Lesson Foundations

### Content Standards

* OHSSG7 #2: The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.
* OHSSG7 #10: European economic and cultural influence dramatically increased through explorations, conquests and colonization.

### Learning Objectives

* LO1: SWBAT explain the reasons why different people claim the same pieces of cultural heritage.
* LO2: SWBAT argue who should own a piece of history.

### Assessments

* Bell Ringer
* Stations Worksheet
* Exit Ticket

### Materials & Resources

* PowerPoint Presentation
* [Black Panther clip](https://www.youtube.com/watch?v=pfBWPhsiN_w) (https://www.youtube.com/watch?v=pfBWPhsiN\_w)
* Think-Pair-Share Worksheet
* Stations Worksheet
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  + [Henry, L., Rhodes, E. M., & Van Beurden, S. (2019, January)](http://origins.osu.edu/transcripts/museums). Retrieved from http://origins.osu.edu/transcripts/museums
  + [Hansen, L., Ulaby, N., Campbell, T., Hawass, Z., Gerstenblith, P., & Garcia, T. (2010, November 14)](https://www.npr.org/templates/story/story.php?storyId=131309154). Retrieved from https://www.npr.org/templates/story/story.php?storyId=131309154
  + [Everything you ever wanted to know about the Rosetta Stone. (2017, July 14)](file:///Users/millar.28/PDF_and_Dox/Finished/from%20https:/blog.britishmuseum.org/everything-you-ever-wanted-to-know-about-the-rosetta-stone). Retrieved March 31, 2020, from https://blog.britishmuseum.org/everything-you-ever-wanted-to-know-about-the-rosetta-stone/
  + [Lime, A. (2018, November 23). A guide to Africa's 'looted treasures'](https://www.bbc.com/news/world-africa-45406557). Retrieved March 31, 2020, from https://www.bbc.com/news/world-africa-45406557

## Instructional Procedures/Steps

### Opening

#### Video Bell Ringer

* Instructor will open class by playing a clip from *Black Panther* (2018). After, the instructor will ask students several questions about the scene.
* In the scene, who knows more about the artifacts – Erik Killmonger or the museum expert? According to Erik, how did the museum get the artifacts?
* After students respond, the instructor will advise students that the museum in the film is based on the real British Museum in London, and that the issue of who owns historical and cultural artifacts is an ongoing issue of great international importance.

### Instruction

#### Vocabulary Pre-teach

* Instructor will work with students to develop definitions for the following lexical items:
  + Cultural heritage: physical artifacts (buildings, books, paintings), intangibles (songs, stories, beliefs) and natural items (animals, plants, places) that have been passed down through generations and are believed by a group or society to be important to their culture.
  + Repatriation: the return of something or someone to its/their own country
  + Restitution: to return something to its original owner, or to pay an original owner back for something taken from them.

#### Whole-Class Discussion

* Instructor will ask students to generate examples of each category of cultural heritage that they believe is important to the United States, and to their state.
* “What are some examples of (physical, intangible, natural) items that are important to American cultural identity?”
* “What are some examples of (physical, intangible, natural) items that are important to (Ohioan) cultural identity?”

#### Think-Pair-Share

* Instructor will distribute the Think-Pair-Share Worksheet, and ask students to think of examples of cultural heritage for their city/community.
* Students will have 3 minutes to think and write down examples on their own, and then 5 minutes to compare ideas with a partner, and decide on their best idea.
* Then, the teacher will call a representative from each group to write their idea on the board under one of the three categories – Physical, Intangible, Natural.

#### Day 2 Intro/Transition (if on block schedule)

#### Bell Ringer/Check for Understanding

* Instructor will ask students to answer a question to gauge understanding of the key concept of cultural heritage.
* “What is an example of the cultural heritage of your city or community?”
* Instructor will then use the answer to transition discussion to the topic of stolen heritage, by asking how students would feel if that piece of heritage were taken or claimed by another group.
* “How would you feel if, somehow, Michigan stole Buckeye Stadium? They took it apart, drove the pieces to Ann Arbor, and reassembled it there.”
* Instructor will advise students that there are many examples throughout the world of the cultural heritage of one group being held by others, and that the class will be looking at how that happened, and how people feel about it.

#### Stations

* The instructor will distribute the stations worksheet and give directions for the stations activity.
* In groups of up to four, determine by student choice, students will move clockwise from table to table, reading the documents and answering questions.
* Students will have 5 minutes at each table to review the document and answer the questions with their partners.
* When time is called, students will be instructed to move clockwise to the next station.
* During the exercise, the instructor will circulate through the room to clarify any areas of confusion and offer support questions. Halfway through, the instructor will ask a question to ensure that students are grasping the material (see Check for Understanding).

#### Support Questions

* Why was the vase returned to Italy?
* Repatriated means sending something or someone back to their original country. What counts as an original country?
* Is today’s Egypt the same as the Egypt that made the Rosetta Stone?

#### Check for Understanding:

* Instructor will ask student groups to develop a consensus answer to the following question: “What is one example of a complication when it comes to repatriating cultural heritage?”
* A representative from each group will be asked to answer the question when called upon.
  + Did the British take the Rosetta Stone from Egypt?
  + If the treasures are “loaned” to Ethiopia, who will own them?
  + Does it matter that the last remaining bird is still in Africa? Why?

#### Whole Class Synthesis Discussion:

* Instructor will bring the class back together to discuss the core concepts of the documents.
* If a nation’s identity changes over time, how does that affect their claim to cultural heritage?
* Who should get an artifact if two different groups claim it? Why?
* Can an artifact start out as the cultural heritage of one group, and become part of the heritage of another over time? How should the groups involved settle that dispute?

### Closure

#### Exit Ticket:

* Instructor will ask students to answer the following question on a sticky note, and turn it in before leaving class: Who should get to keep these cultural heritage artifacts, and why?

### Accommodations/ Enrichment

* Differentiated Worksheets (Fill in the blank prompts, sentence starters)
* Students who finish early will be given an Extension Document with the question: How long does an artifact have to be in one group’s possession for it to become part of their cultural heritage?