

Our dear treasures!

An initiative “Class, the Artwork!”
at the Bibracte Museum in 2022-2023
with the primary schools of Arleuf and Dommartin (Nièvre)

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B I B R A C T E

1- The mediation approach at Bibracte

2- A proposal on the theme of archaeological looting

1- The mediation approach at Bibracte



An immersive discovery in the scientific approach





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Eye education and encounters with archaeologists



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The activities within the framework of the “Class, the Artwork!” program

Group work → collaborative pedagogy

4-day stay at Bibracte → preparation before and especially after the stay to prepare the presentation shown during the Museum Night. Presentation of students' work at the museum

⇒ involvement of students, their families, teachers, and the museum team, with interactions and feedback from the general public.



2 - A proposal about archaeological looting

- **What work can be proposed when the museum has never been the victim of theft, and the archaeological site has not experienced looting?**
- **With which class and what activities?**



2.1. What work(s)?

Works related to the concept of treasure:

A term frequently used in french everyday language with multiple meanings, used by looters, used in 3 temporary exhibitions in 2023, with two meanings particularly relevant to the issue of archaeological looting:

- **Archaeology:** A collection of coins or metal objects gathered together at the time of their burial (i.e., a deposit).
- **Law:** A hidden or buried thing discovered by chance (i.e., a fortuitous discovery). Until 2016, the ownership of a treasure belonged to the finder if it was discovered on their property, but if the treasure was found on someone else's property, it was split equally between the finder and the landowner (Civil Code, Art. 716). → This argument is used by metal detector enthusiasts to justify their appropriation despite it not being a "fortuitous discovery." Since the 2016 LCAP law, objects of archaeological, historical, or artistic interest discovered on properties acquired after this date are presumed to belong to the State.

Two collections referred to as **treasures** on their labels at the Bibracte Museum



Trésor de monnaies
d'argent : un denier
frappé à Rome et neuf
monnaies attribuées
aux Allobroges

I^{er} siècle avant notre ère
Bibracte, Le Porrey

MUSÉE DE BIBRACTE
PROSPECTION DE DIÉGO AVOSCAN, 1994



LE PRESTIGE DE L'OR

Les parures vestimentaires abandonnent à la fin de l'âge du Fer les motifs sophistiqués qui ornent jusqu'alors torques, bracelets, anneaux de cheville et autres fibules. C'est le matériau qui assure désormais le prestige d'une parure, plus que son décor, en même temps que le torque devient un attribut résolument masculin et guerrier.

TOWARDS THE END OF THE IRON AGE THE SOPHISTICATED DESIGNS WHICH HAD PREVIOUSLY BEEN USED TO DECORATE TORQUES, BRACELETS, ANKLETS AND FIBULAE, BEGAN TO DISAPPEAR. FROM THIS PERIOD ONWARDS AN ORNAMENT'S PRESTIGE WAS ASSOCIATED

WITH THE MATERIAL OF WHICH IT WAS MADE, RATHER THAN THE DESIGN WITH WHICH IT WAS DECORATED. THIS WAS ALSO THE TIME WHEN TORQUES BEGAN TO BE WORN BY MALES AND WARRIORS, RATHER THAN WOMEN.

Trésor d'objets en or (copies)

Vers 100 avant notre ère
Forêt de Hambach, Wanderszier,
Rhénanie, Allemagne

ORIGINAL - RHEINISCHES LANDESMUSEUM,
BONN

POUSSÈRE DE JÉRÔME REICART JOACHIM, 1979

The legend of the Vouivre (or Wouivre)
treasure associated
with the eponymous rock
on Mount Beuvray

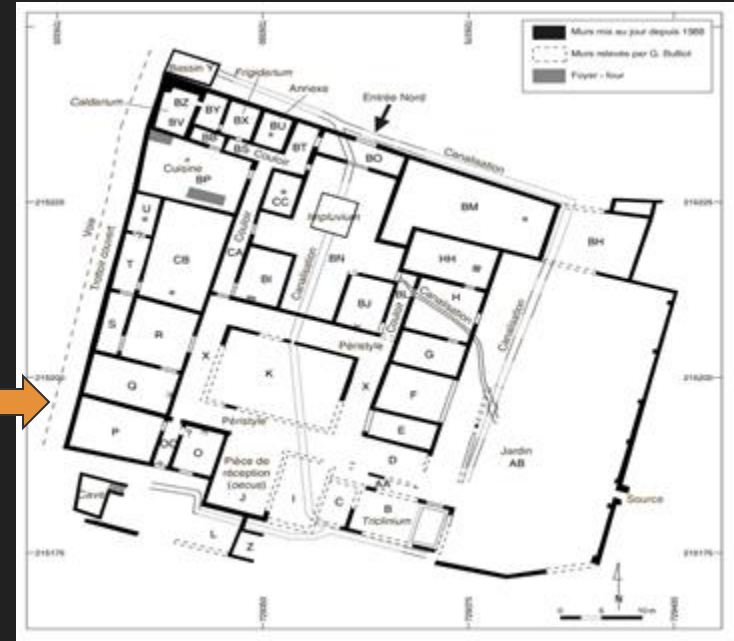
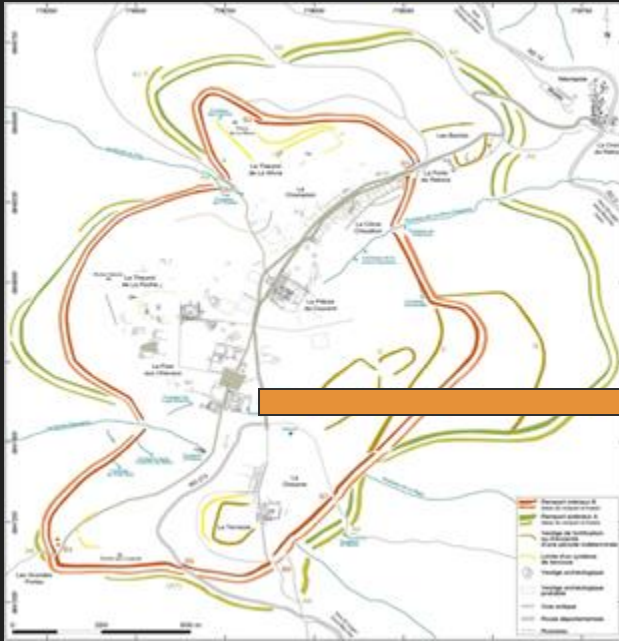


Bibracte

La pierre de la Wivre

Archaeological objects illustrating the importance of context to explore what might have happened if they had been looted

12 artifacts from the domus PC1, selected based on criteria that allow for comparison with looting and its consequences: mutual information provided by the object and its context, the role of studies in their understanding, restoration, and dissemination to a wide audience (publications, loans, mediation activities, etc.).





2.2. Which classe(es) et which activities ?

This activity was proposed to two schools:

- The primary school of Arleuf (Nièvre): 13 students from CE2, CM1, and CM2,
- The primary school of Dommartin (Nièvre): 15 students from CE1, CE2, CM1, and CM2.

The students from both schools were mixed to form a group of students in Cycle 2 and a group in Cycle 3. Both groups addressed the theme of treasure (based on the legend of the Wouivre for Cycle 2 and labels for Cycle 3) as well as the theme of context.

Specific activities related to these two themes were introduced through a visit to the archaeological site and workshops, more traditional ones, to experiment with the archaeological process in its different stages, from prospecting to post-excavation.

Légende told in situ

→ discussion on the definition

word **treasure** : monetary
value vs emotional value

Workshop "Vouivre's treasure"



Group research in the museum to
find an object that could be the
treasure of the Vouivre and
imagine a variation of the legend.



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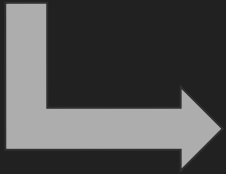


Presentation to the other
groups of the chosen 'treasure'
and the variant of the legend



Discussion around the
notion of emotional
treasure

Each student who wishes to do so shares with the class what he consider to be his **treasure**



Then, in class, he write a label to present it



Display of the students' treasures in a showcase



Exhibition for the Museums Night

Workshop "Move your label!"

The labels with treasure word, without the objects, are presented to the students: discussion of the texts



Involve students' imaginations and draw what these objects might be.



Search in the museum for objects with labels that match: discussion on the definition of treasure

TRESOR de LENA

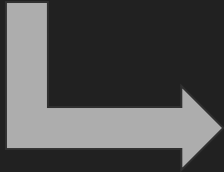
Mon objet est l'ensemble de timbres sur les cols d'amphore.
Les tampons expliquent qui a fabriqué l'amphore et où.
Pour moi c'est un trésor parce qu'on comprend que les amphores ont fait un long voyage il y a 2000 ans depuis l'Italie.



Each student chooses 1 object that corresponds to his or her own definition of a **treasure** and writes a new label for it

Observation of the PC1
domus artifacts without
their labels

Workshop "Context is gold!"



Search the museum for
similar objects: compare to
identify material, function...



How to study these objects?
Use of a booklet outlining the
types of archaeological
furniture to be studied.



Presentation of the
information acquired
on each object and
reflection on how this
knowledge can be
shared with the
public.

Restitution to the public on Museum Night May 13, 2023

Exhibition of
students'
treasures

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The new cartels and their oral presentation, here the Mathis **treasure** (with the microphone behind the fibula display case).

TRESOR DE MATHIS

Le trésor que j'ai choisi est une petite fibule. Pour moi c'est un trésor parce que je me dis qu'un jour, un gaulois l'a portée, et que celui qui l'a trouvée a eu de la chance parce que le métal se confond vite avec de la terre.