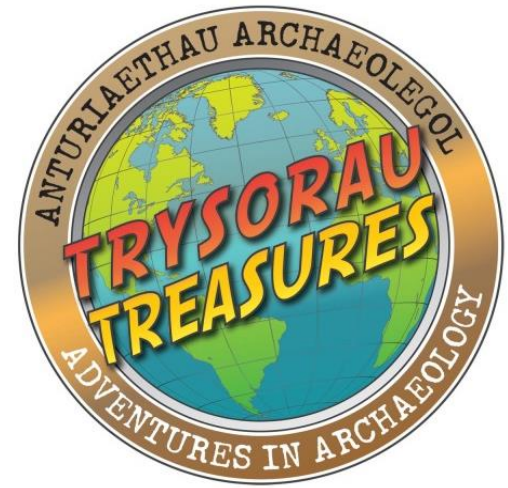


Treasures: Adventures in Archaeology

Learning Resource for teachers

This teacher's pack has been written to help teachers plan a successful visit, with suggestions for pre-visit activities, ideas whilst at the exhibition and suggestions of things to do back in the classroom.



The Exhibition

Treasures: Adventures in Archaeology is an exhibition which is an exciting journey of adventure and discovery. Looking at the work and stories of some of the world's most famous and adventurous archaeologists and their finds, we can explore the history and science of archaeology and its' portrayal in popular culture.

Before you visit

Discuss -

- What is archaeology? Archaeologists are like detectives. They discover and examine evidence from history that lies beneath our feet. Research the work that archaeologists do and what tools they use for excavating.
- What is treasure? It may be a precious object or something shiny! To an archaeologist, any evidence from our past is treasure. Discuss the idea that treasure doesn't always mean shiny and 'bling'. What does treasure mean to you?
- What is a museum? What would you like to see displayed in a museum? Do you think that people's 'treasures' should be kept in their homes or displayed in a museum?
- Design your own exhibition / museum. What would you choose to display? Do you think your design will be different after you've seen the exhibition?

Words to consider: *archaeology, archaeologist, adventure, detective, exhibition, collection, gallery, curator, tangible and intangible*



At the exhibition

There are so many objects / treasures in the exhibition, it would be impossible to list them all. Here are some ideas for discussion:

- Encourage your class to think about a timeline.
- Think about sorting, sequencing, counting, matching objects by asking questions. What is it similar too? Which is the biggest?
- Do you have any of you collect anything? Are there any objects that can be grouped together?
- The images on the painted pots (Ancient World) give us an idea of the life and culture in Greek times. What would you paint on pots now to give future generations an idea of your life and culture?
- What do the objects in the gallery tell us about the lives of the people?
- Discuss the idea of different ways of communicating – e.g. hieroglyphics. Can the children write their names in this way? Or send a secret message to a friend?
- Get the pupils to pick their favourite item, either individually or in groups and get them to report back to the rest of the class.
- Write a label for that object
- Ask the class to think of an item that they think represents them as a person. Can they see something similar in the exhibition? Would that object give future generations an idea of the sort of person they are and what they are interested in?
- Are some of the objects and ways of life still seen today?
- What do you think is the biggest treasure in the exhibition and why?
- If you could be an assistant to one of the famous archaeologists – who would it be and why?
- Should all these treasures be finders' keepers?



There are lots of other ‘treasures’ in the museum that are precious in other ways. Here are some examples that you might like to explore:

- Moonrock (*Evolution of Wales gallery*) – most expensive object in the museum, due to the fact that it is irreplaceable
- Leatherback turtle (*Marine gallery*) – Biggest turtle in the world, found at Harlech
- Baby dinosaur (*Main Hall*) - Skeleton of the 1st meat-eating dinosaur discovered in Wales
- ‘Rain’ by Van Gogh (*Gallery 16*) – One of the last pictures painted before the artist died
- Davies Sisters’ collection (*gallery 16*) Gwendoline and Margaret Davies, two sisters from Mid Wales owned one of the greatest British art collections of the 20th Century. They bequeathed 260 works of art to Amgueddfa Cymru – National Museum Wales. It is seen to many as a Welsh treasure!

A map of the museum is available at the front desk on arrival.



Back in the classroom

- Discussion – What did you think of the exhibition? Was it what you expected? Would your exhibition / museum be different now that you've seen the exhibition? What would you have done differently?

Does the word 'treasure' mean something different to you now? Think about other treasures that are important to us – place names, language, and favourite songs

- Put together a personal treasure box – including tangible and intangible treasures
- Research some of the archaeologists featured in the exhibition – Tessa and Mortimer Wheeler, Belzoni, Petrie or Bingham.
- Write a diary – the day in the life of an archaeologist.



- Research the mummification process – design your own shabti (memorial doll) and design your own tomb



- Pop culture
 - Design a film poster for an adventure film featuring the story of one of the famous archaeologists
 - Write a comic strip story about an archaeologist's adventures
 - In groups, write and perform a short scene about discovering a treasure
- What treasures will we leave behind for future generations?
 - Put together a classroom time-capsule. Discuss and think about the environmental issues: the objects that are not bio-degradable. What would be the best 'treasures' to include to inform future generations?

We would love to hear from you. Let us know what you would display in your own museum and whether you think mantelpiece or museum? Send your tweets to [#treasurescardiff](#)