

ANTIQUITIES REVEALED

QUEENSLAND MUSEUM COLLECTIONS

Teacher Notes and Curriculum Links – Year 11-12 Ancient History



Introduction

Antiquities Revealed presents glimpses of the lives of ancient peoples through objects made and used over the last 4000 years. Teachers and students have the rare opportunity of investigating ancient civilizations through Queensland Museum's own collections of ceramics, architecture, sacred and everyday objects. The exhibition highlights the peoples, places and practices of Greek, Roman and Egyptian cultures through the Mediterranean World.

Themes explored by this exhibition the exhibition include:

- **People** - identities, fashion, social status
- **Everyday life** - diet, trade, personal effects, manufacturing technologies (e.g. pottery, glass, metal)
- **Art** - design (decorative/functional elements), makers marks/identifying signatures
- **Architecture** - design, materials, technologies, changes and influences
- **Warfare** - weaponry and technology, combatants lives, battle events, biases of historical records
- **Beliefs** - ritual, funerary practices, symbols, deities

For your information: This exhibition follows other educational institutions in replacing the traditional abbreviations of BC (before Christ, or before the Christian era) and AD (Anno Domini, in the year of our lord) with BCE (Before the Common Era or Before the Current Era) and CE (Common Era).

BC and AD have been replaced because they hold religious (Christian) connotations, and many now prefer to use the more modern and neutral CE and BCE to indicate if a year is before or after year 1 (commonly taken as the birth year of Jesus).

CE and BCE are used in exactly the same way as the traditional abbreviations BC and AD. For example, Pompeii, Italy was destroyed when Mount Vesuvius erupted in 79 CE.

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Year 11 and 12 Ancient History Stimulus Questions

These stimulus questions provide a starting point for curriculum-relevant conversations with your students:

1. This exhibition features a broad range of objects from the Queensland Museum's antiquities collections. **Place yourself in the role of curator.**
 - How would you choose to present such a wide range of objects from different times and places, and of different uses?
 - Would you select only a few to reflect a certain theme?
 - How would you communicate your intent to your audience?
 - Consider the layout and design of the space, and the limitations of word lengths on text panels.
2. Find the **red-figure pottery bell krater from Lucania** and the **pithos from Cyprus**. Without reading details on the labels, compare and contrast their shape, size, decorative features, and surface texture.
 - What do these features tell you about their respective functions? Read the labels and discover if your conclusions reflected their actual purpose.
 - Can you think of examples from modern life that are similar (that is, objects that have a general shared function, but are decorated differently)?
 - Does the form of a modern object always reflect its function?
3. There have been many conversations in recent years in the museum and cultural heritage sector regarding **ownership of cultural material**. Some of the objects in this exhibition were collected by tourists on their "Grand Tours" in centuries past; some objects were of sacred significance to the people who made or used them.
 - Do you think that a museum in Queensland should hold such objects, or should they be returned to their country of origin?
 - What objects might we wish to see returned to Australia from museums overseas?
4. How do museum curators ensure the **authenticity** of ancient objects in their collections? Where did the information about each object in this exhibition come from, and how do we know it is reliable?
5. The objects in this exhibition are made from a variety of **materials**.
 - How did the makers' geographical location and trade patterns influence the materials from which the objects were made?
 - How did choice of materials influence the form, design and function of these objects?
6. **Select three to five objects** in the exhibition that you find particularly interesting/thought provoking.
 - Why did you choose them?
 - Observe them carefully. What do they reveal about the people who created them?
 - What possibilities for further research can you see in them?
 - Frame at least one inquiry question for each of your selections.

7. The curator has chosen to focus on Mediterranean cultures for this exhibition. What **other ancient cultures** are you aware of?
- What objects might be remaining from those peoples?
 - What might have been lost through time?
 - How have these cultures preserved their history and heritage?

Year 11 and 12 Ancient History - Curriculum Links

UNIT 1: INVESTIGATING THE ANCIENT WORLD*
LEARNING OUTCOMES
<ul style="list-style-type: none"> • understand the nature of evidence of the ancient past (of a site, event or change, individual or group) and issues relating to the reliability and usefulness of the evidence in interpreting, and constructing representations of that past • understand issues related to the ownership, custodianship, preservation and display of material from the ancient past • apply key concepts as part of a historical inquiry, including evidence, perspectives, interpretation, and representation <p>use historical skills to investigate different representations of the ancient world, and use a range of evidence to support and communicate a historical explanation or argument</p>
HISTORICAL SKILLS
Chronology, terms and concepts
<ul style="list-style-type: none"> • Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding (ACHAH002)
Historical questions and research
<ul style="list-style-type: none"> • Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHAH004) • Identify, locate and organise relevant information from a range of primary and secondary sources (ACHAH005)
Analysis and use of sources
<ul style="list-style-type: none"> • Identify the origin, purpose and context of historical sources (ACHAH007) • Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHAH008)
Perspectives and interpretations
<ul style="list-style-type: none"> • Analyse and account for the different perspectives of individuals and groups in the past (ACHAH010)
HISTORICAL KNOWLEDGE AND UNDERSTANDING
Historical authentication and reliability
<ul style="list-style-type: none"> • How evidence from the ancient world has been lost, destroyed and re-discovered (ACHAH016) • Problems of authenticity, including the identification and origin of ancient artefacts, human remains and documents; and the reliability of ancient writers who did not witness the events they describe (ACHAH017) • Methods of authentication, including scientific and comparative dating techniques for documents and objects and cross-referencing of ancient sources (ACHAH018)
Cultural heritage, ownership and the role of museums
<ul style="list-style-type: none"> • The nature and significance of the cultural property for the society to which it belongs (ACHAH025) • The arguments for and against the return of the cultural property to its original home (ACHAH026) • The nature and impact of looting and the illegal trade of antiquities on cultural heritage (ACHAH027)

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| <ul style="list-style-type: none">• The role of museums in acquiring, collecting, and storing artefacts/cultural materials (ACHAH028) |
| <ul style="list-style-type: none">• The contributions of museums to our understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions (ACHAH029) |

* Elements of Year 11-12 Ancient History Curriculum Units 2-4 may also be referenced through this exhibition

Year 11-12 Ancient History - Queensland Senior Syllabus Links

UNIT 1: INVESTIGATING THE ANCIENT WORLD*
UNIT OBJECTIVES
<ul style="list-style-type: none">• comprehend terms, concepts and issues in relation to archaeology and ancient societies• devise historical questions and conduct research in relation to archaeology and the features of an ancient society• analyse evidence from historical sources to show understanding about the ancient world• synthesise evidence from historical sources to form a historical argument in relation to archaeology and ancient societies• evaluate evidence from historical sources to make judgments about the ancient world
TOPIC 1: DIGGING UP THE PAST
Contextual study
<ul style="list-style-type: none">• comprehend terms, concepts and issues in relation to<ul style="list-style-type: none">– differences between primary and secondary sources as well as literary and non-literary sources– ways in which archaeological sites have been discovered– ways in which evidence from the ancient world has been lost and rediscovered• analyse evidence from historical sources to show understanding about<ul style="list-style-type: none">– problems of authenticity, e.g. the identification and origin of ancient artefacts, human remains and documents– the reliability of ancient writers who did not witness the events they describe– the condition of artefacts and the impact on their use as evidence
Depth study
<ul style="list-style-type: none">• comprehend terms, concepts and issues in relation to<ul style="list-style-type: none">– methods of authentication, e.g. scientific and comparative dating techniques for documents and objects, and cross-referencing of ancient sources– the nature of the site/s, and the condition and extent of the remains– the role of museums in acquiring, collecting and storing artefacts/cultural materials• analyse evidence from historical sources to show understanding about archaeological issues• devise historical questions and conduct research• synthesise evidence from historical sources to form a historical argument• evaluate evidence from historical sources to make judgments about archaeological sites and issues, e.g.<ul style="list-style-type: none">– ancient sources that have been deemed to be fakes or forgeries over time and the difficulties of authentication associated with these sources, motivations of the perpetrators of fakes and forgeries and the significance of the evidence they were intended to provide about the ancient past– the nature and significance of cultural property for the society to which it belongs, and arguments for and against the return of cultural property to descendants or peoples who claim ownership– the condition of human remains and how they were preserved, discovered and/or removed from where they were found; issues of conservation and preservation of the site/s, e.g. factors that threaten the integrity or survival of the ancient site

(environmental factors, war, terrorism, pillaging, poverty); effectiveness and appropriateness of methods used to preserve, conserve and/or reconstruct the site/s; relevant national or international charters or conventions (e.g. UNESCO's Charters) and international efforts to protect sites of World Heritage significance

- the nature and impact on cultural heritage of looting and the illegal trade of antiquities
- ethical issues relevant to the treatment, display and ownership of remains, e.g. the use of destructive methods of scientific analysis
- the reconstruction of ancient site/s, e.g. painting, historical fiction, film, documentaries, museum displays, and virtual worlds, and understanding their use for propaganda
- contributions of museums to an understanding of ancient ways of life and the question of whose past is represented in museum displays and exhibitions

Concluding study

- comprehend terms, concepts and issues around the discovery, treatment and preservation of archaeological evidence
- evaluate evidence from historical sources to make judgments about modern cultural depictions of archaeology and

TOPIC 3: ART AND ARCHITECTURE

Contextual study

- comprehend terms, concepts and issues in relation to
 - a broad chronological overview, from the origins of the society to the period that is the focus for investigation
 - the geographical location, the nature of the environment and its influence on the society

Depth study

- comprehend terms, concepts and issues in relation to
 - the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children, and attitude/s towards women, children and education
 - political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions, and key legal structures
 - economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour, and economic exchange (tribute, taxation and coinage)
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments about
 - key archaeological and written sources on art and architecture for the society selected
 - the nature of sources for art and architecture
 - themes and styles of art
 - the main features, materials, purpose and function of various forms of architecture
 - the role and significance of art and architecture, public and private

<ul style="list-style-type: none"> - evidence from the spread of particular forms of art and architecture in the ancient world through trade, the movement of peoples and conquest
Concluding study
<ul style="list-style-type: none"> • evaluate evidence from historical sources to make judgments about the legacy of art and architecture for the selected society and modern times
TOPIC 4: WEAPONS AND WARFARE
Contextual study
<ul style="list-style-type: none"> • comprehend terms, concepts and issues in relation to <ul style="list-style-type: none"> - a broad chronological overview, from the origins of the society to the period that is the focus for investigation - the geographical location, the nature of the environment and its influence on the society
Depth study
<ul style="list-style-type: none"> • comprehend terms, concepts and issues in relation to <ul style="list-style-type: none"> - the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children and attitude/s towards women, children and education - political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions and key legal structures - economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour and economic exchange (tribute, taxation and coinage) • devise historical questions and conduct research • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about <ul style="list-style-type: none"> - key archaeological and written sources on weapons and warfare for the society selected - the nature of sources for weapons and warfare and early evidence for military encounters in the ancient world - the composition and role of armies and navies, and changes in forms of weapons and military tactics - the significance of the military - the political, economic and social impact of warfare and conquest
Concluding study
<ul style="list-style-type: none"> • evaluate evidence from historical sources to make judgments about the legacy of weapons and warfare for the selected society and modern times
TOPIC 5: TECHNOLOGY AND ENGINEERING
Contextual study
<ul style="list-style-type: none"> • comprehend terms, concepts and issues in relation to <ul style="list-style-type: none"> - a broad chronological overview, from the origins of the society to the period that is the focus for investigation - the geographical location, the nature of the environment and its influence on the society
Depth study
<ul style="list-style-type: none"> • comprehend terms, concepts and issues in relation to

- the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children and attitude/s towards women, children and education
- political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions and key legal structures
- economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour and economic exchange (tribute, taxation and coinage)
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments about
 - key archaeological and written sources on technology and engineering for the society selected
 - the nature of sources for technology and engineering
 - technological developments in the construction material and methods related to buildings, structures and statues
 - forms of technology and their impact on households and economic life, e.g. metallurgy, pottery, surgical tools, transport, water supply and sanitation
 - use of technology in ancient times to access resources and control the environment

Concluding study

- evaluate evidence from historical sources to make judgments about the impact and legacy of technological innovations

TOPIC 6: THE FAMILY

Contextual study

- comprehend terms, concepts and issues in relation to
 - a broad chronological overview, from the origins of the society to the period that is the focus for investigation
 - the geographical location, the nature of the environment and its influence on the society

Depth study

- comprehend terms, concepts and issues in relation to
 - the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children and attitude/s towards women, children and education
 - political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions and key legal structures
 - economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour and economic exchange (tribute, taxation and coinage)
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments about
 - the key archaeological and written sources on the family for the society selected

- the nature of sources on the family and early depictions of the family (men, women and children) in the historical record
- beliefs and practices that influenced family life, e.g. the purpose of marriage and betrothal, marriage rituals, divorce, concubines, infanticide, concepts of gender and the role and status of women, leisure activities
- different concepts of the family, family structures and family ties and the roles and relationships within the family
- concepts of childhood and childhood experiences, e.g. education, rites of passage, age of adulthood

Concluding study

- evaluate evidence from historical sources to make judgments about the significance of the family in social and political life

TOPIC 6: THE FAMILY

Contextual study

- comprehend terms, concepts and issues in relation to
 - a broad chronological overview, from the origins of the society to the period that is the focus for investigation
 - the geographical location, the nature of the environment and its influence on the society

Depth study

- comprehend terms, concepts and issues in relation to
 - the social structure, e.g. main social hierarchies (elites, workers, slaves, ethnic groups and foreigners), role and status of women and children and attitude/s towards women, children and education
 - political institutions, e.g. organisation (monarchy, kingship, tyranny, republic, democracy), the role and function of key political institutions and political positions and key legal structures
 - economic activities, e.g. the nature and importance of economic activity (agriculture, commerce, industry, trade and building programs), the organisation of free and indentured labour and economic exchange (tribute, taxation and coinage)
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments about
 - key archaeological and written sources on beliefs, rituals and funerary practices for the society selected
 - the nature of sources for beliefs, rituals and funerary practices
 - dominant beliefs and rituals
 - the influence and significance of beliefs and rituals
 - attitudes to, and beliefs about, death and the concept of an afterlife
 - funerary practices (burial sites, forms of burial, ceremonies) and their relationships to religious beliefs and social status

Concluding study

- evaluate evidence from historical sources to make judgments about the legacy of beliefs, rituals and funerary practices for the selected society and modern times

* Elements of Year 11-12 Ancient History Australian Curriculum Units 3-4 may also be referenced through this exhibition

UNIT 3: RECONSTRUCTING THE ANCIENT WORLD*

UNIT OBJECTIVES

- comprehend terms, concepts and issues in relation to the reconstruction of a historical period in the ancient world
- devise historical questions and conduct research in relation to a historical period in the ancient world
- analyse evidence from historical sources to show understanding in relation to specific historical periods in the ancient world
- synthesise evidence from historical sources to form a historical argument about a historical period in the ancient world
- evaluate evidence from historical sources to make judgments about a historical period in the ancient world

TOPIC 1: THEBES — EAST AND WEST, 18TH DYNASTY EGYPT

Contextual study

- comprehend terms, concepts and issues in relation to the geographical and historical context of Egypt during the 18th Dynasty with particular reference to the remains at key sites and other relevant sources
- analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related

Depth study

- comprehend terms, concepts and issues in relation to
 - the nature of governance and political developments
 - significant events and key individuals
 - social structure
 - cultural life and practices
 - religious beliefs and practices
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments about the limitations, reliability and usefulness of sources

Concluding study

- comprehend terms, concepts and issues in relation to the reconstruction of 18th Dynasty Egypt
- evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies

TOPIC 2: THE BRONZE AGE AEGEAN

Contextual study

- comprehend terms, concepts and issues in relation to the geographical and historical context of the Bronze Age Aegean with particular reference to the remains at key sites and other relevant sources
- analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation

Depth study

- comprehend terms, concepts and issues in relation to
 - the nature of governance and political developments
 - significant events and key individuals
 - social structure
 - cultural life and practices
 - religious beliefs and practices
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments about the limitations, reliability and usefulness of sources

Concluding study

- comprehend terms, concepts and issues in relation to the reconstruction of the Bronze Age Aegean
- evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies

TOPIC 4: FIFTH CENTURY ATHENS (BCE)**Contextual study**

- comprehend terms, concepts and issues in relation to the geographical and historical context of Athens during the fifth century BCE with particular reference to the remains at key sites and other relevant sources
- analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation

Depth study

- comprehend terms, concepts and issues in relation to
 - the nature of governance and political developments
 - significant events and key individuals
 - social structure
 - cultural life and practices
 - religious beliefs and practices
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments about the limitations, reliability and usefulness of sources

Concluding study

- comprehend terms, concepts and issues in relation to the reconstruction of Athens during the fifth century BCE
- evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies

TOPIC 5: PHILIP II AND ALEXANDER III OF MACEDON

Contextual study

- comprehend terms, concepts and issues in relation to the geographical and historical context of ancient Macedon during the reigns of Philip II and Alexander III with particular reference to the remains at key sites and other relevant sources
- analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation

Depth study

- comprehend terms, concepts and issues in relation to
 - the nature of governance and political developments
 - significant events and key individuals
 - social structure
 - cultural life and practices
 - religious beliefs and practices
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments about the limitations, reliability and usefulness of sources

Concluding study

- comprehend terms, concepts and issues in relation to the reconstruction of ancient Macedon in the time of Philip II and Alexander III
- evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies

TOPIC 6: EARLY IMPERIAL ROME

Contextual study

- comprehend terms, concepts and issues in relation to the geographical and historical context of early Imperial Rome with particular reference to the remains at key sites and other relevant sources
- analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation

Depth study

- comprehend terms, concepts and issues in relation to
 - the nature of governance and political developments
 - significant events and key individuals
 - social structure
 - cultural life and practices
 - religious beliefs and practices
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments about the limitations, reliability and usefulness of sources

Concluding study

- comprehend terms, concepts and issues in relation to the reconstruction of early Imperial Rome
- evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies

TOPIC 7: POMPEII AND HERCULANEUM**Contextual study**

- comprehend terms, concepts and issues in relation to the geographical and historical context of Pompeii and Herculaneum from their foundations to the period leading up to the eruption of Vesuvius with particular reference to the remains at these sites and other relevant sources
- analyse evidence from historical sources to show understanding about the nature and range of sources for the period and identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation

Depth study

- comprehend terms, concepts and issues in relation to
 - the nature of governance and political developments
 - significant events and key individuals
 - social structure
 - cultural life and practices
 - religious beliefs and practices
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments about the limitations, reliability and usefulness of sources

Concluding study

- comprehend terms, concepts and issues in relation to the reconstruction of Pompeii and Herculaneum
- evaluate evidence from historical sources to make judgments about changing interpretations over time relating to an understanding of the period using, for example, new discoveries, research and technologies

* Elements of Year 11-12 Ancient History QCAA Senior Syllabus Units 2 and 4 may also be referenced through this exhibition

Meet the Curator

Dr Brit Asmussen is Acting Principal Curator in the Cultures and Histories team at Queensland Museum. In 2005, Brit was awarded her PhD in Archaeology (study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains) and Anthropology (the study of diverse cultures and societies) from the Australian National University. Her role at QM sees her managing public inquiries, caring for, curating and managing the collections long-term, and assisting clients to access objects and information in the Queensland Museum collections.



Brit is the curator of *Antiquities Revealed*. Curating exhibitions includes developing a title, identifying interesting themes that the objects relate to, carefully researching the objects in the Antiquities collection and selecting those for display. During the curatorial research process objects transform from static items on shelves, to objects which were once part of people's daily lives. Understanding the objects' journey makes them relevant to us today and helps us to understand our own lives better, as we reflect on the similarities with others in the past. Brit's favourite objects are the fingerprints left behind on pottery vessels and tiles – they provide such an immediate connection to someone in the past – a moment that can be shared by potters today when crafting pottery items.

Brit was assisted by Dave Parkhill, Assistant Collection Manager in Archaeology. Dave's roles were many, and included moving objects from the store to conservation for their assessment, transporting objects into photography, updating the collection database, and installation of the objects in the display cases. Dave also assisted gathering information on the donation history of the objects (due diligence) and wrote labels for his favourite objects (the Roman roof tiles!).

Exhibitions are a team effort, and several other departments across the museum all work together to deliver the highly polished end product. These include curatorial, collection management, conservation, design, graphics, exhibition preparators, photography, the lifelong learning team, and media to name a few.

What else has Brit been up to? In 2012, when visited by a Curator from the British Museum, Brit saw an opportunity to perhaps solve a mystery. As an expert in Ancient Egyptian manuscripts, Dr John Taylor recognised inscriptions from the back of some papyrus fragments that had been in Queensland Museum collections for 100 years - identifying them as missing fragments from a book of the dead, with several other fragments in the British Museum, several museums in USA and a collection in Sweden! Working with a Museum Librarian, Brit located archival documentation about the previously unidentified fragments. The story of where an object came from (its provenance) is integral to its accurate identification, and museum "value". In this case, the paper trail back to 1902 revealed more of the story, to add to John's discovery. Read more:

<https://www.qm.qld.gov.au/Events+and+Exhibitions/Exhibitions/2012/03/Ancient+Egypt+the+Queensland+Museum+collection/Book+of+the+Dead#.XdMeyVczaUI>