Researchers in Schools

Whose Past is it Anyway?

Key Stage 4 Programme

Pupil Name

Coursebook Designed by **Dr. Helen Stefanopoulou**

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1	December 2, 2019	TBD	University of London
2	January 13, 2020	15:25	
3	January 20, 2020	15:25	
4	January 27, 2020	15:25	
5	February 3, 2020	15:25	
6 (Feedback)	February 24, 2020	15:25	
7 (Feedback)	March 9, 2020	15:25	

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1		
Tutorial 2		
Tutorial 3		
Tutorial 4		
Tutorial 5		

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after midnight on 3rd of March	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

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Course Rationale

Archaeologists study human history and the past through material culture such as artifacts and physical remains. Their practice most often includes the excavation of sites, the collection of objects unearthed from the ground and their analysis in laboratories, in an effort to find evidence about when they were made and how they were used.

In recent years, archaeologists have started to work with researchers from various disciplines such as sociologists, anthropologists and geographers in order to understand how modern people in society interact with and interpret ancient and historical materials and sites. They use a range of methodological practices to create an interdisciplinary framework of study to examine the connection between the past and present society.

The past is therefore a concept and a tangible entity that is not frozen in time; it continues to remain active and affect people's lives in the present. This course explores the ways in which we view the past today, the issues that arise with the protection of ancient and historical materials, monuments and sites, and the diverse forms the public is participating in the process of knowledge production about the past. There are many different ways in which the public can be involved in the study of the past, and community archaeology is one of the developing ways in which they do so.

Join me as we travel to different places in the world and we discover historical and archaeological sites, which play an important role in the lives of the people that live near them and experience them on a daily basis!

Uni Pathways Mark Scheme 2019 – Essay-based assignments

	Skills	1st (70-100)	2:1 (60-69)	2:2 (50-59)	3rd (40-49)	Mark /100
Subject knowledge	Knowledge and understanding	o All content included and materials used are relevant to the general topic and to the specific question/title o Good understanding of all the relevant topics. o Technical terms are defined and used accurately throughout o Clear justification of how the material and content included is related to the specific issues that are the focus of the assignment	o Most of the materials used and content included are relevant to the general topic and to the specific question/title o Good understanding of most the relevant topics o Technical terms are mostly defined and used accurately o Adequate justification of how the material used and content included are related to the specific issues that are the focus of the essay	o Some of the materials used and content included are relevant to the general topic and to the specific question/title o Good understanding on some of the relevant topics but occasional confusion on others o Technical terms are sometimes used and defined accurately o Some justification of how the material used and content included are related to the specific issues that are the focus of the essay	o The content included and materials used are not applied to the question/title in a relevant manner o There is confusion in how understanding of the topics is expressed	
Critical thinking	Research and evidence	o Includes rich sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas o Uses evidence/calculations to support claims/assertions/ideas, consistently clearly and convincingly o Evidence of further reading beyond materials provided which were used in an appropriate context	o Includes adequate sources of research findings, data, quotations or other sourced material as evidence for the claims/ideas o Uses evidence/calculations to support claims/assertions/ideas, mostly clearly and convincingly o Evidence of further reading beyond materials provided	o Includes some sources of research findings, data, quotations or other sourced material as evidence for the claims/ ideas o Uses evidence/calculations to support claims/assertions/ideas, at times clearly and convincingly o Limited evidence of further reading beyond materials provided	o Inclusion sources and materials is very limited and mostly not attributed o Applicable sources are rarely used to support ideas	
	Developing an argument	o A point of view or position in relation to the title or question is consistently clear. The position is developed effectively and consistently throughout the essay o Argument is exceptionally well-developed and well-justified o Makes links effectively between subjects that have not previously been associated o Uses concepts from the tutorials in an unfamiliar context and does so accurately and confidently. o Content is analysed effectively to support the argument	o A point of view or position in relation to the title or question is adequately clear. The position is well-developed in most of the essay o Argument is clear and well-developed, and position is justified o Some evidence of linking subjects that have not previously been associated o Uses some concepts from the tutorials in an unfamiliar context, but not always accurately o Analyses content to support the argument	o A point of view or position in relation to the title or question is somewhat clear. The position is well-developed in parts of the essay o Argument is clear but not well-developed o Limited evidence of linking subjects that have not previously been associated o Limited use of concepts from the tutorials in other contexts o Uses some analysis of content to support the argument	o There is not a clear point of view or position taken and sometimes the argument is not clearly established	

	Critical evaluation	○ Moves beyond description to an assessment of the value or significance of what is described ○ Evaluative points are consistently explicit/systematic/reasoned/justified ○ Effectively critiques the reliability of sources provided	○ Mostly description but some assessment of the value or significance of what is described ○ Evaluative points are mostly explicit/systematic/reasoned/justified ○ Some evidence of critiques on the reliability of sources provided	○ Describes with minimal assessment of the value or significance of what is described ○ Evaluative points are at times explicit/systematic/reasoned/justified ○ Limited evidence of critiques on the reliability of sources provided	○ The work is descriptive in nature and there is a lack of critical engagement in the value of sources	
Written communication	Structure and presentation	○ Ideas are presented in paragraphs and arranged in a logical structure that is appropriate for the assignment ○ The introduction clearly outlines how the essay/report will deal with the issues ○ The conclusion summarises all the main points clearly and concisely ○ All sources are referenced correctly in an agreed format	○ Ideas are presented in paragraphs and arranged in a structure that is mostly appropriate for the assignment ○ The introduction adequately describes how the essay/report will deal with the issues ○ The conclusion summarises most of the main points clearly ○ Most sources are referenced correctly in an agreed format	○ Ideas are presented in paragraphs and arranged in a structure ○ The introduction mentions how the essay/report will deal with the issues ○ The conclusion summarises some of the main points clearly ○ Some sources are referenced correctly in the agreed format with occasional errors	○ Ideas are presented in paragraphs but there is a lack of structure in how the work is presented ○ The work lacks an introduction that establishes the scope of the question ○ The work lacks a conclusion that summarise the main points raised ○ Work is not referenced accurately	
	Language and style	○ No spelling, grammar or punctuation errors ○ Writing style consistently clear, tone appropriate and easy to follow ○ Accurate and consistent use of technical language and vocabulary	○ Minimal spelling, grammar or punctuation errors ○ Writing style mostly clear, tone appropriate and easy to follow ○ Some attempts of using technical language and vocab alary, but not always accurate	○ Some spelling, grammar or punctuation errors ○ Writing style moderately clear, tone appropriate and easy to follow ○ Use of simple language and vocabulary effectively but struggles to use technical language	○ There are a significant number of spelling, grammar and punctuation errors ○ Use of simple language and vocabulary effectively but a lack of technical language	
Overall Mark (average of the 6 marks from the criteria above)						

Baseline Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	Brentford School for Girls
Name of RIS teacher	Dr. Helen Stefanopoulou
Title of Assignment	What was the Greenham Common Peace Camp and why is it important today?

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Knowledge and Understanding		Research and Evidence	
	mark		*mark*
Developing an Argument		**Critical Evaluation**	
	mark		*mark*
Structure and Presentation		**Language and Style**	
	mark		*mark*

Final Assignment (essay based): Pupil Feedback Report

Name of Pupil	
Name of School	Brentford School for Girls
Name of RIS teacher	Dr. Helen Stefanopoulou
Title of Assignment	Community Archaeology at Kruger National Park

How your assignment is graded:

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-level
2:1	60-69	Performing to a good standard at A-level
2:2	50-59	Performing to an excellent standard at GCSE
3rd	40-49	Performing to a good standard at GCSE
Working towards a pass	0-39	Performing below a good standard at GCSE
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Marks

OVERALL MARK / 100		FINAL MARK / 100 (including any deductions)	
DEDUCTED MARKS		FINAL GRADE	

If marks have been deducted (e.g. late submission, plagiarism) the teacher should give an explanation in this section:

Mark Breakdown and Feedback

Knowledge and Understanding		Research and Evidence	
	mark		*mark*
Developing an Argument		**Critical Evaluation**	
	mark		*mark*
Structure and Presentation		**Language and Style**	
	mark		*mark*

Subject Vocabulary

Word	Definition
Archaeological Ethnography	A set of methods and activities (such as interviews, archival research, site tours, school programmes, exhibitions, blogs and performances) in order to study the significance of historical places to modern communities and to further enhance participation in community archaeology projects
Bottom-up projects	Small-scale projects by community initiatives and organisations or funded by NGOs (non-governmental organisations)
Community Archaeology	A collaborative archaeological project involving the scientific community (i.e. archaeologists, geographers) and local communities
Contested Landscapes	Lanscapes or spaces which have been the centre of contestation between individuals or groups of people.
English Heritage	A charity that manages and restores over 400 historic monuments, sites and buildings throughout England, varying from prehistoric sites to historical country houses and Roman settlements
Enquiry Question	A question relating to a theory or case study, giving fieldwork a clear focus in order to test key question(s)
Gentrification	A process by which middle-higher income people move to, renovate, and restore housing and buisnesses in neighbourhoods occupied by lower income families, gradually forcing the latter to move to other areas due to the rise of real estate prices
Heritage Management	The management, protection and promotion of historical and archaeological heritage for the benefit of the public.
Indigenous Archaeology	A collaborative archaeological project involving the scientific community and indigenous communities
Participant Observation	A method of data collection which is used in various disciplines (such as anthropology, human geography, sociology) allowing researchers to become familiar and gain access to a group of individuals or community over an extended period of time
Place	Place is a location with meanings and significations to individuals in ways that are personal/subjective. Places can further hold particular meanings at a social and cultural level shared by different groups of people

Place-making	The development of an environment that faciliates social activities and interactions between members of a community and improves the neighbourhood's quality of life
Primary Data	First-hand evidence collected by researchers themselves
Qualitative Research	A research method which focuses on the collection, analysis and interpertation of data from observing and studying groups of people for the purpose of gaining an understanding, finding meanings, concepts, values and perpectives through descripitions
Quantitative Research	A research method which involves quantifying data (into numbers) and allowing researchers to make generalised deductions about study objectives
Repatriation	The process of returning an item of symbolic value or a person to its owner or place of origin, voluntarily or by force
Secondary Data	Evidence collected by another researcher and potentially used for our own research, with appropriate referencing
Sense of Place	The connection people create with a place through their personal experiences and knowledge of the space
Top-down projects	Large-scale projects usually funded and managed by local authorities or governments
Urbanisation	The increase in the number of people living in cities and towns compared to rural areas

Tutorial 1 – What is Community Archaeology?

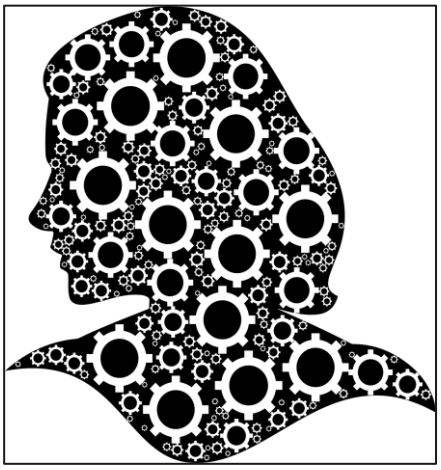
Fig. 1: The Thames Discovery Programme (2013)

What is the Purpose of Tutorial 1?

- Identify what community archaeology means.
- Explain the importance of community archaeology as a practice.
- Understand what "context" means and to demonstrate its significance.

Activity 1- What does it mean to be an archaeologist today?

Think about what kind of thoughts an archaeologist might have in order to show what they might be considering in terms of their research. What key skills might an archaeologist need? Write these in the boxes provided.

Thoughts		Key Skills
		

Activity 2: Finding a definition

The problems with defining the term 'community archaeology', and therefore its lack of formal definition, should not be seen as simply an academic hang-up. A hazy definition is an integral part of community archaeology's very nature and this enables a plethora of approaches and activities to fall under its banner. Community archaeology projects might include (but not solely) restoration, field-walking, standing building surveys, oral history projects, school-based programmes, finds-training, archive research, and excavation (Liddle, 1989; Jameson, 2004; Oswald, 2007).

Community archaeology can involve the investigation of all periods of the past from earliest prehistory to the twenty-first century with equal effectiveness. Moreover, community archaeology projects can operate in varied environments in urban and rural settings, may involve different age, gender, socio-economic, and ethnic groups, and may incorporate areas with different cultural and socio-economic histories and environments. What constitutes a community archaeology project also varies according to who is involved. It might be a term applied to projects designed primarily for research, for student training, or in developer-funding contexts that have 'outreach' elements. At the other end of a spectrum it can be taken to mean projects designed by and for the community with little or no professional involvement and guidance. These include projects run by local historical and archaeological societies, like the community archaeological excavation in Hendon run by Hendon and District Archaeological Society members (Moshenska, 2007a). In between these extremes are a range of contexts involving a variety of relationships between archaeologists and communities, including projects facilitated by archaeological societies, museums, universities, and field units.

Adapted from: Simpson, F. & Williams, H. 2008. "Evaluating Community Archaeology in the UK", *Public Archaeology*, 7:2, 69-90.

Guiding Questions:

- Who can be a part of a community archaeology projects?
- What type of projects can community archaeology involve?
- In what kind of environments/settings do projects take place?
- What time periods do community archaeology projects involve?

Activity 3: Tools of the Trade

Researchers use a variety of methods and skills in their fieldwork investigations and studies, which can be applied and modified accordingly for different projects. These tools can be utilised in a number of fields within the humanities and social sciences such as anthropology, archaeology, history, human geography, political science, psychology and sociology.

A research plan is composed of an enquiry process that involves (but is not limited to) six stages.

1) **Developing** an enquiry question or a hypothesis, which is related to a theory and can be examined and tested through fieldwork.

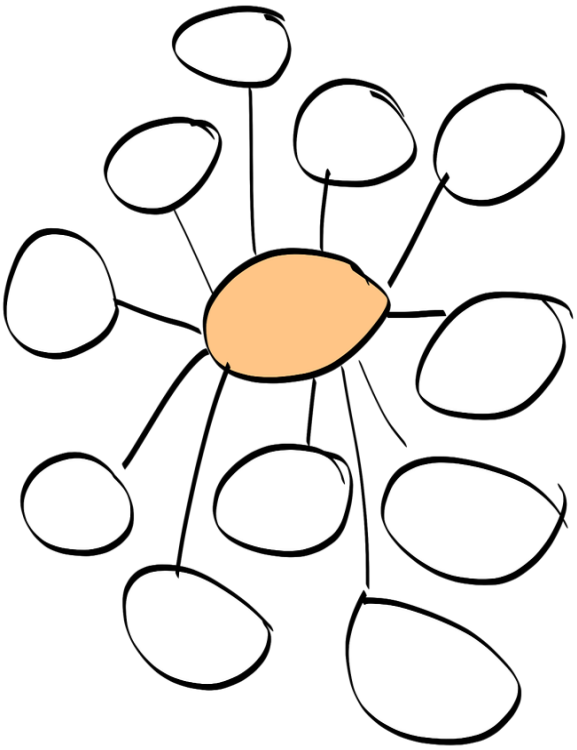
2) **Using** a range of techniques and methods to test the enquiry question. Key methods include collecting data (quantitative) and making observations (qualitative).

3) **Processing** collected data and presenting it in an effective and structured manner.

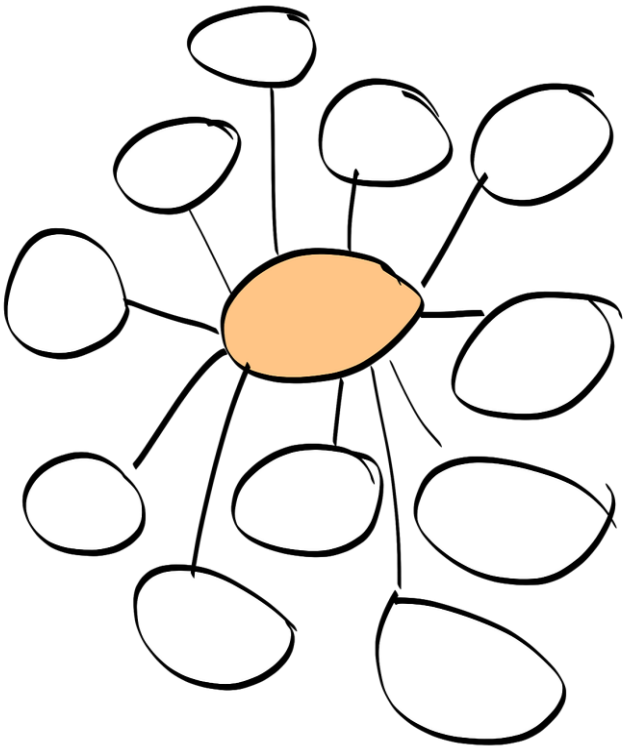
4) **Analysing** and explaining what the data presented demonstrates, linking back to the enquiry question.

5) **Evaluating** your data and methods, discussing what worked well and what the limitations of your data collection might have been.

Quantitative Methods



Qualitative Methods



Activity 4: Case Study- The Greenham Common Peace Camp (Baseline Assignment)

Greenham Common Women's Peace Camp

1981 - 2000

LINKS: Commemorative and Historic Site Non - Violent Women - v - The Crown Prerogative

On the 5th September 1981, the Welsh group "Women for Life on Earth" arrived on Greenham Common, Berkshire, England. They marched from Cardiff with the intention of challenging, by debate, the decision to site 96 Cruise nuclear missiles there. On arrival they delivered a letter to the Base Commander which among other things stated 'We fear for the future of all our children and for the future of the living world which is the basis of all life'.

When their request for a debate was ignored they set up a Peace Camp just outside the fence surrounding RAF Greenham Common Airbase. They took the authorities by surprise and set the tone for a most audacious and lengthy protest that lasted 19years. Within 6 months the camp became known as the Women's Peace Camp and gained recognition both nationally and internationally by drawing attention to the base with well publicised imaginitive gatherings.This unique initiative threw a spotlight on 'Cruise' making it a national and international political issue throughout the 80s and early 90s.

The presence of women living outside an operational nuclear base 24 hours a day, brought a new perspective to the peace movement - giving it leadership and a continuous focus. At a time when the USA and the USSR were competing for nuclear superiority in Europe, the Women's Peace Camp on Greenham Common was seen as an edifying influence. The commitment to non-violence and non-alignment gave the protest an authority that was difficult to dismiss – journalists from almost every corner of the globe found their way to the camp and reported on the happenings and events taking place there.

Living conditions were primitive. Living outside in all kinds of weather especially in the winter and rainy seasons was testing. Without electricity, telephone, running water etc, frequent evictions and vigilante attacks, life was difficult. In spite of the conditions women, from many parts of the UK and abroad, came to spend time at the camp to be part of the resistance to nuclear weapons. It was a case of giving up comfort for commitment.

The protest, committed to disrupting the exercises of the USAF, was highly effective. Nuclear convoys leaving the base to practice nuclear war, were blockaded, tracked to their practice area and disrupted.Taking non-violent direct action meant that women were arrested, taken to court and sent to prison.

The conduct and integrity of the protest mounted by the Women's Peace Camp was instrumental in the decision to remove the Cruise Missiles from Greenham Common. Under the Intermediate Nuclear Forces (INF) Treaty, the missiles were flown back to the USA along with the USAF personnel in 91/92. The Treaty signed by the USA and the USSR in 1987, is in accord with the stated position held by women, in defence of their actions on arrest, when it states :

"Conscious that nuclear weapons would have devastating consequences for all mankind"

A number of initiatives were made by women in Court testing the legality of nuclear weapons. Also, challenges to the conduct and stewardship of the Ministry of Defence as landlords of Greenham Common. In 1992 Lord Taylor, Lord Chief Justice, delivering the Richard Dimbleby

Lecture for the BBC, referring to the Bylaws case (won by Greenham women in the House of Lords in 1990) said '...it would be difficult to suggest a group whose cause and lifestyle were less likely to excite the sympathies and approval of five elderly judges. Yet it was five Law Lords who allowed the Appeal and held that the Minister had exceeded his powers in framing the byelaws so as to prevent access to common land'.

The Camp was brought to a close in 2000 to make way for the Commemorative and Historic Site on the land that housed the original Women's Peace Camp at Yellow Gate Greenham Common between the years 1981 – 2000.
Sarah Hipperson

Baseline Assignment title:

What was the Greenham Common Peace Camp and why is it important today?

Baseline Assignment instructions:

Use the What-Why-Who model to achieve the following:

- Identify what the space is- give a short historical background of the Greenham Common Peace Camp.
- Why was the Peace Camp important? Who was it important to?

Baseline Assignment success criteria:

1. **Knowledge and Understanding**

Include content that is relevant to the topic and the specific assignment question.

Remember to include key words from the glossary and to demonstrate that you understand them by explaining what they mean and relating them to the topic of discussion.

2. **Developing an Argument**

Use the PEEL structure to help provide reasons and evidence to back up the points you make:

- Point-Make the key point clear
- Evidence- Demonstrate the evidence for the point
- Explanation-Explain why your point is relevant and important
- Link-Connect back to the main topic of discussion

3. **Critical Evaluation**

Make sure you critically think about the evidence you have been provided, explaining its value and significance.

Remember not to be descriptive and to make clear and easy to follow arguments related to the question.

4. **Structure and Presentation**

Organise your ideas in paragraphs with a logical structure.
Include an introduction that clearly outlines what the assignment will contain.
Include a conclusion that summarises all the key points clearly.
Make sure you have referenced your sources correctly both in-text and for any images/figures you may use.

5. **Language and Style**

Make sure your spelling, grammar and punctuation are accurate.

Tutorial 2 – Community Archaeology in Urban Environments

Figure 2: Relaxing at Plato's Academy, Athens

What is the Purpose of Tutorial 2?

- Identify the importance of sense of place and placemaking
- Understand the social, political, environmental and economic issues affecting archaeological sites and communities in urban environments
- Understand the positive and negative impacts of rapid development

Starter: Think, Pair, Share

What do you think the terms "sense of place" and "placemaking" mean?
Think of specific examples to support your answers. Use the glossary to guide you.

_____

_____

_____

_____

_____

Case Study- Plato's Academy, Athens

Figures 3-5: Life at Plato's Academy (2014-2017)

"I remember that this area was not a park at all. There used to be houses within the space, ancient stones and graves along with a very large statue, which we played with [when we were kids]. There was a particular grave with engravings all around; we would jump from one grave to the next. It was out in the open- I mean, completely! We used to lie on top of it […] I don't know what happened to these antiquities since then. […] Currently, we're trying to find ways to support the stray dogs in the neighbourhood, to create a shelter that would provide them with a place to eat and sleep, especially in the winter. […] I have noticed that people become more social [at the park] because they come out with their dogs. They have become more sensitive, they adopt a dog, groups of friends are formed and inevitably, we all bring them out to the park—we'll talk, we'll hang out, we'll exchange opinions. **(Alexandros, personal communication, 2017)**

<u>Guiding Questions:</u>

- How do Alexandros feel about the archaeological park of Plato's Academy?
- What experiences have contributed to the creation of a sense of place?
- **Challenge**: Why is place-making important?

Activity 2-Identify the key social, environmental and economic impacts in the text below.

"My very first visit in 2012 made me realise how extensive the park was—approximately 150 acres—but also its anarchic configuration within the neighbourhood. Driving toward the Academy through the Metaxourgeio district, it was easily discernible that the neighbourhoods in this part of Athens were composed primarily of working-class households. The worn-out signs indicating the location of the archaeological site were difficult to follow amongst the narrow streets and densely built neighbourhoods. The plethora of derelict, abandoned buildings and closed businesses revealed fragments of the neighbourhood's history, its socioeconomic status, as well as the effects of the crisis. Turning off my GPS system, I decided to drive along Platonos Street, trusting that the name would lead me to what I was looking for. After all, the metro only came as far as the Metaxourgeio, Sepolia and Elaionas neighbourhoods, in close proximity to and surrounding the areas of Plato's Academy and Kolonos, but not close enough for visitors to have better access. The park was scheduled to be added to the works of the UAAS Programme in 1997 (Goumopoulou et al. 2009: 3; Petras 2013) but the failure of its inclusion has been associated—amongst others—with the lack of efficient public transportation to the area from the city centre and beyond…

2008 was the year when the increasing real estate interest and fast-track models of financial development lead private stakeholders to the Academy area, and more specifically on the industrial site of the historical Mouzakis textile complex located on the northern border of the archaeological park. Their intention to create a colossal shopping mall in close proximity to the park extending over an area of 55,000m^2 was given the green light by the government through a series of ministerial decrees. State services saw to altering and tailoring existing Urban Design Plans accordingly, as well as expropriating and demolishing listed industrial structures through accelerated Ministerial Decisions so as to accommodate the investing entities. The plan was further incorporated into the Municipality's business and development programme "Re-Launching Athens", aiming to "revitilise the city economically, socially and aesthetically" by 2020 (ReLaunching Athens 2015: 3).

Despite the consecutive regulatory modifications and programmes advancing the construction of the mall, the Residential Committee was once again successful in preventing further development in 2013 and 2014 through their appeals to the Council of State. They further had the support of leftist MPs who strongly objected to the plan, claiming that the state was exploiting the cultural and environmental character of the area through capitalist plans and policies. However, it was the leftist party SYRIZA which was voted into government in 2015 that proceeded in passing a Presidential Decree through the Ministry of Environment and Energy to alter the designated height of constructed buildings in the area so as to provide the plan the green light once again. The proposal was also approved by the Central Archaeological Council, leading to the decision of the Government Economic Policy Council to proceed with the construction of the private, multinational investors.

The mall is proposed to be named *Academy Gardens.*"

Adapted from: Stefanopoulou, E. (2019) Archaeology and Residential Activism: Reclaiming Philopappou Hill and Plato's Academy, Athens. *University of Southampton, Doctoral Thesis.*

Activity 3- What is the impact of rapid development?

Fill in the table with the positive and negative social, environmental and economic impacts of rapid development.

	Positive Impacts	Negative Impacts
Social		
Environmental		
Economic		

Homework title: All Eyes on Brentford

Think of the recent development changes that have been occurring in Brentford.

Do you feel that these will contribute positively or negatively to the area?

Homework instructions:

It might be useful to think of a particular building, structure or space that is currently developing. Identify what this is, write some information about what you know about it and discuss whether you feel it will be a positive or a negative attribute to the neighbourhood or general area.

Write two paragraphs for this assignment. The first one should identify and describe your focus of interest. The second should explore whether this space/structure will contribute negatively or positively to the area.

You can include pictures/drawings or quotes from other people to accompany your space of interest and to compliment your argument.

Homework success criteria:

1. **Knowledge and Understanding**

Include content that is relevant to the topic and the specific assignment question.

Remember to include key words from the glossary and to demonstrate that you understand them by explaining what they mean and relating them to the topic of discussion.

2. **Developing an Argument**

Use the PEEL structure to help provide reasons and evidence to back up the points you make:

- Point-Make the key point clear
- Evidence- Demonstrate the evidence for the point
- Explanation-Explain why your point is relevant and important
- Link-Connect back to the main topic of discussion

3. **Critical Evaluation**

Make sure you critically think about the evidence you have been provided, explaining its value and significance.

Remember not to be descriptive and to make clear and easy to follow arguments related to the question.

4. **Structure and Presentation**

Organise your ideas in paragraphs with a logical structure.
Include an introduction that clearly outlines what the assignment will contain.
Include a conclusion that summarises all the key points clearly.
Make sure you have referenced your sources correctly both in-text and for any images/figures you may use.

5. **Language and Style**

Make sure your spelling, grammar and punctuation are accurate.

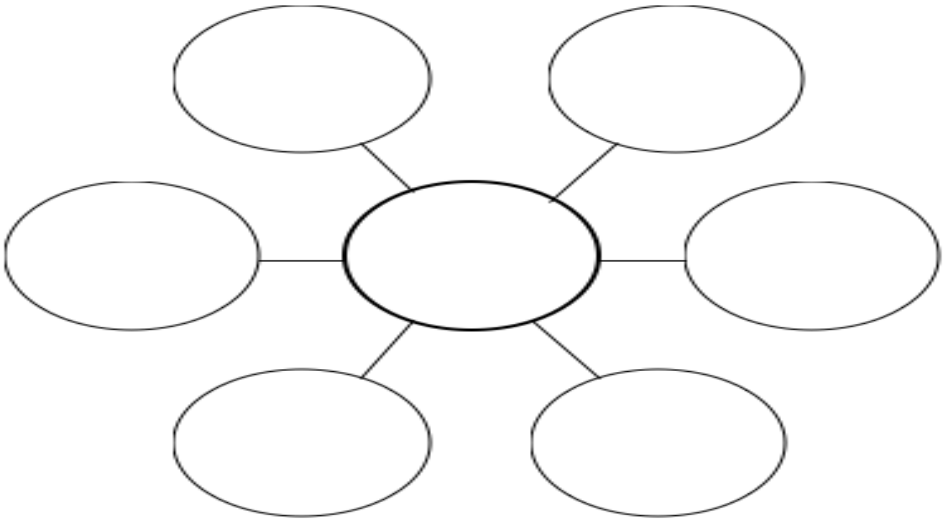
Tutorial 3 – Community Archaeology in Rural Environments

Figure 6: Druids celebrating at Stonehenge

What is the Purpose of Tutorial 3?

- Understand the importance of archaeological and historical sites in rural communities in sustaining tourism
- Identify the significance of these spaces in the communities' local identity
- Understand the importance of context

Starter: Who are the druids and what is their intention? What ritual are they performing and how do they feel about Stonehenge? When did this take place? Use the concept map to record your ideas.



Activity 1: Case Study: Avebury World Heritage site, Wiltshire (United Kingdom)

Avebury stone circle or 'henge' lies at the centre of half the Stonehenge, Avebury, and Associated Sites inscribed as World Heritage. It is the sister-site to the perhaps more widely recognizable monument: Stonehenge. These monuments were inscribed together with their interrelated monuments and wider landscapes due to their common historical narrative. However, **Stonehenge is set in the middle of an immediate landscape inhabited only by sheep, whereas Avebury henge is surrounded by the village of Avebury,** with homes and roads actually criss-crossing the stone circle. This proximity to a residential area creates a very particular set of management issues, and taking into account the needs of the local community is essential to the sustainable management of the site.

At Avebury challenges stemmed from the tensions between the residents and the numbers people visiting the site. These included **camping and illegal parking from visitors, particularly during pagan festivals, which incited tension between residents and visitors. There are peaks at particular times of year from certain special interest groups; a problem that was not specifically addressed by the community until 2006.**

What did they do?

A feeling of **'disconnect' between residents and the World Heritage site and a lack of ownership was identified as a key issue** at Avebury by the World Heritage site coordinator. There was also some lack of understanding between different groups who valued the Site for a number of different reasons. **The Residents' Pack project set out to address this issue**. This marked the start of a two-year effort to collect stories from residents and visitors that focused on the various values Avebury was associated with.

Strategic priorities

- Engage the local community; replace any view of the World Heritage site as constraint or as excluding local residents with an understanding of the opportunity and inclusivity it represents.
- Identify and demonstrate to residents the broad spectrum of values to be found at Avebury.
- Develop a feeling of pride and 'stewardship' amongst residents.
- Use the values identified to develop a more appropriate visitor strategy.

What worked?

The Residents' Pack was a limited edition, available only to residents of Avebury, and designed to celebrate the World Heritage site as a unique and special place to live. It included compiled pieces of writing from a range of people, including archaeologists, residents, farmers, and pagans, expressing their personal and professional views of the World Heritage site. **The Pack also indicated ways in which residents could be more involved in the day-to-day running of the site, primarily through voluntary duties such as tracking traffic and guiding visitor parking**.

By presenting both visitors' and residents' impressions side by side, the Residents' Pack gave equal weighting to everyone in an effort to facilitate understanding and tolerance in both this matter and other areas of the site.

What was tough?

During the joint inscription process of Stonehenge and Avebury to the World Heritage List in 1986, **there was minimal local stakeholder or community involvement, leaving a feeling among some that World Heritage status was being imposed upon Avebury, rather than chosen**. The sheer diversity amongst stakeholders (e.g. residents; visitors; landowners and farmers; pagans; archaeologists) also made it difficult to define any shared vision.

What are the results?

The publication of *Values and Voices* includes contributions from a range of people. **All the voices are heard side-by-side, with no bias given to any particular narrative**. This has helped instill an increased feeling of ownership of the site, and the notion that everyone's values have been given equal weight. **This publication – while not relieving all tensions – has made residents more willing to accommodate pagan interests in Avebury**.

What lessons can others take from this?

The most important message to be taken from Avebury is how important it is to facilitate communication between different stakeholders. When interests in a site are as diverse as those at Avebury, it is vital to create a level of understanding between different interest groups to avoid feelings of alienation or disregard in favour of others. Through this type of communication, it is far more likely people will work together in order to uphold these values.

It is also necessary to recognize the criteria of a site that leads to its inscription may not be felt widely amongst the local community. For this reason, **it is even more important to engage with people**, find out what they value most about the site, and what they find to be the positives and negatives of inscription. Management must be guided by the needs and values of the local community; otherwise, no management strategy will be sustainable or lead to a sense of guardianship amongst its stakeholders.

Adapted from: UNESCO, World Heritage Convention, 2019. "Guide 4 – Case Study: Avebury World Heritage Site, Wiltshire (United Kingdom): UNESCO Sustainable Tourism Toolkit." Available at: whc.unesco.org/sustainabletourismtoolkit/node/67.

Guiding Questions:

- Why is Avebury considered important in sustaining tourism in Wiltshire?
- How has the archaeological site contributed to the formation of local identity?
- **Challenge:** What are the main differences between the rural location of Avebury and the urban context of Plato's Academy?

Activity 2:

In groups, create a pros and cons list of reasons why communities should be involved in heritage management plans or if archaeological services should solely be responsible for the protection and promotion of archaeological/historical spaces.

Choose three arguments for either side and present them to the class.

	Pros	**Cons**
Communities		
Archeologists		

Homework title: Whose past is it anyway?
Homework instructions: Consider the case study of Avebury and the heritage management plan put in place by English Heritage and other sponsors. Write a short newspaper article, blog post or diary entry from the perspective of a resident or a visitor (i.e. a druid) describing your feelings about the plan. Your work should be between three-four paragraphs. Consider the following: 1) How effective was the plan in establishing a connection between all stakeholders involved? 2) What are your main concerns about the future of the plan? 3) To what extent can different stakeholders collectively and equally participate in the management of a World Heritage site?

Homework success criteria:

1. **Knowledge and Understanding**

Include content that is relevant to the topic and the specific assignment question.

Remember to include key words from the glossary and to demonstrate that you understand them by explaining what they mean and relating them to the topic of discussion.

2. **Developing an Argument**

Use the PEEL structure to help provide reasons and evidence to back up the points you make:

- Point-Make the key point clear
- Evidence- Demonstrate the evidence for the point
- Explanation-Explain why your point is relevant and important
- Link-Connect back to the main topic of discussion

3. **Critical Evaluation**

Make sure you critically think about the evidence you have been provided, explaining its value and significance.

Remember not to be descriptive and to make clear and easy to follow arguments related to the question.

4. **Structure and Presentation**

Organise your ideas in paragraphs with a logical structure.
Include an introduction that clearly outlines what the assignment will contain.
Include a conclusion that summarises all the key points clearly.
Make sure you have referenced your sources correctly both in-text and for any images/figures you may use.

5. **Language and Style**

Make sure your spelling, grammar and punctuation are accurate.

Tutorial 4 – Who Does the Past Belong to?

Figure 7: Petroglyphs at Amistad National Recreation Area (National Park Service 2018)

What is the Purpose of Tutorial 4?

- Identify ethical issues concerning the politics of the past in the present
- Understand the significance of Indigenous Archaeology
- Link practices of Indigenous and Community Archaeology

In the past, archaeologists believed that they had the authority over archaeological sites that were discovered and excavated, since the people that inhabited in these spaces were no longer around. They felt that they had a responsibility to unearth important ancient artifacts and present them to the world through museums and exhibitions, perceiving their importance as "universal"—belonging to the world. However, this type of archaeology was particularly harmful to indigenous communities that lived on or near these ancient spaces, which were often descendant communities of the people that lived there in antiquity. Archaeological practice was thus considered an exploitative one, which often did not recognise the rights of indigenous communities over material culture and archaeological sites for a very long time.

Activity 1: Indigenous Australian Visual Arts Protocols

The Australian Council for the Arts has created a set of protocols for users to consider when working with Indigenous art:

Amongst others, these include:

1) **Respect**: People working in the visual arts are encouraged to respect that:

    - Indigenous Australians, the Aboriginal and Torres Strait Islander people, are the original inhabitants of Australia
    - Acknowledgment should be given to the Indigenous groups where projects are located.
    - The rights of Indigenous people to own and control their culture should be respected.
    - The cultural significance of indigenous visual arts should be respected.
    - Indigenous worldviews, lifestyles and customary laws should be respected in contemporary artistic and cultural life.
    - Indigenous cultures are living cultures

2) **Indigenous Control:** Indigenous people have the right to determine how their cultural property will be used.

    - They have the right to own and control their heritage, including indigenous body painting, images, motifs, stories and other forms of cultural expression.
    - Identify and speak to relevant Indigenous people with authority for geographic locations in areas of practice by consulting with Indigenous artists and organisations.

3) **Communication, consultation and consent:** Indigenous people should be consulted on the use and representation of their heritage.

    - They should be informed about implications of consent
    - Sensitive content such as secret and sacred material or gender-based works may require special communication procedures that should be agreed at the beginning of the project.

Think, Pair, Share:

- Why has the Australian Council of the Arts created these protocols? What might have preceded the formulation of these?
- Who has ownership of the past as stated through the points provided?
- What might be the ethical issues arising from the inappropriate use of Indigenous art?

Activity 2: Case Study-Repatriation of Indigenous skeletal remains

Aboriginal remains returned by Germany to Australia

Germany is returning the remains of dozens of Aboriginal ancestors to Australia in what has been called the largest handover of its kind.

In total, the remains of 53 ancestors are being returned this month.

Skulls and bones of Aboriginal Australians were removed by researchers in the late 19th and early 20th centuries and put on show in museums around the world.

Germany has committed to returning the human remains in its collections. Australia's Minister for Communications and the Arts Mitch Fifield welcomed the repatriations, which he said "contributes to healing and reconciliation".

He said his government was committed to seeing the "unconditional return of ancestral remains held in overseas collections".

What is being returned?

The remains of 37 indigenous ancestors from the State Ethnographic Collections and five ancestors from Martin Luther University are being returned on Monday afternoon.

Representatives of the Yawuru indigenous group from Western Australia will collect seven sets of remains from the State Ethnographic Collections. The other sets will be put into the temporary care of the Australian government.

The return will mark the end of what Australia has called the "largest" repatriation of its indigenous ancestors from Germany.

The skeletal remains of an Aboriginal ancestral king were handed over last Tuesday to representatives of the Yidinji indigenous group.

Days later, eight ancestors' remains were returned to Australia by the University of Freiburg and two from the Linden-Museum. Work is underway to identify their communities of origin.

Why were the remains taken?

Australia's native Aboriginal population has occupied the country for about 50,000 years.

However, they were displaced by settlers two centuries ago and thousands were killed.

For more than 150 years, their remains were removed and sent to museums, universities and private collections in Australia and elsewhere.

Some were subjected to "race research".

Adapted by: "Aboriginal Remains Returned by Germany to Australia." *BBC News*, BBC, 15 Apr. 2019, www.bbc.co.uk/news/world-europe-47934971.

Guiding Questions

- What are three ethical issues that arise from this case study?
- Why is Indigenous Archaeology important?
- How is Indigenous and Community Archaeology similar? How are they different?

Activity 3: Your Happy Place (Think-Pair-Share)

Think of a space or a building that is of importance to you in your neighbourhood (for example a park, community centre, religious building, library, etc.)

A) Is this space important to a particular community within your neighbourhood? (For example, is it a church, youth centre, community centre, historic monument?) If so, why/how is it important?

B) What type of activities would you create in order to promote the space and invite more people to visit?

For example:

- School Field Trip (Learning Activity)
- Museum Exhibition
- Photography/Art Exhibition
- Documentary Creation/Viewing
- Guided Tour
- Theatrical Play

Homework title: My Artefact

Your community is planning on creating a small museum exhibition of personal items belonging to its members.

Think of an item in your possession that is of special importance to you. What would you choose and why? What would you like people to know about it/what is the history behind it? Can you think of any potential ethical reasons that may arise with your choice?

Homework instructions:

Your work must include at least one object that is significant to you.

You need to discuss three reasons why you feel this should be incorporated into the exhibition.

Write a small description, which will accompany your artifact in the community museum.

Be as creative as you like! You can think of imaginative ways to name your artifact, the exhibition and the ways you will present your special object(s) to the public. You can also include pictures of your artefact.

This assignment should be between three to five paragraphs (approximately one page).

Homework success criteria:

1. **Knowledge and Understanding**

Include content that is relevant to the topic and the specific assignment question.

Remember to include key words from the glossary and to demonstrate that you understand them by explaining what they mean and relating them to the topic of discussion.

2. **Developing an Argument**

Use the PEEL structure to help provide reasons and evidence to back up the points you make:

- Point-Make the key point clear
- Evidence- Demonstrate the evidence for the point
- Explanation-Explain why your point is relevant and important
- Link-Connect back to the main topic of discussion

3. **Critical Evaluation**

Make sure you critically think about the evidence you have been provided, explaining its value and significance.

Remember not to be descriptive and to make clear and easy to follow arguments related to the question.

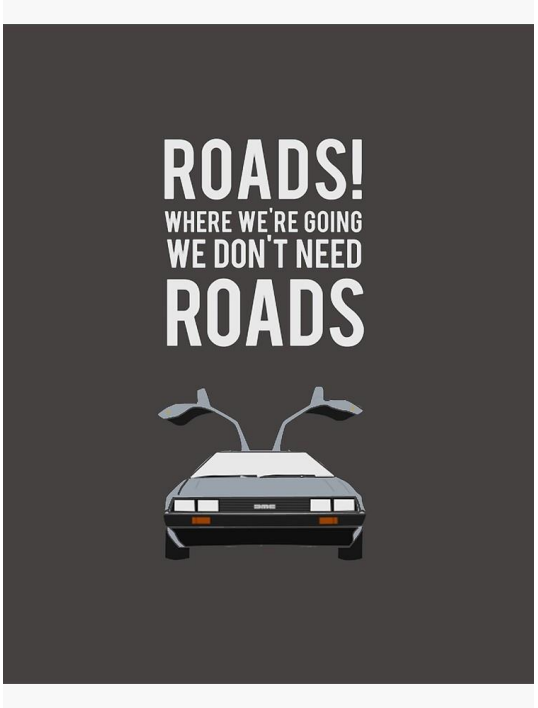
4. **Structure and Presentation**

Organise your ideas in paragraphs with a logical structure.
Include an introduction that clearly outlines what the assignment will contain.
Include a conclusion that summarises all the key points clearly.
Make sure you have referenced your sources correctly both in-text and for any images/figures you may use.

5. **Language and Style**

Make sure your spelling, grammar and punctuation are accurate.

Tutorial 5 – Back to the Future



What is the Purpose of Tutorial 5?

- To recap what we have learned so far in the course
- To prepare for the final assignment

Activity 1: Recap

1. <u>What is community archaeology and why is it important?</u>

_____

_____

_____

_____

_____

_____

2. What key methodologies can we use when we are researching historical and archaeological places?

3. What ethical issues may arise when studying the past in the present?

4. Why is context important? (Consider: political, social, economic as well as types of communities and spaces)

Activity 2- Final Assignment Case Study: Kruger National Park

Kruger National Park is a national park in South Africa and is considered one of the largest game reserves in the continent. The park is home to over 300 official archaeological sites dating as early as the Stone Age (approximately 6,000 BCE). It covers an area of over 19,000 km^2 and extends 360 km from north to south and 65 km from east to west. It is comprised of different camps and offers a number of recreational activities such as safari tours, exploration of local wildlife, country lodgings and hotels. A series of forced removals of indigenous people were conducted by the government—most notably the 1969 removal of the Makuleke people (where 1,500 were relocated 50 km to the south).

"National parks, like KNP, are intensively managed spaces and artificial wildernesses that are subject to a number of interconnected interests. Many black South Africans, long excluded from the park on racial grounds (other than as service workers or guides), have seen KNP as an exclusive enclave catering to the cultural and recreational tastes of the white and wealthy. Known for its rich biodiversity, especially its game sightings—most famously the Big Five (lion, leopard, elephant, buffalo, rhino)—KNP offers people-free landscapes with few archaeological sites to remind visitors that this was once a living landscape for Indigenous South Africans.

KNP's boundaries are dotted with hundreds of settlements and towns that have sprung up around this series of forced removals. Elderly Venda men in the Pafuri region in the northern sector of the park told me that they were evicted from the park in the 1940s, with no reason offered by the government as to why they were victimised, why their cattle were slaughtered, and why they were not allowed access to the park until after the nation's first democratic elections in 1994. Such geographies of exclusion create and segregate "pure" and "defiled" spaces and the kinds of people who naturally inhabit them. Many Venda have never returned to their previous homes nor visited the sites of their ancestors--now park property--even though these sites are proximate and, in theory, return is now possible.

With this historical and political situatedness in mind, I went out to the village of Makushane to embark on some conversations with elders in early July 2004. Makushane is home to the Malatji, a group of Pedi speakers, in the Phalaborwa area on KNP's western border. I was interested in talking to various Malatji people, since they are one of several groups who have staked a claim to the Iron Age archaeological site of Masorini within KNP. They were also the group targeted by KNP regional officials to assist in the new reconstructions being built at Masorini as both an outreach and development enterprise. As a mark of respect, and in keeping with KNP protocols, we contacted the official representatives and made arrangements to travel out to Makushane… While the Malatji articulate real connections to the people who stayed at Masorini and smelted iron in centuries past, they are not living fossils or subjects who can literally "channel" information from 800 years ago, nor should we call on them to do so. Yet archaeologists frequently make such tacit assumptions in Africa, the Middle East, and other places deemed "traditional"--reminiscent of the Levi Straussian notion of unchanging or "cold" societies.

In this context we were being positioned as collectors of ethnographic tales and traditional stories of the Malatji people, perhaps including myths, origin stories, and

information concerning their traditional lands and movements prior to their forced eviction. To the Malatji people, anthropologists had been portrayed as keen to hear such stories, as poaching these narratives, publishing them, and making them accessible and useable in important contexts such as land claims. Anthropological accounts have so often been arranged in South Africa in the service of the colonial, and later apartheid, regime in the creation of Bantustans—Indigenous "homelands" that facilitated the uprooting and re- settling of millions of black South Africans.

I chose to work in KNP for a number of compelling reasons. It is home to well over a thousand archaeological sites; thousands of people were forcefully evicted and now reside on its fringes; it mirrors colonial and apartheid oppression in its inscribed boundaries and exclusions; it constitutes a site of contest between natural and cultural heritages; and, most importantly, there is the fierce optimism I see in its struggle to remake itself in the image of the new, democratic, cosmopolitan nation. Working in and around the park's border zones, one sees complex machinations, reformulations of identity, and claims to locality, making it ever more difficult to taxonomise people, places, and traditions. These ecologies of identity and belonging often hinge upon archaeological heritage and its re-significations. South Africa continues to be unsettling, but for more compelling reasons in the present, as we confront the residual effects of the architecture of apartheid as well as our own technics for dismantling the past and forging new futures."

Adapted from: Meskell, L. 2005. "Archaeological Ethnography: Conversations around Kruger National Park. *Archaeologies* 1(1), pp. 83-102.

Final assignment title: Community Archaeology at Kruger National Park

Final assignment instructions:

Use the What-Why-How model to achieve the following:

- Identify what the space is: give a short historical background of Kruger National Park.
- Why is the park important? Who is it important to?
- How can the archaeological community work with the community of interest? In what ways can they reveal the history of the space?

Final assignment success criteria:

1. **Knowledge and Understanding:**

Include relevant content and make connections to other case studies in order to demonstrate your understanding.
Include key words from the glossary to demonstrate your understanding

2. **Research and Evidence:**

Include 7-9 research findings from a variety of sources. You can use sources that have been provided in the Appendix as well as your own from your independent research.

3. **Developing an Argument:**

Use the PEEL structure to help provide reasons and evidence to back up the points you make:

- Point-Make the key point clear
- Evidence- Demonstrate the evidence for the point
- Explanation-Explain why your point is relevant and important
- Link-Connect back to the main topic of discussion

4. **Critical Evaluation:**

In your opinion, what methods and techniques do you feel work best in this community project?

What would you further propose in order to increase community participation in the protection and promotion of the space? Think of the case studies we have studied together in this course- Plato's Academy, Stonehenge, Greenham Common Peace Camp.

How do the communities in your case study perceive the past?

How do they interpret the past?

How do they engage with it?

5. **Structure and Presentation:**

Organise your ideas in paragraphs with a logical structure.
Include an introduction that clearly outlines what the assignment will contain.
Include a conclusion that summarises all the key points clearly.
Make sure you have referenced your sources correctly both in-text and for any images/figures you may use.

6. **Language and Style**

Make sure your spelling, grammar and punctuation are accurate.

Tutorial 6 – Feedback tutorial

What is the Purpose of Tutorial 6?

- To receive feedback on your final assignment
- To respond to the feedback from your Uni Pathways teacher
- To write targets for improvement on your final assignment

Final assignment feedback from your Uni Pathways Teacher

(Remember to look at the mark scheme to help you understand what you have done well so far, and how you can do even better in your final assignment)

Here are three things that my Uni Pathways Teacher thought I did well in my draft assignment
•   •   •

Here are three things that my Uni Pathways Teacher thinks that I could do to get a higher mark in my final assignment
•   •   •

Tasks from my Uni Pathways Teacher to do during the feedback tutorial to help me improve
•   •   •
My response:

Actions I will take to improve my final assignment after this tutorial…
•   •   •

Hand in date for my final assignment:	

Tutorial 7 – Final tutorial

What is the Purpose of Tutorial 7?

- To receive feedback and a grade on your final assignment.
- To reflect on the programme including what you enjoyed and what was challenging.
- To ask any questions you may have about university.

Final assignment feedback from my Uni Pathways Teacher

Final mark:	University style grade:
Feedback: Here are three things that my Uni Pathways teacher thought I did well in my final assignment • • •	

Here are three things that my Uni Pathways teacher thinks I should remember for when I am doing this kind of study in the future
• • •

University

What questions do you still have about University after taking part in Uni Pathways?
•   •   •

Reflecting on Uni Pathways

What did you most enjoy about Uni Pathways?
•   •   •

What did you find challenging about the programme?	How did you overcome these challenges?
• • •	• • •

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

1. **A marker in your assignment**: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].
2. **Bibliography**: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

    a. **Websites** – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

    E.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

    b. **Books** – Author, date published, title of book (in italics), pages where the information came from.

    E.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

    c. **Articles** – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.

    E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', Guardian, 10 July 2014.

Appendix 1 – Useful Websites

Australian Council of the Arts: https://www.australiacouncil.gov.au/workspace/uploads/files/visual-protocols-for-indigenou-5b4bfce4b0333.pdf

Australians for Native Title and Reconciliation: https://www.antar.org.au/

Australian Government, Department of Communications and the Arts: Indigenous Repatriation- https://www.arts.gov.au/what-we-do/cultural-heritage/indigenous-repatriation

Community Archaeology Bursaries Project: https://new.archaeologyuk.org/community-archaeology-bursaries-project

Friends of the Earth: Why saving Stonehenge is an environmental issue: https://friendsoftheearth.uk/climate-change/why-saving-stonehenge-environmental-issue

Geograph: Photograph Every Grid Square- https://www.geograph.org.uk/

Greenham Common Women's Peace Camp- http://www.greenhamwpc.org.uk/

Kruger National Park- http://www.krugerpark.co.za/

National Park Service (USA), Indigenous Landscapes- https://www.nps.gov/articles/visit-indigenous-landscapes.htm

Thames Discovery Programme- http://www.thamesdiscovery.org/

Notes

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Notes

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