

# Spies in the Sand

## Archaeology and Espionage in the Middle East during the First World War

### Lesson One; How well did Flinders Petrie prepare his "pups" as potential spies?

**Learning objective;** To gauge the effectiveness of an historic figure in preparing those he trained against success criteria for particular roles.

#### Learning outcomes

Pupils will have;

- Taken part in discussion about the possible attributes desirable in spies and archaeologists
- Taken part in discussion about whether Flinders Petrie was a good archaeologist according to his own criteria by studying aspects of his biography between 1853 and 1913
- Determined how effectively Petrie prepared his " pups" to become both archaeologists and potential spies

Taken part in discussion about which of Petries "pups" (or fellow British archaeologists) might make the most effective archaeologists and/or potential spies

## **Starter or Initial Stimulus Activity.**

Play the James Bond theme from the following link. Invite pairs to jot down or draw what they think about when they hear this music.

<https://www.youtube.com/watch?v=ye8KvYKn9-0>

Display slide three of the PowerPoint. Lead discussion taking suggestions from pairs about what kind of person might make a good spy e.g. ability to speak languages, adaptability etc and whether James Bond is a realistic model spy.

Show one or more of the following short videos which summarise the careers and experience of three intelligence officers of the modern Secret Intelligence Service.

<https://www.sis.gov.uk/operational-officers.html>

Give out copies of the outline of the human head from slide four of the PowerPoint.

Ask pairs to jot down any attributes they think would make an individual a good spy today while watching the clip or clips. Lead discussion, taking suggestions from pairs and write up an agreed class list of attributes for a good spy.

Play the Indiana Jones theme from the following link. Ask pairs to jot down or draw what they think about on listening to the music. .

<https://www.youtube.com/watch?v=ntXJJwEk1NA>

Then show slide five of the PowerPoint. Lead discussion about whether Indiana Jones might be a realistic role model for an archaeologist.

Give out copies of the outline of a human head on slide six of the PowerPoint. Ask pairs to write down attributes that they think might make someone a good archaeologist. Lead discussion comparing these to the attributes on slide seven of the PowerPoint.

## Main Learning Activity One

Display slide eight of the PowerPoint which shows the preserved head of Sir Flinders Petrie, an important archaeologist and egyptologist who lived between 1853 and 1942. Without revealing the identity of the head lead discussion about who it might be and the possible circumstances of its preservation. Only then reveal the head's identity and explain that Petrie died in Jerusalem and asked for his head to be preserved for scientific research.

Give out copies of the slide with post-it notes to pairs. Roll out a toilet roll along the floor as a timeline of Petrie's life, identifying the following periods with markers in chronological order (1853 to 1865), (1865 to 1873), (1873 to 1883), (1883 to 1893), (1893 to 1903) and (1903 to 1913). Display slide nine which shows photographs of Petrie's parents and use the detail in slide ten to briefly explain his family background. Ask pairs to jot down anything on their post-it notes that might be useful from his background that might help Petrie have helped Petrie to develop into a good archaeologist. Then place a post-it note on their image of Petrie's head. Copies of photographs of the Petrie's could also be placed on the timeline around the date 1853. Repeat the above process for slides eleven to twenty two in turn, allowing time for pairs to briefly discuss how details of Petrie's development over time might show how he developed in to a good archaeologist. A sample pair could be asked to come forward and talk through their completed post it notes on Petrie's career. (Probe the pairs understanding by asking them for supporting evidence of their view with details of Petrie's career, and allow other pairs to question them too). Only then reveal that the attributes listed on slide seven of the PowerPoint were in fact

compiled by Petrie (and largely describe himself!)

## **Main Learning Activity Two**

Give out copies of the fact files to pairs from slides twenty three to thirty three of the PowerPoint outlining the background, education, training and experience of Petrie's "pups" ( i.e. archaeologists he trained) and some of his other fellow British archaeologists working at around the same time who were influenced by his methodology.(For the purpose of differentiation the number of cards could be reduced or the details edited down). Ask pairs to read each fact file in turn giving a mark out of 10 (in the style of top trumps) for the suitability of their family background, education, university attendance (if any), training and work experience to counted as good archaeologists judged against Petrie's own criteria (in the style of top trumps).

Ask pairs to compare scores they have awarded for sample fact files and lead a discussion (and take a vote) about who might count as the three best archaeologists overall and why.

## **Plenary or Concluding Activity**

Lastly refer back to the agreed criteria from earlier discussion for what makes a good spy. Ask pairs to discuss the extent to which they think the three best archaeologists agreed by the class might also be effective spies, if so why and if not, why not to so that other individuals from the fact files already sorted might be substituted. Ask selected pairs to comment on the suitability of the "best archaeologists" and any other candidates for who might be the most effective spies.

