

The Ancient Mediterranean: Trade, Contact, and Culture Diffusion

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AIEA HIGH SCHOOL

AIEA, HAWAII

Subject: World History and Cultures

Level: Grade 9

Length of Unit: Approximately eight class periods/560 contact minutes

Sources and Resources:

Student Text:

Wallbank, T., et al. *History and Life*. 4th ed. Scott, 1990.

Content Standards:

State of Hawaii, Dept. of Education, *Essential Content*

Available: <http://www.k12.hi.us/>

Selected Print Resources:

Bass, G.F. "Oldest Known Shipwreck" (see General Bibliography).

Casson Lionel. *The Ancient Mariners* (see General Bibliography).

Grant, Michael. *Ancient History Atlas* (see General Bibliography).

Renfrew, Colin, and Paul Bahn. *Archaeology: Theories, Methods and Practice*. New York: Thames and Hudson, 2004.

Selected On-line Resources:

The sites listed here have very extensive links to other locations dealing with the archaeology of the ancient world.

Perseus Project: <http://www.perseus.tufts.edu>

1994 Excavation at Uluburun: <http://ina.ramu.edu>

ABZU, Subject Index: Archaeological Sites:

<http://oi.uchicago.edu>

Other Resources (the resources listed below support the production of instructor-made teaching materials):

Adobe Corporation, Adobe PageMaker 6.5 (1996).

Cartesia Software, MapArt, World Geopolitical, CD-ROM (1996).

Microsoft Corporation, Office 97, Professional Edition.

Window/Office 98, Professional Edition (1997/1998).

Macintosh MS PowerPoint 4.0.

PART ONE: INTRODUCTION

Aiea High School is a medium-sized school of about 1600 students located in the hills above Pearl Harbor on the Island of O'ahu in the State of Hawaii. Our student body is racially, ethnically, culturally, and socially diverse. We have students of Hawaiian ancestry, children of military personnel, great-grandsons and great-grandchildren of plantation laborers, and recent immigrants from China, the Philippines, Korea, Southeast Asia, Samoa, Tonga, and the Marshall Islands. Social stratification follows the contour of the hills in which our school is set; from the upper-middle class of Aiea Heights and Royal Summit to the public assistance families of the Halawa Housing Project.

Approximately 78% of the 1996 graduates of Aiea High school enrolled at either two- or four-year post-secondary educational institutions for the 1996-1997 school year. Most of these students planned to attend institutions in the University of Hawaii system which includes nine two-year community colleges, the University of Hawaii-Hilo, University of Hawaii-West Oahu, and the flagship campus, the University of Hawaii-Manoa. A number of students also opt to attend school on the mainland. U.S. schools in the Pacific Northwest and the Intermountain West actively recruit Hawaii students. A few of our students enroll in institutions of the caliber of Stanford, the University of California system, Harvard, and Columbia.

One of the requirements for high school graduation in the State of Hawaii is the successful completion of four Carnegie Units in the Social Studies. A year-long course titled World History and Cultures is one of these required classes.

At Aiea High School, World History and Cultures is currently the first course in the Social Studies taken by all students upon entering the ninth grade. Schools in the State of Hawaii are currently engaged in a process of curricular alignment and the adoption of state-wide content and performance standards. Unlike the situation in some states, these content standards are expressed in very general terms and allow great flexibility in subject matter and teaching. The Essential Content standards from the State of Hawaii, Department of Education for Social Studies, Grades 9-12 that pertain to and provide the pedagogical framework for this teaching plan can be summarized as follows:

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The Social studies curriculum enables learners to develop critical understandings of history and geography, and economic, political, and Social institutions.

Historical Understandings: Development and interconnections among major world civilizations and cultures.

Geographic Understandings: The interdependence of communities, states, and nations.

Economic Understandings: An understanding of economic structures and processes, and how trade and technological development promote interconnections among communities, states, and nation.

Social Understandings: An understanding of the processes of social change, diversity, and interdependence.

Data for our school suggests that ninth grade is a critical year in determining future academic success of our students. (During the school year 1993–94, approximately 26% of our ninth graders received failing grades in two or more core subjects and were not promoted to tenth grade.) In my World History course, therefore, I emphasize not only content but the development of the social and academic skills that are necessary in all the subject areas.

I find that students come to my classroom in the ninth grade generally lacking practice in reading, oral and written communication and locating, synthesizing, and evaluating information. The culminating activity in my course is an academic research paper due in May. Preparation for this activity begins on the first day of class with the introduction of note-taking. The development of research and writing skills is emphasized throughout the school year.

The isolation of the Hawaiian Islands has a profound impact on my students. Most, if not all, of their information about the outside world and its historical development comes from television. We do not have the great museums that can be found in New York, Boston, or San Francisco, with their collections of antiquities, and the public library system is in crisis. Hawaii is insular in every sense of the word. In an attempt to address this lack, Aiea High School has, over the last five years, directed its resources into an extensive computer networking program. Every classroom has Internet access and the school library has more than thirty terminals and workstations with Internet and CD-ROM capability. Approximately 35–45% of our students have computers and Internet/e-mail access at home. We are coming to view on-line resources as our window to the greater world beyond the shores of our islands.

One of the goals of my teaching plan for the integration of the material from this Institute into my World History curriculum will be to use the content material as a vehicle for the teaching of Internet research skills.

PART TWO: INSTRUCTIONAL CONTEXT

The subject matter of the World History and Cultures course in the State of Hawaii is ostensibly the entire four-million-year history of humankind. In practice, this is not realistic given the temporal limitations of the school year. Our school offers student opportunities to study non-Western material (Asian and Pacific Island literature, history, and culture), so I attempt to limit the scope of my class to a study of the development of Western civilization with some brief excursions into other areas.

While I expect that the wealth of information I have received as a result of this Institute will be incorporated in my teaching throughout the school year (and not just in World History class but also in my Economics, Geography, and Modern European History courses), this proposal for teaching the material will focus on my plan for using the Institute subject matter during the first academic quarter.

Classes meet three times per week for 73 minutes each. Often, multiple topics are presented in a single class period.

Prior to beginning the section on trade and cultural interrelations in the ancient Mediterranean, students will have studied geologic time and prehistory, and the Neolithic, agricultural, and pastoral peoples, including the ancient river valley civilizations. Their study includes an inquiry into the major methods used by archaeologists in dating artifacts.

One of the weaknesses of the textbook that we use is its tendency to present ancient civilizations developing in isolation from one-another. I hope to use the subject matter of the Uluburun wreck as a vehicle to portray the dynamics of cultural contact and trade as a form of communication among cultures. It is my hope that my students will develop a sense of the complexity of cultures and circumstances that led to the development of Western civilization.

Following the mid-term examination, we will be looking at Homer's *Iliad*, and the Persian wars, and classical Greece. Material from the Institute will appear here (particularly, the excavations at Troy) and subsequently during the first and second academic quarters.

PART THREE: ANCIENT MEDITERRANEAN TRADE AND THE ULUBURUN SHIPWRECK

Note: This unit includes four one-period lessons and a set of classroom activities planned for four periods. Lessons 3–8 focus on the Uluburun shipwreck.

I. TOPIC: BASIC ECONOMIC PRINCIPALS AND THE IMPORTANCE OF TRADE

Objective: Students will become familiar with some of the basic terms of economics. Students will develop an awareness

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of the importance of trade in the modern world by examining how trade affects their lives.

Materials: Textbook, homework assignment sheet.
Approximate Time: 1 class period/70 contact minutes.

Classroom Activities: Lecture/discussion. The following basic economic terms are discussed in class- factors of production, economic choices, opportunity costs, comparative/absolute advantage, and gains from trade. Students are asked how trade affects their lives.

Students are assigned to produce a site map of their kitchens at home. (Students have seen how site maps are used by archaeologists to show spatial relationships.) On their site maps they are instructed to locate appliances, furniture, and other nonperishable "artifacts" in their kitchens that were not made in Hawaii. These artifacts are listed with the state or country of origin. On the back of the assignment sheet. Students will locate the place of origin of their kitchen artifacts on a map of the world.

During the next class period, the importance of trade in the modern world will be discussed. Students will also discuss the concept that culture as well as material goods can be transmitted by trade.

2. TOPIC: THE BRONZE AGE ON CRETE AND AT MYCENAE

Objective: Students will understand the development of Minoan and Mycenaean cultures by examining the archaeological evidence.

Materials: Text book, slides of ancient Minoan and Mycenaean excavations and pottery, overhead transparencies, homework assignment sheet.

Approximate Time: 1 class period/70 contact minutes.

Classroom Activities: Slides and overheads are presented to illustrate the archaeological evidence for contemporary understanding of the civilizations of Crete and Mycenae. Students are given a written exercise keyed to the text. One part of the exercise will ask students to try to identify and to chronologically arrange scanned images of pottery.

3. TOPIC: THE ULUBURUN SHIPWRECK.

Objective: In six class periods, students will come to understand how the Uluburun shipwreck demonstrates the complexity of trade interactions in the ancient Mediterranean.

Materials: Video, *Ancient Treasures From the Deep*. Nova.
Approximate Time: 1 class period/70 contact minutes

Classroom Activities: Students will view excerpts from the video (some portions of the video move very slowly) and transparencies produced by the instructor in the form of an MS PowerPoint presentation and lecture. A class discussion of the video follows.

4. TOPIC: THE ULUBURUN SHIPWRECK (CONT.)

Objective: Students will understand how the Uluburun shipwreck demonstrates the complexity of trade interactions in the ancient Mediterranean.

Materials: Bass, "Oldest Known Shipwreck" (see General Bibliography), written assignment sheet.

Approximate Time: 1 class period/70 contact minutes.

Classroom Activities: Students are given class copies of the *National Geographic* article and asked to complete an instructor produced assignment sheet. A class discussion of the significance of the Uluburun wreck follows.

5. TOPIC: LATE BRONZE AGE TRADE IN THE MEDITERRANEAN (SMALL-GROUP PROJECT).

Objective: Students will work collaboratively in small groups to explore the interrelationships of the producers and consumers illustrated by the Uluburun shipwreck.

Materials: Student-produced, wall-sized map of the Mediterranean, computers with Internet access, laser printers, markers.

Approximate Time: 4 class periods/280 contact minutes

Classroom Activities: One class period is devoted to a discussion and demonstration of the use of information resources such as books and articles available in class and the use of the internet as a research tool. Appropriate use policies are explained. Students are given information about evaluating Internet sources. Students discuss the framing of Internet searches and management of the excess of information that sometimes comes from Internet searches (there are three classroom computers and the resources of the school library are also available). Each student must return the "Appropriate Use Police Agreement" signed by a parent.

In four class periods planned for this unit, students engage in the following activities:

1. They are asked to recall and are then given a manifest of the cargo of the Uluburun shipwreck. A well-sized map of the Mediterranean is produced in class. (Students trace projections of portions of maps produced by the instructor using Map Art software from Cartesia© Software Inc.

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- on chart paper which is then joined to make a wall-sized display.) The points of origin of the cargo of the Uluburun wreck are discussed, as is the dating process of the wreck and the contents of the cargo—for example, such items as “ox-hide” copper ingots, seals, scarabs, glass, weapons, and Baltic amber.
2. Students are assigned to groups of four. Each group draws a picture, selected at random, of an artifact of artifacts from the Uluburun wreck. Students are given a framework sheet (produced by the instructor) that structures the information that they will seek.
 3. Groups will research the point of origin of their artifact. They will be looking for information concerning the place, culture and time in which the artifact was produced.
 4. Student groups will report their findings to the class submit a report of their research for evaluation and produce a poster that shows a map of the place where their artifact was produced and some key information about the culture that produced the artifact at that time in history.
 5. The places of origin of the cargo of the Uluburun wreck will be plotted on the large map of the Mediterranean region.
 6. Lecture and discussion will provide information on weather, winds and sailing in the Mediterranean, ancient shipbuilding, and technology.
 7. Using the information developed from the project, students will hypothesize possible trade routes in the ancient Mediterranean.
 8. Students will be asked to respond to written and oral questions about how they believe trade in the ancient world impacted the spread of culture, technology and language.
 9. Students will receive a group evaluation of their projects. Posters and maps will be left on the wall as a study aids for the mid-term examination.