

Primary Sources and Archaeology in the Study of Ancient Mediterranean Trade

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AUGUSTA, GEORGIA

Subject: World History Survey Course

Level: Grade 10

Length of Unit: The material here is designed to be taught at intervals during a year-long course. Each lesson requires two class periods or one block schedule. Each is designed as a single lesson which may be connected or interrelated to the study of Egypt, the Levant with the Phoenicians and the Hebrews, Greece, and Rome.

Readings for the Teacher: Specific Readings in the General Bibliography as background reading for the teacher and additional reading as listed for each lesson below.

PART ONE: INTRODUCTION

George P. Butler High School is a four-year comprehensive institution with a choice of an academic or vocational diploma. The student population approximates 1,800 plus in average daily attendance. Over two-thirds of the student body is African-American. More than three-fourths of the students participate in the free or reduced lunch program. A majority of the students live in single-parent families, and necessity requires them to obtain part-time employment.

In Georgia, World History is a tenth grade required subject, which lasts a full year. World History is a survey course. The State Department of Education requires students to pass a high school exit exam in social studies, math, language, and science. The test content for World History includes geography, map and globe skills, research, critical thinking, problem solving, inquiry, and evaluation. The summer Institute, *Cargoes from Three Continents*, focused on trade and economic activities, as well as the science of archaeology. Most of the lessons in this teaching plan are based on materials from the Institute having to do with the Levant (Phoenicians and Hebrews), Egypt, Greece, and Rome. All of the lessons have to do with trade and utilize archaeological data to support historical facts.

The lessons are planned to add depth to textbook material and to provide classroom activities. Students are asked to concentrate on primary sources—through reading for

comprehension and analyzing. Activities include map use, role-playing, exercise of critical-thinking skills, and development of vocabulary.

The goal of the unit is to utilize the themes of economics, communication, and religion to explore the topic “Cargoes from Three Continents.” Included are these general objectives:

1. To plot ancient trade routes depicting empires and items of trade.
2. To support with data from primary sources the extent of trade.
3. To foster the development of students’ ethical thought process regarding trade exchanges for royalty and commoners.
4. To analyze primary sources to formulate historical questions relating to trade, barter, coinage, and commercial contracts.
5. To foster students’ appreciation of work ethics and the importance of individual contributions to economic prosperity in the ancient world as well as today.
6. To foster students’ appreciation of multicultural cooperation in order to foster economic, political, social, and religious goals.

PART TWO: THE LESSONS

LESSON ONE: ROYAL EXCHANGE

Readings and Resources:

Leonard, Albert, Jr. “Archaeological Sources for the History of Palestine” (see General Bibliography), pp. 26–31.

Moran, William I., trans. and ed., *The Amarna Letters* (see General Bibliography), pp. 27–37.

Video: *Egypt: Gift of the Nile* (1997). Video, 29 min., color, VHS. For ordering information, see *Archaeology on Film*.

Lesson One includes a primary source from the Amarna Letter EA 13 and 14 which is an inventory from Babylonia. This apparently describes the dowry of a Burna-Burias. The Gifts are presents for Amenhotep III of Egypt.

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Activity:

This activity is done in a cooperative group and includes a discussion of sharing and exchange of culture. Notes are provided by the teacher on diplomatic trade between ancient Egypt and her neighbor.

Objectives:

1. After reading and comprehending the primary source, the students will define diplomatic trade and explain how the reading illustrates how important it is to respect future in-laws.
2. Students will discuss the concept of a bridal trousseau of today and compare social traditions related to the dowry with the traditions of their parents and grandparents.

LESSON TWO: CRAFTS AND TRADE FOR DAILY LIVING**Readings**

Baines, John and Jaromir Malek. "Trades and Crafts, Everyday Life." *Cultural Atlas of Ancient Egypt*. New York: Facts on File, 2000. pp. 195–202.

Barber, Elizabeth Wayland. *Women's Work: The First 20,000 Years*. New York: Norton, 1994. pp. 185–207.

Davies, Norman De G., and R. O. Faulkner. "A Syrian Trading Venture to Egypt." *The Journal of Egyptian Archaeology* 33 (Dec. 1947): 40–49.

Activities:

1. The teacher will explain the cultivation and harvest of flax. The teacher will provide a demonstration of spinning the flax fibers into threads with a spindle. Students will be able to touch the flax fiber and linen cloth.
2. The students will decode a frieze from the Middle Kingdom Egyptian tombs of a father and son, Bakht and Khety (at Beni Hasan). The frieze shows men spinning cord and doing laundry while women spin and weave. Among the spinners in Bakht's tomb is a little girl, while in Khety's tomb a young boy helps with the spinning. Day-care seems to have included vocational training. In one frieze the women are shown playing a variety of acrobatic games.
3. Students will design a frieze on a topic having to do with the manufacture of linen in ancient Egypt.

Objectives:

1. The students will define division of labor in Egyptian society after studying and decoding the frieze on producing linen.
2. After reading handouts on the history of linen in ancient Egypt, students will describe how sails and ropes promoted travel on the Nile River as well as counted as wealth and served as a sort of money for barter.

LESSON THREE: TRADE AND RELIGION**Resources:**

Video: *King Tutankhamon* (1978) two parts, 15 minutes each, color. For ordering information, see *Archaeology on Film*.

Lesson Three focuses on Egyptian religious practices and archaeological discoveries. The students will view a video on King Tutankhamun.

Activities:

Cooperative groups composed of four members each will randomly draw one of the four topics to complete while viewing the video:

1. List and describe gold objects, including their functions, if possible.
2. List and describe the recreational objects.
3. List and describe personal items and explain functions for a few.
4. List and describe items used for daily living.

Objectives:

1. After sharing of group reports, each group of students will trace on a map of the ancient world the source or origin of four items on their list.
2. After viewing the video and talking about archaeology, students will discuss the difference between primary and secondary contexts.
3. After viewing and discussing notes, students will differentiate between information an archaeologist has dug up and the information found only in the text, e.g. political.

LESSON FOUR: TRADE AND THE BUILDING OF A HEBREW TEMPLE**Readings:**

Harden, Donald. *The Phoenicians* (see General Bibliography), pp 1–51, 52–68, 148–170.

Leonard, Albert, Jr. "Archaeological Sources...Palestine" (see General Bibliography), pp. 26–31.

Bible—New Revised Standard Version. Bruce M. Metzger and Roland E. Murphy, eds. New York: Oxford, 1994.

Lesson Four focuses on the Phoenicians' trade with the Hebrews when King Solomon built his famous temple in Jerusalem. The primary sources are 1 Kings 9, 10, 11, and Ezekiel 27.

Activities:

1. After all cooperative groups have reported the answers to objectives numbers 1–4 (below), Group One will plan a short role play. Members of this group will role-play merchants and explain the trade routes, indicating them

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on a map.

2. Group Two will role-play the sailors and other subjects of King Solomon and show their travels on the map.
3. Group Three will role-play King David and King Hiram with their financial advisors as they are engaging in trade practices.
4. Group Four will role-play Hebrew, Phoenician, Philistine, and Amorite historians who will provide reasons for the decline of these empires.

Objectives:

1. After reading 1 Kings 9:11–25, the students will be able to list the Phoenician goods and services utilized in building the temple.
2. After reading 1 Kings 9:26–38, students will describe the relationship between King David and King Hiram.
3. After reading I Kings 9, 10, 11, and Ezekiel 27, students will analyze reasons for the decline of the empires of the Hebrews, Phoenicians, Philistines, and Amorites.
4. Students will view a slide (from a picture of a reproduction) of Solomon's famous temple. Cooperative groups will answer one question each and report to the class. The teacher will provide basic background information on the history of the lesson.

LESSON FIVE: COMMERCIAL TRANSACTIONS IN ATHENS**Readings and Resources:**

- Casson, Lionel, *Ancient Trade and Society* (see General Bibliography), pp. 70–86.
- Clain-Stefaneli, Elvira. *The Beauty and Lore of Coins: Currency and Medals*. New York: Riverwood Publishers, 1974. pp. 22–25.
- Cunliffe, Barry. *Greeks, Romans, and Barbarians* (see General Bibliography), pp. 12–37.
- Meijer, Fik and Onno van Nijf. *Trade, Transport, and Society in the Ancient World* (see General Bibliography), pp. 32–51, 66–68, 93–98, 119–121.
- Video: *Athena's City. The Greeks Series* (1987). 20 min., VHS.

Lesson Five focuses on the grain trade in Classical Greece (450–300 B.C.). The problems facing Athens are overpopulation and a shortage of grain because of geographical conditions. Ships are needed to transport grain, and money is required to conduct business. In this lesson, students will read primary sources—selections from Demosthenes' court cases in Athens pertaining to coinage of money, different aspects of commercial activities, food crises, maritime loans and associations for foreign traders. The Demosthenes selections are taken from Meijer and van Nijf (see Readings, above).

Activity:

Cooperative groups will be formed. Members of each group

will read one of the selections from Demosthenes and report to the class in accordance with one of the objectives (listed below). Students will role-play "You Were There" news reporters at the time when Athens was becoming the commercial hub of the Aegean.

Objectives:

- After reading the selections from Meijer and van Nijf, students will work in their groups to accomplish the following:
1. Study a map of the Aegean Sea and describe the geographic features which determine the necessity of grain importation and the development of trade.
 2. Describe the commercial activities of magistrates in the port.
 3. Describe the process of obtaining maritime loans.
 4. Evaluate the coinage of the silver drachma as a standard of trade.

LESSON SIX: ROMAN INDUSTRY AND UNDERWATER ARCHAEOLOGY**Readings:**

- McCann, A.M. and Joanna Freed. "Deep Water Archaeology: A Late Roman Ship from Carthage..." (see General Bibliography), pp. 1–29, 46–58, 102–109, 151–184.
- McCann, A.M., et al. *The Roman Port and Fishery of Cosa: A Center of Ancient Trade* (see General Bibliography), pp. 102–409.
- McCann, A.M., et al. "The Roman port of Cosa" (see General Bibliography), pp. 102–109.
- Past Worlds*. Times Books, 1988. Pp. 36–37.
- Pulak, Cemal. "An Old Treasure: The Site at Uluburun." *Archaeology and Public Education* 7.2 (1997). Washington, D.C.: Society for American Archaeology. Pp. 4–13.
- Sharer, Robert and Wendy, Ashmore. *Archaeology: Discovering Our Past* (see General Bibliography). Chapter 7, "Excavation," pp. 238–301.

The sixth lesson focuses on the Roman seaport and fishery of Cosa. The students will study the Schematic Plan Phase 2, the Portus Cosanus and lagoon, late second and first centuries B.C. (fig. VII-10), and text figure 1-1, and the hypothetical reconstruction of Portus Cosanus and the fishing lagoon based on archaeological evidence from McCann, et al., *The Roman Port and Fishery of Cosa: Center of Ancient Trade*. The teacher will provide the basic notes on the role of underwater archaeology, and the new technologies used to locate underwater ports, shipwrecks, amphoras, and precious metals.

Activity: Students will debate the topic: Land Excavations versus Underwater Excavations.

Objectives:

After taking notes, listening to the lecture, and studying

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handouts, students will be able:

1. To list and describe the different occupations of the colonies at Cosa.
2. To explain the commercial activities of the Sestius family in Cosa.
3. To compare and contrast in a debate the topic: Land Excavation versus Underwater Excavation.
 - A) Expenses
 - B) Dangers
 - C) Advantages and disadvantages of each
 - D) Significance of each

ASSESSMENT

The students will be assessed by teacher's observations, students' responses, written work, participation, and test questions based on Bloom's Taxonomy.