

LESSON PLANS

INTRODUCTION

The Cargoes Institute radically shifted my view of life in the ancient world. In my classes I had always emphasized the interconnectedness of ancient peoples, but had concentrated on movement over land of peoples, products, and ideas. The Institute opened up for me the busy traffic on seas and water ways that carried products and ideas from one people to another in ancient times. That the concept of maritime trade in antiquity relates to recommendations in national and local standards for teaching history is an added bonus.

—Participant, Cargoes Institute

READERS WE HOPE TO REACH

We have planned this book with a particular readership in mind—teacher of ancient history and classical studies, grades 6–12. We hope it may also be of some service to college teachers of ancient Mediterranean and related studies. The material here is, we believe, of immediate practical value. Anyone who has faced, day after day, successive classes of adolescents studying the ancient world will understand the urgency of having at one's finger tips lively, authentic, and fresh subject matter. The material in this book meets those standards. We hope you will read thought the introduction carefully and consider following the suggestions at the end of it.

THE CARGOES PROGRAM, 1996–1998

Americans are being drawn more and more into contact with other cultures. Peoples in the past, even the distant past, had the same experience. In spite of the interconnectedness of ancient peoples, in history classes they have often been taught one at a time: Mesopotamians, Egyptians, Greeks, Romans. A different way to look at the past is to study not only peoples, but interactions between and among various peoples living in the world at the same time. History has always offered wars as major examples of different peoples' connecting. However, as world historian William McNeill and others have pointed out, peaceful exchanges of ideas in commercial interactions have had profound effects on human events.

An especially significant area for studying ancient trade is the Mediterranean, a region bounded by the Alps to the north, the Sahara to the south, the Atlantic to the west, and the Syrian Desert to the east. This is the site of the world's first great transregional civilization. Until recently, the study of ancient trade in this region was based mainly on written texts which did not treat it systematically. However, modern archaeology, especially underwater exploration of ancient shipwrecks, has greatly expanded knowledge in this field. The historical record tells us that as early as the third millennium B.C., Mediterranean peoples carried cargoes by sea and inland waterways, in business transactions with one another. The archaeological record extends even further into the past. In this largest inland sea on earth and its adjoining complex of

waters, the peoples of three continents—Africa, Asia, and Europe—came together to exchange goods and, inevitably, cultures and ideas.

Although a study of cultural interactions in this region gives importance to all Mediterranean peoples, it nevertheless includes civilizations emphasized in traditional "ancient history," namely those of Greece and Rome. Examining ancient Greece and Rome as part of the Mediterranean complex of lands offers a new approach to classical studies, one suited to recent curricular developments—for example, the National Standards for World History (for information about the 1996 publication containing the Standards, please see Sharon Baumgartner's "Teacher Workshop," in Part Four of this volume). This approach offers a corrective to what some see as elitism in classical curriculum. Looking at the Greeks and Romans in a regional context illuminates the achievements of peoples who in the past have often been considered only in relation to the "classical" peoples, for example, the Egyptians and the Phoenicians. The regional context illuminates the achievements of peoples usually not included in classical curriculum, such as the inhabitants of ancient Nubia and India. The archaeological approach offers another advantage. Looking at peoples' material cultures with the help of logical approach offers another advantage. Looking at peoples' material cultures with the help of archaeology emphasizes the common life of humanity in ways that the written word cannot do.

With the above rationale in mind, the Archaeological Institute of American (AIA) developed a program for a four-week summer Institute for teachers of ancient history and Latin from around the United States. The expectation was that a small group of talented and experienced teachers, if given an intensive course in ancient Mediterranean trade, would then teach the material in their own communities and also disseminate their teaching results among colleagues. In 1996, the National Endowment for the Humanities awarded a grant for the major part of the funding for the program, to take place in summer of 1997, with a follow-up year in 1997–98. This was the first such program to be sponsored by the AIA.

On the afternoon of Sunday, 6 July 1997, twenty-four teachers from around the United States arrived at a Boston University dormitory to register as participants (AIA headquarters are at Boston University). The Institute, *Cargoes from Three Continents: Ancient Mediterranean Trade in Modern Archaeology*, continued for four weeks, through Friday, 1 August. The program's subject was trade and cultural interchange in the Mediterranean region from approximately 1600 B.C. to A.D. 200, with the major emphasis on the evidence from recent work in archaeology. The participants were teachers of world history, ancient history, and Latin, grades 6–12, from seventeen states: California, Connecticut, Georgia, Hawaii, Kentucky, Massachusetts, Minnesota, Missouri, New Jersey, New Mexico, New York, Pennsylvania, Tennes-

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see, Texas, Vermont, Washington, and Wisconsin. Institute staff members were Director Mark J. Meister, Executive Directory of the AIA; Associate Director Marie Cleary, Five Colleges Associate; Ancient Historian-in Residence, Stanley Burnstein, Professor and Chair, Department of History, California State University, Los Angeles; Curriculum Consultant Marcia Baynes, Cambridge Public Schools; and Curriculum Consultant Nancy Bernard, Archaeological Associates of Greenwich and Chair of the AIA Education Committee.

The program was intended to enrich the teaching of history and therefore stressed both the history of the Mediterranean region and the history of trade in that region. Within this broad picture were lectures focusing in on peoples or types of evidence representative of certain eras, all drawn from information based on archaeological methodology and interpretative frameworks.

Each morning, Monday through Friday, except for five mornings when lectures were scheduled at museum locations, participants and staff gathered in a Boston University classroom for a lecture by a scholar on an Institute topic. In discussion periods after the lectures, staff members and participants had opportunities to both ask questions of visiting scholars and reflect together on ways to incorporate the various topics into their teaching plans.

Two lecturers presented a panoramic view of the entire subject. Ancient Historian-in-Residence Stanley Burnstein provided, in four lectures given at intervals, a historical survey of the Mediterranean region. Lionel Casson, Professor Emeritus, New York University, also on four different occasions, lectured on sailing and trade throughout the area. Casson's well-known book, *The Ancient Mariner: Seafarers and Sea Fighters of the Mediterranean in Ancient Time*, was a basic text for the program.

Lecturers on specific topics included: Joseph Greene, Harvard Semitic Museum (archaeological methodology and interpretation, Cyprus, and Phoenicia); Samuel Mark, Institute of Nautical Archaeology (the Uluburun wreck and ancient ship construction); Albert Leonard, University of Arizona (Minoan and Mycenaean periods, and the site of Troy); Peter Lacovara, Boston Museum of Fine Arts (Nubia); Richard Wing, Harvard University (ancient coins); Elizabeth Lyding Will, Professor Emerita, University of Massachusetts, Amherst (evidence from amphoras about trade in the Roman Republican period and in the imperial period); S. Thomas Parker, North Carolina State University (new evidence on Rome's trade via the Red Sea); and Roger Bagnall, Columbia University (papyri).

In addition to the morning lectures and discussions, three scholars addressed the group on Thursday afternoons: Richard J.A. Talbert, University of North Carolina, Chapel Hill (the Classical Atlas Project); Anna Marguerite McCann, Boston University (exploring ancient trade routes in the Mediterranean with ROVs [remotely operated vehicles]); and Keith Bradley, University of Victoria (slavery in Rome).

It was particularly exciting for participants when, immediately after Dr. McCann's visit, the news broke about the expedition from which she had just returned, which had discovered the largest concentration of ancient shipwrecks ever found.

Other Institute activities included several afternoon sessions related to follow-up instruction, and evening viewings of videos related to the program, selected by Peter S. Allen, Rhode Island College. All participants developed plans for teaching the subject matter which they put into operation in their classrooms during the follow-up year, September 1997 through May 1998.

During the school year 1997–98, staff members and participants kept in touch through a newsletter and an e-mail network. They also met in small groups in various geographical areas, at professional conferences in Ohio, Illinois, Massachusetts, Connecticut, and California (both San Francisco and Anaheim). At these meetings, teachers from the Institute presented to other teachers their classroom results using the subject matter of the Institute.

The ultimate goal was to produce a book containing a full set of materials from the Institute—abstracts of the lectures, bibliography, and participants' teaching plans. This book represents the realization of that goal.

THE CARGOES BOOK: INTRODUCTORY COMMENTS

Applications for the Institute were due 1 March 1997. We received a large number of these, and reading them loomed ahead as an onerous task. Right away, though, the fresh ideas of these applicants about ways to teach ancient history swept us up on a surge of enthusiasm which continued through the summer and the follow-up year. These teachers were obviously as fascinated by the ancient Mediterranean world as we were. Also, they possessed a quality not often cited, but quintessential for successful teaching of any subject—pedagogical mastery. This is more complex than it first appears, as it includes a threefold kind of knowledge—of the subject matter in question, of the students to whom one must teach it, and of strategies for bringing the two together. We hope that the teaching plans in this book will give readers a sense of being in their classrooms with the strong and ardent teachers of the Institute.

Here is how the teaching plans were created: based on the readings and lecture of the Institute, teachers chose their topics. Then, under the intense pressure of our crowded days in Boston, they completed written accounts of how they proposed to teach these topics when they returned to their schools. During the follow-up year, they taught the material and revised their teaching plans according to results. We know that one school year is not enough time to produce definitive results in curriculum. Therefore, we present the plans in this book as "works in progress."

We are excited by the innovative use of subject matter here. Some popular topics at the Institute have traditionally

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not been included in schools in instruction about the ancient Mediterranean. Among the topics that especially excited Institute participants were underwater archaeology (you will find this topic used in many of the teaching plans here); the sophisticated civilization of Nubia; and trade between Rome and India. Over and over again, participants stressed the importance of teaching the “interconnectedness” of ancient peoples instead of, or in addition to, the old method of teaching one civilization after another.

HERE ARE SOME SUGGESTIONS FOR THE READER:

1. Use the lists provided here—the General Bibliography and Selected Sources for Teaching Materials.
2. Before tackling the individual teaching plans, read through the introductions for all the plans. Taken together, these give a wide-ranging view of American schools and school districts today.
3. In regard to the teaching plans themselves:
 - a. A basic format was used for all the plans; however, the format was adapted to suit individual aspect of each plan.
 - b. In some cases, particular textbooks are mentioned, as these are integral to the teaching plans where they appear. This does not imply that these textbooks were endorsed by the Institute or its sponsor.

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Five Colleges, Inc.

ASSOCIATE DIRECTOR
Cargoes from Three Continents:
Ancient Mediterranean Trade in
Modern Archaeology
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