

Trading market in Ancient Greece



GRADE
4

Bring an Ancient Greek trading market to life in your classroom by allowing students to barter for items that would have been exchanged in this early civilization.



Subject

Social Studies

Suggested timing

40 minutes

Financial literacy objectives

At the end of this lesson, students will:

- describe the uses of money (e.g., as exchange, trade, etc.);
- compare ways in which goods and services were traded in early civilizations to modern life.

Curriculum expectations

Social Studies, Grades 1-6 and History and Geography, Grades 7-8 (2013)
Social Studies

Heritage and Identity: Early societies, 3000 BCE - 1500 CE

- A1.3 Describe some of the ways in which their daily life differs from the lives of young people from different backgrounds in two or more early societies.
- A2.4 Interpret and analyse information relevant to their investigations, using a variety of tools.
- A2.5 Evaluate evidence and draw conclusions about ways of life and relationships with the environment in early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies.
- A2.6 Communicate the results of their inquiries, using appropriate vocabulary.
- A3.3 Describe significant aspects of daily life in two or more early societies.



Assessment

Collect: Reflection on trading market activity (Appendix C).

What you need

- Ancient Greece trading cards (Appendix A)
- Ancient Greece trading card matching words (Appendix B)
- Reflection on trading market activity (Appendix C)
- Trading market reflection rubric (Appendix D)

Minds on

Find your other half

Each student in one half of the class receives a card showing an image of an item for trade in an Ancient Greek market. Each student in the other half of the class receives a card with a word that matches one of those images (Appendices A and B). Provide time for students to find their match, but do not reveal the purpose of the items.

Have each partnership share their item with the class. Ask students if they know what all of the shared items have in common.

Action

Instruction

Explain to students that the products are items that would have been traded by people at markets in early Greek civilizations. Inform the class that the purpose of today's lesson is to conduct a simulation in order to learn about Ancient Greek trading markets.

Using visuals and video when possible, instruct briefly on the following to set the historical context:

1. General facts about Ancient Greek trading markets.
2. The importance of trade in early civilizations.
3. An overview of the geography of Ancient Greece.
4. The significance of the sea in Ancient Greek trading.
5. Environmental and geographic factors that affected the kinds of items that were brought to market and traded, with reference to the resources Ancient Greece lacked (consider hill and mountain terrain, proximity to the sea, etc).
6. Comparison of trade in Ancient versus modern times.

Have students take notes or provide a template where they can fill in key instructional points. You may also want to note that some of the products they will be trading in the market may not have been produced in Ancient Greece, but acquired through trading with other regions outside of Greece.

Students should also be invited to share their experiences buying products at a market (i.e., garage sales, farmers' markets, flea markets, etc.). How does Canada's environment influence what products we find at markets? This discussion can be used to more clearly define the similarities and differences between economic practices and environmental influence in modern life as compared to early civilizations.

Action (cont'd)

Preparing to trade

Create cooperative groups of four to six students and hand out trading cards (for items that are of lesser value, provide additional cards). Ensure that each person has at least one item to trade. Limit the number of more expensive items available by reducing the number of cards handed out for that item.

Explain to students how people negotiated trades without currency, and model some of the methods that were used.

Brainstorm a trading criteria (re: trading for items of worth, trading for items that will help them to survive, trading for items that will provide long-term benefit). Explain that the goal is for each group to have a balance of items that will help them to survive and that each group must be able to justify their trading decisions and strategy at the end of the activity.

Provide time for trading groups to develop a small poster or advertising pitch that will help them sell or promote their goods at the trading market. Next, provide time for students to walk around the room to see what is available.

Developing a trading strategy

As a group, have students discuss what trades they need to make to ensure that they meet the trading criteria. Students should also discuss what would make a fair trade (how much/many of another good would be fair to trade for one of their own goods).

Members of the group are sent off to try and make trades with other groups (allot about 15 minutes).

Consolidation/ debrief

Students should be encouraged to barter to find a trade that will be acceptable to both trading parties. For example: Group 1 might trade five bottles of honey for one piece of metalwork.

Students evaluate their trading cards and compare what they achieved against the trading criteria.

Reflection: Distribute the handout Trading market in Ancient Greece (Appendix C) and have students write about their trading experience. Then, invite students to compare and contrast the Ancient Greek market to modern day markets in pairs and record their ideas in the Venn Diagram on page 2 of the handout.

Ancient Greece trading cards





Ancient Greece trading card matching words



wheat

timber to
build ships

dyes and linens

papyrus

furs and hides

iron and copper

goats and sheep

salted fish

Greek pottery

Greek olive oil

metalwork

honey



Reflection on trading market activity (part I)

Name: _____ Date: _____

1. What strategy did your group use to try and meet the trading criteria?

2. Were the trades fair? Why or why not?

3. Name two things that you did during this activity to help your group achieve its trading goals.

4. If you could do this activity again, what would you do differently?

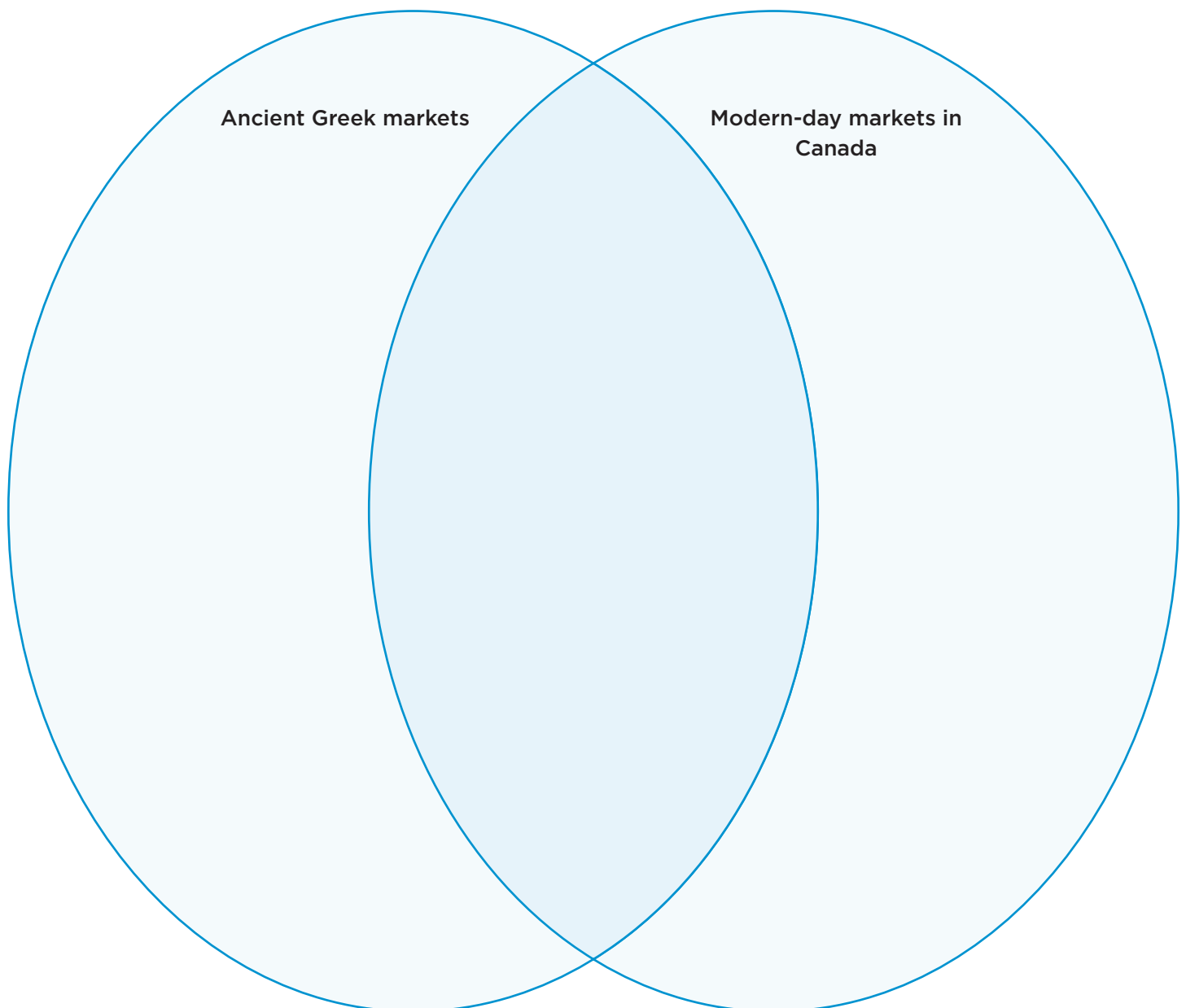




Reflection on trading market activity (part II)

Name: _____ Date: _____

Fill in the following Venn diagram by explaining the difference between trade in Ancient Greece and in modern-day Canada. Record any points of similarity in the middle section.





Trading market in Ancient Greece

Trading market reflection rubric

Student name: _____

Category	Level 1	Level 2	Level 3	Level 4
Knowledge and understanding				
Understanding of historical context of trade in Ancient Greece demonstrated in reflection.	Demonstrates limited understanding of content.	Demonstrates some understanding of content.	Demonstrates considerable understanding of content.	Demonstrates thorough understanding of content.
Thinking				
Use of planning skills during trading simulation demonstrated in page 1 of reflection.	Uses planning skills with limited effectiveness.	Uses planning skills with some effectiveness.	Uses planning skills with considerable effectiveness.	Uses planning skills with a high degree of effectiveness.
Communication				
Expression and organization of ideas and information in reflection.	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with a high degree of effectiveness.
Application				
Making connections between trade in ancient Greece and in modern-day Canada in page 2 of reflection.	Makes connections between contexts with limited effectiveness.	Makes connections between contexts with some effectiveness.	Makes connections between contexts with considerable effectiveness.	Makes connections between contexts with a high degree of effectiveness.

Comments: _____

Mark: _____ Parent initial: _____