## Trading Market in Ancient Greece

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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Social Studies</th>
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<tbody>
<tr>
<td>Suggested Timing</td>
<td>40 minutes</td>
</tr>
<tr>
<td>Financial Literacy</td>
<td>At the end of this lesson, students will:</td>
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<tr>
<td>Objectives</td>
<td>• describe the uses of money (e.g., as exchange, trade, etc.);</td>
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<tr>
<td></td>
<td>• compare ways in which goods and services were traded in early civilizations to modern life.</td>
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### Curriculum Expectations

Social Studies, Grades 1-6 (2004)

**Social Studies**

**Heritage and Citizenship – Early Civilizations**

- Outline how social needs were met in two or more early civilizations.
- Identify important values and beliefs in two or more early civilizations and describe how they affected daily life.
- Use graphic organizers and graphs to sort information and make connections.
- Use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about early communities.
- Use appropriate vocabulary (e.g., culture, myth, legend, civilization, technology, democracy) to describe their inquiries and observations.
- Make connections between some elements of modern life and similar elements from early civilizations (e.g., money as a medium of exchange).
## Curriculum Expectations

**Mathematics, Grades 1-8 (2005)**

### Mathematics

#### Number Sense and Numeration

- Read and print in words whole numbers to ten thousand, using meaningful contexts.
- Solve problems that arise from real-life situations.
- Solve problems involving the addition, subtraction, and multiplication of whole numbers, using a variety of mental strategies.
- Add and subtract decimal numbers to hundredths, including money amounts, using concrete materials.
- Use estimation when solving problems involving the addition, subtraction, multiplication, and division of whole numbers, to help judge the reasonableness of a solution.
- Demonstrate an understanding of simple multiplicative relationships involving whole-number rates, through investigation using concrete materials and drawings.

## 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.
**Trading Market in Ancient Greece**

**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. Economic factors that affected the kinds of items that were brought to market and traded (consider proximity to water, climate, etc.)
4. Comparison of trade in ancient versus modern times

Have students take notes or provide a template where they can fill in key instructional points.

Students should also be invited to share their experiences buying products at a market (i.e., farmers’ markets, flea markets, etc.). This discussion can be used to more clearly define the differences between economic practices in modern life as compared to early civilizations.

**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.
Trading Market in Ancient Greece

**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).

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: Have students write about their trading experience. Compare and contrast the ancient Greek market to modern day markets by asking the critical thinking questions in Appendix C.
Ancient Greek Trading Cards
## Ancient Greece Trading Card Matching Words

<table>
<thead>
<tr>
<th>wheat</th>
<th>timber to build ships</th>
<th>dyes and linens</th>
</tr>
</thead>
<tbody>
<tr>
<td>papyrus</td>
<td>furs and hides</td>
<td>iron and copper</td>
</tr>
<tr>
<td>goats and sheep</td>
<td>salted fish</td>
<td>Greek pottery</td>
</tr>
<tr>
<td>Greek olive oil</td>
<td>metalwork</td>
<td>honey</td>
</tr>
</tbody>
</table>
Reflection on Trading Market Activity

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?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
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.

Why was trade important in ancient Greece?

Why is trade important to Canadians?